ARTS-Berwyn: Berwyn South School District 100

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1) SIGNIFICANCE

a) The project will build local capacity to address the needs of the target population.

Art Reflecting Teaching Standards in Berwyn (**ARTS-Berwyn**) is a partnership of the Berwyn South School District 100; the Chicago Teachers' Center of Northeastern Illinois University (CTC)—an internationally recognized expert in standards-based art instruction integrated into core academic content; the Berwyn Arts Council, Theatre Aguijon, the Old Town School of Folk Music, and the National Museum of Mexican Art. These partners reflect the exponential growth of Berwyn's Latino population from 35% to 74.5% of district enrollments and District 100's priority of addressing the cultural context of this expanding new majority.

The proposed project will build capacity in District 100's six elementary and two middle schools to meet the Illinois Learning Standards in the Fine Arts by integrating standards-based arts instruction with other core academic area content, thus meeting the absolute priority of the grant program. As required, all eight schools have low income enrollments that exceed 50% as follows: Emerson (K-5) at 59.4%; Hiawatha (K-5) at 79.4%; Irving (K-5) at 54.4%; Komensky (K-5) at 79.0%; Pershing (K-5) at 68.8%; Piper (K-5) at 71.6%; Freedom (6-8) at 69.6%; and Heritage (6-8) at 67.5%. The project will serve 60 teachers over the life of the grant. During Year 1 and Year 2, two Cohorts of 15 teachers each will participate in the program (30 teachers total). In Year 3 of the grant an additional 30 teachers will be served during the summer. Of the 60 teachers approximately 40 will be from grades K to 5 and 20 from grades 6 to 8. To support capacity building and to sustain the relationships with arts organizations, the project will establish the ARTS-Berwyn Partnership Council. The Council will oversee the planning and implementation of this project and the development of a long-term sustainability plan.

Teachers need professional development. In recent surveys of Chicago area teachers, over 90% responded that they do not have adequate training in teaching the arts. Without professional development, teachers cannot to create, perform and respond to the arts in the classroom. Teachers also reported that there is not enough time to add arts instruction to the already full day.

Strategy. ARTS-Berwyn's high-quality sequence of 15 seminars and four classroom-based, artist-assisted classroom units delivered over the 3 years of the project will provide two cohorts of 15 teachers each over 120 hours of professional development in providing standards-based arts instruction integrated into the K-8 academic curriculum, beginning in Language Arts. Cohort 1 teachers will provide leadership and mentoring for teachers beginning a year later in Cohort 2. These 30 teachers will, in turn, begin the training of 30 additional classroom teachers during the final summer of the grant.

Gaps in student achievement. The population served by the Berwyn South school district has undergone substantial change over the last decade. In 1998, the district served a population that was 27% low income, 7.7% English Language Learners (ELL), and 33.8% Latino. By 2007, the district school population was 76.5% low income, 18.2% ELL, and 74.5% Latino (Source: *Illinois School Report Card*). While the district has made Adequate Yearly Progress on state assessments in reading and mathematics, African-American and Latino students lag behind their white peers. In 2007, 20.3% of white students failed to meet state standards in reading, while 26.9% of Latino students and 42.2% of African-American students failed to meet those standards. Similarly, 12.7% of white students failed to meet state standards in mathematics, while 17.1% of Latino and 35.6% of African-American students failed to meet those standards. The need to overcome these achievement gaps is clear.

Strategy. Surveys of students indicate that increased arts education is a promising strategy. In January 2008, 171 middle school students were surveyed on what might interest them in after school programs. Over 80% indicated interest in additional arts education. However, with only 7 art and music teachers serving its 6 elementary schools and 4 serving its 2 middle schools, the district does not currently have capacity for increased arts education. This project will build the capacity of classroom teachers to provide standards-based arts education through arts integration. By doing so, it will allow the district to meet Illinois State arts standards and increase achievement in reading, science and mathematics.

Gap in capacity. To meet achievement goals, the district needs professional development in arts integration that is culturally relevant and makes use of local resources and institutions.

Strategy. The project will address this need through intensive professional development involving 60 teachers, in collaboration with local arts institutions that reflect the community's changing cultural roots. It will ensure sustainability by enhancing the role of the district's current arts specialists, enabling them to be leaders in the areas of arts education and arts integration.

b) The potential replicability and implementation in a variety of settings.

The ARTS-Berwyn project design is replicable in a variety of settings because it addresses the challenges detailed in studies of arts integration. The project emphasizes visible documented learning outcomes and evaluations; ongoing support for the continued growth and challenge of all project participants; sensitivity to the different cultures, styles and norms among project participants; flexibility and an openness to negotiation, compromise and change; and high expectations for both the arts and the core content areas.

Arts Integration Manual and DVD. Through the rigorous documentation of the project's model over the course of the project period, CTC will create a flexible, dynamic Arts Integration Manual and DVD that outlines and highlights the professional development schedule and the effective strategies for integrating arts (music, dance, drama, media arts, and visual arts.) across core curriculum (language arts, social studies, science and math) aligned to the Illinois Learning Standards in the Fine Arts (ILS/Fine Arts).

The Arts Integration Manual and DVD will consist of a synthesis of the professional development workshops; explicit strategies gathered from the arts integrated units created by participating teachers; sequential arts integrated lessons with modifications to different settings and learning styles; reflections and anecdotal responses to focus groups from teachers; student work generated from the project; teaching artist meeting transcriptions; and art resources connected to project partners. The manual will be made available on project partners' websites and through publications and presentations at national and local arts education conferences. It

will also be used by the CTC staff in its work in other schools and districts.

Teacher Teams. The project will assemble 2 cohort teams of K-8 teachers (15 teachers per cohort). Under the guidance of project staff, Cohort 1 teachers will mentor Cohort 2 teachers, collaborating on how to effectively integrate art into the core curriculum. Art teachers will serve as the liaisons between grade level teams, schools within the district, and the various community art partners. The established structure can be replicated locally and nationally through project partner websites, teacher journals, and cross-district conversations.

Teachers as Unit of Change. Innovative arts integration instructional strategies will be disseminated by participating teachers beyond the project period. The 30 teachers who participate in the professional development will use innovative instructional methods, aligned with state academic and art standards, into their teaching practice throughout their careers. This will continuously impact the achievement of countless students in a variety of settings. CTC has witnessed this impact first-hand when teachers from past projects report bringing innovative arts integrative instructional methods with them wherever they go. As part of the project professional development schedule, 30 teachers will share the new strategies with faculty in district schools. In this way, participating teachers will be prepared to support others interested in high-quality arts integration instructional methods beyond the project period, further ensuring replicability.

Network of Partners. The network of the project's schools and partners will also provide avenues for dissemination and replication. Principals from project schools will be encouraged to share the success of the project with other area principals to promote the use of arts integration across the district. The network of partners involved in the project will begin to adopt a new language and set of strategies for arts integration that they can disseminate to further audiences. By welcoming artists and professionals from these partnerships throughout the various stages of our professional development schedule, we will be transferring our expertise in innovative instructional methods to organizations and individuals capable of reaching extended communities, classroom teachers and art educators.

2) QUALITY OF THE PROJECT DESIGN

a) Specific and measurable goals, objectives, and outcomes to be achieved by ARTS-Berwyn.

The project's goals, objectives, and outcomes are clearly specified and measurable. The three goals and four corresponding objectives will be implemented by a collaboration of District 100 school leaders, teachers, project staff, artists, and community partners using arts integration to increase student achievement.

GOALS, OBJECTIVES, BENCHMARKS, AND OUTCOME MEASURES

GOALS

I. Teacher practice will be changed by delivering high-quality professional development based on arts integration, and aligned with Illinois Learning Standards in Fine Arts.

II. Student achievement will increase in both the core curriculum and the fine arts through arts integration.

III. A structure will be developed for building and sustaining capacity for standards-based arts integration across the curriculum in School District 100.

OBJECTIVE 1: 30 K-8 teachers will increase their ability to integrate the arts into core curriculum content areas by Summer 2011.

Benchmark indicators: (1a) Cohort 1 (Mentors): Year 1—teachers will complete seminars 1-7; complete one artist-led unity and one unit showcase; **Year 2**—Teachers will complete seminars 8-12; the second artist-led unit and one unit showcase; one Leap-Frog unit and a second unit showcase; **Year 3**—Teachers will complete seminars 13 and 14; one solo unit and one unit showcase. **(1b) Cohort 2: Year 1**—Teacher will complete seminars 1-3; **Year 2**—Teachers will complete seminars 4-9; two artist-led units and two showcases; **Year 3**—Teachers will complete seminars 10-14; one Leap-Frog unit and one showcase; one solo unit and it's showcase. **(1c) Cohorts 1 and 2: Year 3**—Teachers will together complete seminar 15 and introduce 30 new Berwyn teachers to the process

Outcome Measures: (1.1) By September 2010, 80% of K-8 teachers in both cohorts will be able to align lessons and assessment to ILS Fine Arts standards as measured by rubrics, peer critiques and lesson plans. **(1.2) By September 2010,** 80% of K-8 teachers in both cohorts will increase their use of local art and cultural resources as measured by lessons plans that reflect their use of cultural resources, an increase in the number of field trips and self-assessment and focus group interviews. **(3) By June 2010**, the second group of 30 teachers will have been recruited. **(4) By September 2010** 50% of K-8 teachers will become teacher mentors and deliver arts instructions independent of artists to cohort 2 teachers as measured by documented lessons, rubrics, observation notes and focus group interviews.

OBJECTIVE 2: Project students will significantly increase their ISAT scores in core content areas (reading and math); and the % of project students meeting or exceeding grade level in the arts will significantly increase as a results of arts-integration classroom activities.

Benchmark Indicators: (2a) By January 2009,50% of first cohort teachers have begun integrating the arts across the curriculum. **(2b) By September 2009**, 75% of first cohort teachers have developed assessment tools aligned with ILS/Fine Arts standards. **(2c) By December 2010**, 75% of project students will have participated in a public exhibition/performance of works created in the classroom related to content learning. **(2d) By June 2010**, 80% of students have visited a partner cultural institution.

Outcome Measures: (2.1) By September 2011,70% of project students will increase their ISAT scores in math and reading by 5%. **(2.2) By September 2011**, 85% of project students will meet or exceed grade in the arts, as measured by rubrics, peer critiques protocols and tests.

OBJECTIVE 3:By September 2011, systems will be developed and structures created to ensure continued arts integration practices in Berwyn District 100 in order to ensure sustainability.

Benchmarks Indicators: (3a) By September 2009, 8 school leaders will develop a rubric to assess teacher performance in arts integration. **(3b) By September 2010**, the first version of ARTS-Berwyn Manual and DVD will be completed and available for testing and refinement by

project teachers. **(3c) By September 2011**, the standards-based curriculum units developed and implemented during the project will be uploaded on each school's website to be shared with all the teachers in the district as measured by up-loads on the curriculum pages under ARTS-Berwyn. **(3d) By December 2009,** 50% of cohort 1teachers become mentors for cohort 2 teachers. **(3e) By December 2008**, six ARTS-Berwyn partnership council meet to formalize their systems and structures to support and maintain arts integration in the district.

Outcome measures: (3.1) By September 2011, project schools have incorporated arts integration into their School Improvement Plan and the school principal has implemented specific measures to enable each school's art teachers to convert plans into actions. **(3.2) By 2010**, a cadre of 10 artists from the project's arts partners have been trained as Teaching Artists and are actively supporting standards-based art instruction integrated with core academic instruction as measured by co-created teacher and artist lessons plans with rubrics and peer critique protocols.

OBJECTIVE 4: Local arts partners will be actively supporting standards-based art and core academics instruction in the 8 district schools.

Benchmarks Indicators: (4a) By September 2011, relationships with 6 arts partner organizations will be characterized by regular opportunities for students and their families to see performances in schools and arts venues in the Chicago area during and beyond the project.

Outcome Measure: (4.1) By September 2011, teachers align programming with arts partner programming.

b) The design will build capacity and yield results that will extend beyond the funding period.

The local capacity building as described in **1.a** creates the foundation for a durable capacity competent and motivated to continue key project activities after the end of federal funding. This capacity is partly organizational, partly developmental, and partly attitudinal. Organizationally, ARTS-Berwyn creates the building blocks for learning communities through the creation of a leadership team, an arts integration team and classroom teams, membership among which is

overlapping to support coordination and communication. Developmentally, the project focuses on strengthening and enhancing the pivotal roles within the school of classroom and art teachers and on creating new resources for the enhancement of those roles:

District teachers as trainers: ARTS-Berwyn uses time-limited external resources to build durable internal resources. The teachers as trainers component is key to this strategy. The strategy rests on a basic principle of learning: if you want to learn something, teach it. Teachers who participate in our Professional Development mentor other teachers learning the same content and strategies; those mentored teachers themselves go on to mentor others…and so on.

District arts teachers as both resources for and trainers of classroom teachers: Art teachers in District 100 are a scarce resource: seven for the six elementary schools and four for two middle schools. Since it unrealistic to expect an increase in their numbers, the projects will instead enhance their role and thus increase their impact. Enhancement means the District arts teachers will become teacher leaders in arts education and arts instruction. They will move into this enhanced role as a result of their participation in the project's professional development; their presence within the teacher cohorts; their function as liaisons among grade level teams, schools within the district, and community arts partners; and their position as the district's experts on arts standards. Over time, the arts teachers will provide another critical function, one deftly described by an arts teacher in another district: "we are keepers of the flame of arts." They also become cheerleaders for the practice of arts integration and a memory bank for an array of resources that teachers typically need, such as rubrics, art resources in the district and community, and lists of discipline-specific teaching artists.

A key resource for training: *The Manual and DVD.* The Arts Integration Manual and DVD are key resources that underwrite and enable on-going training. The two will synthesize project workshops, strategies, examples of arts-integrated lessons as modified by teachers to meet situation requirements, samples of student work, transcriptions of teachers and professional artists talking to one other, and other content generated over the course of the project. The two

resources will be readily available through web links, publications, and presentations. The CTC will use them in its work in other schools and districts.

Attitudinally, ARTS-Berwyn is an essay in self-efficacy. Teachers become arts educators who can "do arts integration". They will learn content, strategies, and techniques. In addition they will use these in their classrooms and train and mentor other teachers to do the same.

c) Part of a comprehensive effort to improve rigorous standards-based teaching and learning. The larger context of the ARTS-Berwyn project is framed by the Illinois Learning Standards/Fine Arts and the standards developed by the Consortium of the National Arts Education Association. The Illinois Arts Standards are 25: *Know the language of the arts*; 26: *Through creating and performing, understand how works of art are produced;* and 27: *Understand the role of the arts in civilizations past and present.* Within this larger context, the project designers sought to accomplish a thoughtful and experientially grounded articulation with ***four of the district's priorities*** related to the improvement of teaching and learning and the promotion of rigorous academic standards for all students. The partner institution of higher education, the Chicago Teachers' Center of Northeastern Illinois University, has been working with District 100 since 2003 under a $4 million private foundation-supported program called the Cicero-Berwyn Initiative for Educational Excellence. ***On-going district-wide implementation of inquiry-based learning across all content areas:*** A core principle of the artists and arts integration staff at the Chicago Teacher Center is that the artistic process includes the inquiry cycle and that the presentation and display of artistic products meaningfully mimics real-life settings and consequences. ***The development of academically rigorous curricula closely aligned with state standards:*** The district has made considerable progress in curriculum development and coordination—with one exception: the arts. Few students are meeting the state's standards in art, and the range of arts activities offered and supported by the district largely exist in a separate universe from core curricula. The district has no rubrics for arts assessment. Arts integration across content areas combined with the development of appropriate rubrics therefore meets a

clear and pressing district need. ***Closing the achievement gap between white students and ELL/Latino/African-American students:*** The arts create generous opportunities to surround and infuse content-area curricula with culturally sensitive and appropriate material that invites and enables students from cultural and linguistic minorities to acquire the skills, knowledge and attitudes critical to success in school. ***Bridging cultural gaps between a predominantly white teaching force and a predominantly Latino student population***: In a decade, the district's Latino enrollment has jumped from 35% to 75% of total enrollment. Professional development in the arts offers a range of opportunities for teachers to make cross-cultural forays, advance their grasp of cultural contexts, and develop a familiarity with differing cultural practices.

3. QUALITY OF PROJECT SERVICES

a) Strategies for ensuring equal access and treatment for eligible project participants.

Project participants will be K-8 teachers in Berwyn South School District 100. The project will employ three 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. First, open recruitment of coordinators and teachers will be accomplished by holding a district-wide kickoff event when funding is awarded that will include a introduction to the project goals, objectives, and activities; an opportunity to meet key arts partners; and an invitation to apply for one of the two professional development cohorts. Second, teachers' personal schedules will be accommodated by offering two opportunities to enter the professional development sequence: Fall 2008 or Summer 2009. Third, during the program design phase, the proposed project will be presented to administrative and teacher leadership teams across the district, giving teachers the opportunity to make suggestions and obtain support for their own applications to join the project.

b) Professional development services will lead to improvements in practice.

Sufficient Quality. The CTC has developed a research-based arts integration professional development model that is internationally recognized and has been replicated in a variety of

settings. Harvard's Project Zero/ARTS SURVIVE recognized CTC's *Arts at the Center* program as one of eight "Promising Partnerships" in arts integration development in the U.S (2001). Arts at the Center was also targeted by the Champions of Change research (Catterall, 1999). CTC's *hACE* (*Arts and Culture in Education*) Project, which pioneered combining arts integration with a bilingual/bicultural focus and demonstrated impressive gains in high-poverty Chicago schools with high numbers of ELL students. After the Chicago Annenberg Challenge closed in 2000, the CTC arts integration model, through both *Arts at the Center* and *hACE*, received continued National Annenberg support.

ARTS-Berwyn is based on research supporting the use of arts in educational programs. (Champions of Change, 1999; Critical Links, 2001). This initiative is informed by principles of inquiry-based instruction (Wilhelm, 2008); cooperative learning (Slavin, 1996) and the learning centers/project approach (Barron, 1998). Together these models provide an ideal framework for arts integration that encourages child-initiated and teacher-guided learning, long-term engagement, and skill acquisition embedded in meaningful experience. "The … skill and craft gained in the arts help students to understand that they can improve in other consequential activities." (Gardner 1999) Students increase skills in the arts, complex cognitive thinking, and receptivity for learning. Gardner (1997) reminds educators that the classroom must be a place where all types of learners and intelligences are valued.

Data from the National Educational Longitudinal Survey found that high involvement in the arts resulted in improved academic achievement. It also reported that math scores improved with music involvement and that reading proficiency increased due to theater arts activities. For the 75% of project students who are non-native English speakers, opportunities for their success are linked to intellectual expression through the arts. (Walters, 1992). The projects' art integration model is inclusive and allows students struggling academically to demonstrate their learning in more holistic ways. (Lynch, 2007).

Meltzer & Hamann (2004) report that student success comes from innovative practices such

as: interactive discovery learning with teachers and students as partners; cooperative learning strategies and inquiry-based group work; interdisciplinary thematic units incorporating technology, the arts, and other stimuli for tapping multiple ways of knowing and constructing knowledge; and curriculum reflective of the diversity of students' life experiences. Language and academic content are acquired simultaneously, and academic tasks directly relate to students' personal experiences and the world outside school.

CTC has adopted the U.S. Department of Education's Professional Development Team's principles for high quality professional development. These principles include focusing on teachers as central to student learning while recognizing that top-notch professional development requires substantial time and resources. According to the Office of Educational Research and Improvement, these principles "reflect and embody what research identifies as best practice for professional development opportunities." Our strategies for professional development include: (a) teacher collaboration for reflection and change in teacher attitudes and behavior (Elmore, 2002); and (b) linking professional development to hands-on classroom projects, as learning is best when lessons relate to immediate and specific issues in the work environment (Garrett, 2001; Lieberman, 1998; Newmann et al., 2000; Rock, 2002).

ARTS-Berwyn's professional development model builds a learning community of teachers, school administrators, teaching artists, and community arts partners sharing authentic experiences, ideas, and best practices. The structure of arts integration teams within grade levels; teachers serving as mentors; and arts specialists as liaisons among grade levels; schools and partners creates a culture of reflection and critical dialogue around best practice.

Sufficient Intensity. The ARTS-Berwyn professional development model's three components each strengthen and intensify a process fostering an ongoing learning community closely connected to development through classroom practice. ***First,*** a seminar series builds teachers' knowledge of innovative instructional methods in the arts, introduces teachers to the language for the arts, and results in the creation of rubrics aligned with the Illinois Learning

Standards in fine arts. The seminar series includes master classes led by project artists that will build teachers' proficiency in the art disciplines (music, dance, drama, and the fine arts).

Second, at the core of the process, teachers work alongside artists in their classroom to plan, implement, and assess four arts-integrated units in which the arts become a way of learning in the content area (social studies, language arts, math and science). The units will include assessments that measure student outcomes in both arts and content area standards. For example, dance may be used in a unit on math problem-solving strategies to discover number patterns and proportion. Each unit will involve reflection meetings between teacher and artist facilitated by project staff; a field trip to one of the project's community arts partners that complements the unit of study; and a final showcase at a family night, school assembly or similar event. The four units are sequenced in a scaffolded process that leads to teachers creating and implementing their own units. The artist leads the first two units with the teacher assisting; artists and teacher co-teach the third unit in a "leap frog" model; and the teacher leads the fourth unit with coaching from the artist.

Third, in a train-the-trainers structure, teachers share their expertise as they mentor each other both during and after the project. Group meetings, classroom observations and focus groups foster reflective conversation and commitment. Two cohorts, moving at different stages through the project, increase school and district-wide impact as their work becomes embedded in the professional culture and curriculum structures.

Sufficient Duration, The Chicago Teachers' Center has carefully crafted an arts integration professional development schedule that fosters best practice based on research and evidence collected from past programs. Teachers report a need for continued support before being able to insert arts integration strategies into their content teaching. The amount of professional development, coaching, mentoring, reflecting, and sharing in ARTS-Berwyn's program has proven to be the right equation for developing self-sufficient teachers. Extensive effort has been taken to create a program that will connect and enhance other content teaching efforts. Instead

of being an 'add-on' or 'one more' program, ARTS-Berwyn is a 'do with' program.

Over the three years of the project, 30 classroom teachers and art teachers will participate in two cohorts, entering the project in Year 1 and Year 2, respectively. Teachers in Cohort 2, mentored by Cohort 1 teachers, receive the same amount of professional development at a slightly accelerated rate. The project provides a sufficient number of hours of participation to make a significant difference in teaching and learning by providing for each teacher 129 hours of professional development over the course of the project period: 54 hrs PD, 40 hrs of units (10/unit), 8 hrs of reflection (2/unit), 4 hrs of unit showcase (1/showcase), 8 hrs of field trips (1 trip per unit, 2hrs/trip), 6 hrs team meetings (1 meeting per semester, 1hr each), 3 hrs observing (final 3 semesters, 1 hr per semester), 6 hrs focus group (2/yr). Total = 129 hours.

Professional Development Scope and Sequence:

SEMINAR SERIES (1-14 ARE 3 HOURS; 15 IS 12 HOURS)	
1-Arts immersion	9-Co-Planning Unit C
2-Quality Collaboration	10-Master Class II
3-Co-Planning Unit A	11-Reflective Documentation
4-Rubrics and Assessment	12-Co-Planning Unit D
5-a. Mentor Training	13-Master Class III
5-b. Extended arts immersion	14-a. Mentor Coaching
6-Co-Planning Unit B	14-b. Master Class IV
7-Master Class I	15-Teacher Led Arts Immersion (2 days)
8-Reflective Documentation	
CLASSROOM UNITS (10 ONE-HOUR CLASSROOM SESSIONS, ONE FIELD TRIP/PERFORMANCE)	
Unit A-Artist led	Unit C-Leap frog
Unit B-Artist led	Unit D-Solo

c. Services will lead to improvements in student achievement as measured against rigorous

academic standards.

ARTS-Berwyn's confidence in the capacity of the arts to increase student achievement is grounded in a three-year federally funded project called *Arts Impacting Achievement* (AIA). CTC developed AIA after a decade of school partnerships centered on arts integration. AIA lasted from 2003-2006. Among its findings relevant to this proposal are:

Time and Teacher Change. The wisdom of ARTS-Berwyn's three-year frame within which to conduct professional development is informed by the AIA findings that a model built on teacher development needs to allow time for the change to occur in the teacher before student learning is transformed. As teachers transform their practice, they begin to see students differently and this drives the continued growth in their work.

All students benefit. When arts integration spreads across the curriculum, the impact on all students becomes clear: students' use of higher order thinking skills increase. The variety of options created by various art forms allows for ways to showcase all students' strengths while developing areas that need more attention.

Varieties of assessment support student learning. The integration of arts across the curriculum creates new and exciting ways for students and teachers to conduct assessments. Knowledge artifacts created through artistic process are one solution to the criticisms around increased test taking for students. When assessments are meaningful and authentic, we can truly see the ability level of the student. From drawings to performance, student products become critical to the educational environment and are used as both formal and informal assessments.

The findings of the AIA report are qualitative. Quantitative assessments of arts integration are also encouraging in their results. Ingram and Riedel (2003) found that "for students in grades three, four, and five, arts integration is significantly related to gains in reading;" and that "arts integration is more effective for third grade ELL students and third grade students from low socioeconomic homes [than for students in general]". A meta-analysis of the impact of the arts on academic and cognitive learning found evidence of reliable links in three areas: listening to

music and spatial-temporal reasoning; learning to play music and spatial reasoning; and classroom drama and verbal skills. (Mason, 2005) Both qualitative and quantitative research support the argument that arts integration, originating outside the classroom but flowing through the teacher into the classroom, can alter classroom life, change teacher-student relationships and perceptions, and elevate the achievement of *all* students.

4) QUALITY OF PROJECT PERSONNEL

a) The applicant encourages applications members of groups traditionally underrepresented.

The applicant, Berwyn South School District 100, encourages applications from members of traditionally underrepresented groups. The District is an equal opportunity employer and does not discriminate on the basis of age, race, color, sex, religion, sexual orientation, national or ethnic origin, or physical, language, and/or learning disabilities in the administration of employment practices. It conducts all hiring in accordance with the District's Affirmative Action and Equal Opportunity guidelines. District 100 advertises all positions in a variety of local publications, including those read by traditionally underrepresented populations. The Superintendent will assess that a complete search has occurred before approving of hiring recommendations. A more complete discussion can be found in the response Section 427.

b) The qualifications and related experience of key project personnel.

Project Director Anthony J., Cundari (20% time, in-kind). ***Qualifications***: Cundari is the Director of Curriculum, Personnel, and Public Relations for Berwyn South School District 100. He has five years experience as an administrator in District 100 and 15 years as a classroom teacher. Currently a doctoral student at Aurora University in Illinois, he holds an M.A. in Educational Administration from Governors State University and a B.S. in Education from Mac Murray College. ***Responsibilities:*** Cundari will be responsible for all project activities, personnel, budgets, the submission of required reports, and chairing the Evaluation Team. He will oversee the work of the Leadership Team described in Section 5 below.

School Coordinators (5 coordinators at 4 hours per week for 40 weeks per year).

Qualifications. Coordinators will be certified, full-time teachers selected from among the district's eleven art teachers. ***Responsibilities.*** Coordinators will recruit teachers; schedule Teaching Artists in schools; participate on the Leadership Team; facilitate the Independent Evaluator in the schools; and coordinate Arts Partner visits and field trips.

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

The primary subcontractor is Northeastern Illinois University's Chicago Teachers' Center, recognized internationally for the high quality of its arts integration model. CTC has a long-term commitment in Berwyn and a 30-year track record providing professional development for improving teacher practice and student achievement. CTC's Professional Development Team will include the following key personnel:

Professional Development Director Catherine Thomas, M.A. (50% time).Qualifications. Thomas directs arts in education programs for CTC and consults nationally and internationally in the replication of the Arts Impacting Achievement model. Prior to joining CTC in 2001, she was a teacher and Redmoon Theater artist/director. She holds a M.A. in Interdisciplinary Arts from Columbia College and a B.F.A. in New Media from the Ontario College of Art and Design. ***Responsibilities.*** Thomas will serve as the lead Instructor/Artist and will be responsible for the development, implementation and management all professional development activities. She will participate on the Evaluation Team, collecting and assessing various forms of documentation as described in Section 6, and serve as fiscal agent for the sub-contract.

Arts Integration Specialist Matthew Dealy (50% time). Qualifications. Dealy has managed arts in education programs for CTC for five years. He is skilled in managing our cadre of teaching artists, collaborating with program partners, and is a trained classroom documenter. He earned a B.A. from St. Norbert College in Wisconsin, focusing on arts management. ***Responsibilities.*** Dealy will train and manage all of the teaching artists, serve on the Evaluation Team, and assist with the collection and assessment of documentation. He will also facilitate the development of the Arts Integration Manual and DVD.

Arts Partners Coordinator Gladys Hansen-Guerra (40% time). Qualifications. Hansen-Guerra has a B.A. from the University of Illinois Chicago and joined the staff of CTC in 2003 as a parent outreach coordinator in low-income Latino schools. Prior to CTC she was the community outreach manager for the Chicago Children's Museum. She has coordinated community events in Chicago and Peru. ***Responsibilities.*** Hansen-Guerra will serve as liaison with arts partners, serve on the Partnership Council, and help teachers in develop ties with arts partners.

Fine Arts Specialist Juan Manuel Lopez (40% time.) Qualifications. Lopez, a graphic artist and candidate for a bachelor's degree from the University of Illinois Chicago, joined CTC in 1999 as a school coordinator in GEAR UP and 21st Century programs. His experience includes coordinating integrated arts units and multi-media production. ***Responsibilities.*** Lopez will facilitate field trips to arts partners and coordinate performances in the schools and Unit Showcases. He will be the graphic artist for the arts integration manual and arts integrated units to be uploaded to the schools' websites.

Evaluator Cynthia Gehrie, Ph.D. (45 days over 3 years). ***Qualifications.*** Gehrie founded the Video Documentation Fund which included video documentation, evaluation and web site design in the fields of arts integration, education and technology. She holds a Ph.D. from Northwestern University in Communication studies with an emphasis in urban education research.

Responsibilities. Gehrie will serve as the External Evaluator working with the Evaluation Team to develop a work plan for project evaluation and the collection of documentation. She will conduct pre- and post- professional development observations, analyze project documentation, and author narrative performance and evaluation reports.

CTC's Teaching Artist Cadre consists of ten professional artists in fine, folk, and media arts that will collaborate with teachers to develop arts-integrated units. Most have been members of the cadre since its inception 15 years ago and continuously develop their ongoing practice through regular meetings, trainings and events to further CTC's collaborative work.

5) QUALITY OF THE MANAGEMENT PLAN

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

The management plan described below is adequate to achieve project objective on time and within budget in that it includes clear delineation of responsibilities, timelines, and milestones for accomplishing project tasks.

Responsibilities. The ***Project Leadership Team*** consisting of the Project Director, the Professional Development Director, Arts Integration Specialist, Arts Partnership Coordinator, Fine Arts Specialist, and the five School Coordinators will design, plan and oversee the implementation of project professional development activities for Berwyn teachers. This group will meet weekly during the first three months of the grant and monthly thereafter. The ***Partnership Council*** described in Objective 4 will oversee the implementation of ARTS-Berwyn objectives and coordinate resource sharing among partners and schools. This group will meet monthly for the first three months of the funding period, then quarterly. For effective administration, there will be a 20% Project Director (PD) who will report to the District 100 Superintendent. The PD will have full authority to recommend the hiring of staff consistent with District 100 regulations, select and monitor the work of the Professional Development Sub-contractor (CTC), and the Independent Evaluator (Dr. Gehrie), and authorize and monitor project expenditures. The ***Evaluation Team*** will be chaired by the Project Director and include the Professional Development Director, Arts Integration Specialist, and the Independent Evaluator, ensuring that data and documentation that are collected will inform national and regional agendas and best practices. This group will meet bi-weekly during start-up and then monthly.

Responsibilities of Key Personnel are clearly defined in Section 4 above.

Timeline of professional development activities for arts educators.

Semester	Activities	Cohort 1 (Mentors)	Cohort 2
Fall 08	*District-wide Kickoff*	Recruitment	Recruitment
	Seminars	1, 2, and 3	

Spring 09	*Seminars*	4 and 5a	
	Unit	A- Artist Led	
	Culminating Event	Unit Showcase	
Summer 09	*Seminars*	6 and 7	1, 2, and 3
Fall 09	*Seminars*	8 and 9	4, 5b, and 6
	Unit	B- Artist Led	A- Artist Led
	Culminating Event	Unit Showcase	Unit Showcase
Spring 10	*Seminars*	10 and 11	7 and 8
	Unit	C- Leap Frog	B-Artist Led
	Culminating Event	Unit Showcase	Unit Showcase
Summer 10	*Seminars*	12	9
Fall 10	*Seminars*	13	10 and 11
	Unit	D- Solo Unit	C- Leap Frog
	Culminating Event	Unit Showcase	Unit Showcase
Spring 11	*Seminars*	14a	12, 13,and 14b
	Unit		D- Solo Unit
	Culminating Event		Unit Showcase
Summer 11	*District wide 2-day Seminar*	15	15

Project Milestones: *Staff Responsible Key:* PD-Project Director; PDD-Professional Development Director; AIS-Arts Integration Specialist; APC-Arts Partners Coordinator; FAS- Fine Arts Specialist; E-Evaluator; SC-School Coordinators; LT-Leadership Team; A-Artists

Month	Project Milestones	Staff Responsible
10/2008	Project Leadership and Evaluation Teams convened	PD
12/2008	ARTS-Berwyn Kickoff event	LT

	ARTS-Berwyn Partnership Council convened	PD
	Cohort 1 (Mentors) recruitment completed;	SC, PDD
	Baseline observations begin for Cohort 1	E
11/2008	Project Directors meeting (tent.), Washington, D.C.	PD, E
12/2008	Cohort 1 professional development begins	PDD, AIS, APC, FAS
01/2009	Orientation of the CTC Teaching Artists Cadre	AIS
02/2009	Classroom Units	AIS, A
	Visits by and field trips to arts partners begin	APC, FAS, SC
03/2009	Cohort 2 recruitment completed	SC
	Baseline observations begin for Cohort 2	E
04/2009	Cadre of 10 artists recruited from Arts Partners	APC, FAS
05/2009	First Unit Showcase	FAS, SC
	Year 1 Preliminary Report/request for Year 2 funding	PD
06/2009	Training of Arts Partners Teaching Artists Cadre	AIS
07/2009	Cohort 2 professional development begins	PDD, AIS, APC, FAS
10/2009	Year 1 Annual Performance and Evaluation Reports	PD, E
11/2009	Project Directors meeting (tent.), Washington, D.C.	PD, E
05/2010	Year 2 Preliminary Report/request for Year 3 funding	PD, E
10/2010	Year 2 Annual Performance and Evaluation Reports	PD, E
11/2010	Project Directors meeting (tent.), Washington, D.C.	PD, E
01/2011	Final observations of Cohort 1 teachers	E
05/2011	Year 3 Preliminary Report	PD
	Final observations of Cohort 2 teachers	E
06/2011	Culminating District-wide Unit Showcase	PDD, AIS, APC, FAS, SC
07/2011	Seminar 15/2-day training of 30 additional teachers	PDD, AIS, APC, FAS, SC

09/2011	ARTS-Berwyn Manual published	AIS, FAS
	ARTS-Berwyn uploads to school websites completed	AIS, FAS, SC
10/2011	Year 1 Final Performance and Evaluation Reports	PD, E

Contractual Arrangements with Arts Related Organizations. District 100 will contract with one ***institution of higher education*** recognized internationally for its ***arts integration model***—Northeastern Illinois University through the Chicago Teachers' Center (CTC)—to accomplish the goals of this project. CTC, with over 20 years of experience in developing and demonstrating effective arts-integrated learning, will develop and implement the professional development described above. This commitment is described in CTC's letter in Appendix 4. CTC will also coordinate the involvement of the four arts organizations that have agreed to support this grant with discounted or free group/classroom visits; educator previews; workshops with arts educators; exhibits on loan; materials and/or resources for teacher, classroom and school; passes and/or family memberships, as referenced in the letters of support in Appendix 4.

6) QUALITY OF THE PROJECT EVALUATION

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

The goal is to determine the extent if program produces meaningful effects on student achievement and teacher performance. Evaluation methods are carefully aligned to project goals and objectives. Specific evaluation strategies have been designed for each goal and its objectives. Benchmarks and outcomes have been established for each objective. A systematic plan for collecting data under each objective will utilize both quantitative and qualitative measures. Goals, benchmarks, and outcomes will be reviewed annually to assess whether the project's activities are meeting the targets.

ARTS-Berwyn evaluation staff is composed of a veteran project evaluator, Cynthia Gehrie, PhD. Dr. Gehrie has extensive experience both as a videographer, and as an observer of arts

integration in classroom practice. She will be responsible for generating and gathering pre and post teacher surveys, interviews, focus group reports, data on the level of participation and collaboration between and among teachers, parents and students, leadership capacity of grant-trained teachers and student performance outcomes. Project Director Kate Thomas and Arts Integration Specialist Matt Dealy will collect and assess teacher generated lesson plans, content and art-based assessments, planning forms, reflection panels, rubrics, student work in the form of reflective journal writing, photographs, video footage, and audio recordings. The Evaluation team will report quarterly to the Project Director on formative and summative evaluation results. The Evaluation Team, with the Director, will be responsible for all federal accountability reports.

Quantitative Data Collection: 85 % of students participating in the project will meet or exceed grade level in the art form as aligned with the Illinois Learning Standards in the Fine Arts. This measure of achievement will be demonstrated with rubrics designed and implemented by project teachers. Teachers, project staff, and the External Evaluator will use rubrics as tool to measure the success of the student and the teacher who creates the rubric.

A peer-critique protocol will be designed and implemented by project teachers under the direction of project staff with student participation. Teachers, project staff, and the External Evaluator will use the peer-critique protocol and the documentation of the individual student critique sessions as tools to measure students' ability to engage in critical discourse around the development of creative knowledge artifacts.

Atlas.ti computer software will be one of the tools used in data analysis. It helps researchers to uncover complex phenomena hidden in text and multimedia data. Video footage, audio recordings and photographs will be used by project staff, teachers, art partners, and the External Evaluator to measure teacher and student development. These documentation formats will be translated into display panels modeled after the Reggio Emilia pre-school documentation process. These panels provide documentation of student learning and contain audio recordings and photographs of students working, knowledge artifacts created by students, and written

transcriptions of students' words. Systematic analysis of the results of the Reggio Emilia documentation panels will show whether both teacher and student are making cognitive connections in the arts. The panels measure teachers' ability to clearly document student critical thinking, problem solving, student levels of engagement, and students' increased skill levels in creating, performing and responding to the arts.

Qualitative Data – The qualitative design will involve not only the evaluator, but the participants themselves in an in-depth study of how teachers and student adopt arts integration skills and strategies. Qualitative measures will include content analysis of documents such as arts units, lesson plans, journal responses to fieldtrips, meeting notes, video footage, and partner web-sites, focus groups, documentation panels, and peer observations. Throughout, questionnaires, observations, interviews, and focus groups will be used to assess impact.

b) The evaluation will provide guidance about effective strategies suitable for replication.

Evaluation will identify project components, processes, structures and strategies that have affected the academic learning of students in the targeted schools. This evaluation will provide guidance about effective strategies for replication by documenting key project components, processes, structures, and techniques. In this regard, the Evaluation Team will employ six strategies to enable and support project replication. *First,* they will fully document project impact on participants, as well as challenges encountered in project implementation. In this way, extensive guidance will be provided for replication by providing adopters with detailed assistance with the development of this project's activities. *Second*, the Arts Integrated Curriculum developed by project teachers will explain how cohort teachers can adopt an arts integration curriculum. For example, the 30 project teachers will continuously document how students can be impacted by the arts. As part of the professional development schedule, cohort teachers will be provided with strategies on how to assist others in implementing project curricula. In this manner, participating teachers will be prepared to support fellow teachers interested in high-quality arts integration instructional methods in other schools. *Third,* the

project will document how teacher teams as organizational structures can be instrumental in the replication of the project. For example, the project will carefully document how two cohort teams of K-8 teachers can serve as mentors to fellow teachers. Under the guidance of project staff Cohort 1 teachers will mentor Cohort 2 teachers, collaborating on how to effectively function in teams to integrate art into the core curriculum. In this way the Cohort 1 teachers will develop expertise in guiding others to replicate the project's key organizational components. *Fourth,* an Arts Integration Manual and DVD will be developed and made available for other schools to use as guidance for project implementation. The manual will consist of a synthesis of the professional development workshops, as well as such useful information as detailed and explicit art (dance, theater, music and visual arts) strategies gathered from the arts integrated units created by participating teachers, sequential arts integrated lessons with modifications to different settings and learning styles created by project teachers, reflections and anecdotal responses to focus groups from teachers, student work generated from the project, teaching artist meeting transcriptions, and art resources connected to project partners, all providing detailed guidance for replication. *Fifth,* a network will be established that will facilitate the replication of the project. For example, the network of the project's schools and partners will also provide avenues for dissemination and replication within and across school districts. Principals from project schools will be encouraged to share the success of the project with other area principals to promote the use of arts integration strategies across the district, as well as in other districts statewide and nationally. The project's principals will be able to point to concrete examples of administrative support for the arts and teacher practices being positively implemented, thereby serving as effective agents of replication. Finally, all materials used in professional development workshops for the arts and education will be posted on the school websites and thus will be available to provide guidance to others who wish to replicate the project's organizational structures and program processes to support the integration of the arts into the curriculum to improve teaching and student performance.

ARTS-Berwyn—Berwyn South School District 100
Appendix 1
Resumes of Key Personnel

Anthony J. Cundari, M.A.

Berwyn South School District 100
3401 S. Gunderson Avenue, Berwyn, Illinois 60402
708-795-2300 x4018 acundari@sbd100.org

Education

Educational Administration Doctoral Program (Current), Aurora University, Aurora IL
Master of Arts in Educational Administration, Governors State University, University Park, IL
B.S. in English Education, MacMurray College, Jacksonville, IL

Administrative Experience

South Berwyn School District #100, Berwyn, IL **2003-Present**

Director of Curriculum, Personnel, and Public Relations **2007-Present**
Develop, maintain, and evaluate current curriculum and programs; promote "best practice" instruction in all schools; facilitate curriculum project development; promote K-12 horizontal and vertical articulation and planning; facilitate New Teacher Induction program; offer and organize ongoing district courses, workshops, and in-services; coordinate district curriculum mapping; monitor district gifted and talented program; provide staff development opportunities and programs; maintain budget for curriculum and personnel departments.

Principal, Freedom Middle School **2004-2007**
Established and founded a new middle school of over 70 staff members and 620 students; identified needs during the construction process and implemented strategies to create a positive, caring, and functional school community; oversaw staffing the entire building including teachers, assistants, office staff, and custodians; determined need and allocated $400, 000 materials budget; developed seamless transition from K-6 and 7-8 buildings to K-5 and 6-8 buildings; modified the curriculum and programs to adapt to the specific needs of the school and community population.

Principal, Komensky Elementary School **2004-2005**
Served as interim principal for K-6 building of 425 students and 35 staff members; reestablished a safe and caring learning environment; implemented "Kagan Cooperative Learning Strategies" and "Caught Being Good" programs; worked to involve the community by teaming with Headstart and Evenstart and introducing them into the school; established a reading system that reduced class sizes; increased student scores on the ISAT by 24% and effectively removed school from the Illinois State Watch List.

Assistant Principal, Heritage Middle School **2003-2004**
Served as 8th grade assistant principal in charge of scheduling, discipline, and communication; supervised, and evaluated custodians and monitored building and grounds; organized and scheduled ISAT.

Teaching Experience

South Berwyn School District #100, Berwyn, IL **1991-2003**

7-8 Grade Language Arts Teacher, Heritage Middle School **1999-2003**
Team Leader for 5 teachers and 120 students-2 years
Language Arts Chairman-4 years

School Improvement Committee-4 years
Volleyball Coach-2 years
Mentor Teacher-4 years

6-7-8 Grade Language Arts/ReadingTeacher, Irving Elementary School 1991-1999
Team Leader for 3-4 teachers-4 years
Softball Coach-5 years
Volleyball Coach-5 years
Teachers Who Make Difference Award, Nazareth High School 1994
(Nominated by former student)
Outstanding Teacher Award, Trinity High School 1995
(Nominated by former student)

Archdiocese of Chicago Elementary Schools, Chicago, IL 1988-1991
6-8 Grade Math Teacher, Saint Gall Elementary School 1990-1991
7-8 Grade Language Arts/Science Teacher, Saint Barbara Elementary School 1988-1990

Community Involvement

Brookfield Kiwanis Club 2002-Present
Chairman: Scholarship Committee
Collaborated with area high schools to establish scholarship program for graduating seniors.

KATE THOMAS

Chicago Teachers' Center at Northeastern Illinois University
(b)(6)

PROFESSIONAL EXPERIENCE

Project Director, Arts in Education, Northeastern Illinois University -Chicago Teachers' October 2006 – present

- Responsible for managing $130,000 annual budget for a 4 year project to develop a sequential curriculum in the arts. Project funded by 4 different private foundations,
- Responsible for planning and leading the professional development training of 75 Chicago Public School teachers in Illinois Standards-based, arts integration, collaborative teaching process
- Responsible for training professional teaching artists in Illinois Standards-based, arts integration, collaborative teaching practice
- Responsible for grant and report writing and site visits for project funders
- Project coordinator for evaluation of Chicago Shakespeare Theater's BARD CORE Research project September 2007- April 2008
- Project Director for Chicago Public Schools WPA Mural Supplement Project to reintroduce mural guide with supplement and professional development package for 60 Chicago Public School Teachers grades 5-12
- Lead professional development trainer for Young Adult Literature Conference workshop 2006 – taught arts-integrated, standards-based workshop connected to literacy for 30 Chicago Public School teachers
- Lead professional development trainer for GEAR UP Inquiry Institute workshop 2006 – taught arts-integrated, standards-based workshop connected to Social Studies content for 60 Chicago Public School teachers

Arts Integration Specialist, Arts at the Center of Teaching and Learning, Northeastern Illinois University – Chicago Teachers' Center June 2000- 2006

- Responsible for leading and preparing professional development trainings for 45 project teachers in Department of Education Research grant 2003-2006
- Trained professional teaching artists in Illinois Standards-based, arts integration, collaborative teaching practice
- Co-lead professional development training for Young Adult Literature Conference workshop 2004 – taught arts-integrated, standards-based workshop connected to literacy for 30 Chicago Public School teachers
- Led professional development training for GEAR UP Inquiry Institute workshop 2004 – Taught Reggio Emilia inspired documentation workshop for 20 Chicago Public School Teachers
- Workshop presenter Peebles Scotland – trained teaching artists and public schools teachers in collaborative teaching, standards-based approaches to arts integration in the classroom
- Facilitated teacher/artist planning and reflection sessions for over 50 arts integrated units

Dramagirl Director - Redmoon Theater, Chicago July 2001- July 2004

- Designed and implemented arts integrated curriculum for 18 middle school girls and 18 adult mentors that fostered performance, and leadership
- Co-created and directed annual spectacle performance involving 36 youth and adult performers
- Responsible for managing $60, 000 annual budget for a year-round project funded by multiple private foundations
- Responsible for grant and report writing and site visits for project funders

Art Teacher – Rocky Mountain School of Expeditionary Learning, Denver CO. September 2000 – January 2001

- Taught fine arts and theater classes to 350 students connected to Colorado Fine Art Standards
- Developed Reggio Emilia documentation panels to reflect student learning in the classroom
- Met with grade level teams to integrate arts across the curriculum

Art, & Science, Teacher Latino Youth Alternative High School, Chicago, IL
September 1996-2000

- Created curriculum and taught Video Arts, Performing Arts, Woman's Studies, Health/Nutrition, and Physiology & Fitness, Physiology of Reproduction classes to meet state and local standards
- Worked with a team of teachers to implement and structure policies and procedures for students
- Worked with team of teachers to implement Expeditionary Learning Outward Bound curriculum into the high school
- Received Oppenheimer grant to produce educational video tape with women's health class.
- Presented Master workshop at the National Conference for ELOB in Memphis entitled "The Workings of Women's Bodies. Taboo in School Culture."
- Provided individual counseling to female students addressing issues such as family planning, domestic violence prevention, health care for pregnant teens, promotion of positive self image
- Play for Peace Coordinator - worked with high school students teaching middle school children play cooperative non-violent games.

Freelance Video Director Toronto, Ontario and Chicago, IL
1990 - 2000

- Created and directed experimental videotape, entitled "Francesca Woodman" that has been shown internationally and belongs in the collection of the National Gallery of Canada, The Canada Council's Art Bank and collection of Trinity Square Video
- Directed and edited student video tape entitled "Ofrenda: In Memory of Our Loved Ones." The tape was shown at the Women in the Director's Chair International Film & Video Festival in 1998
- Directed, Shot and Edited "Breaking the Silence," a video tape about child sexual abuse. The tape was shown to the Mayor of Chicago's wife and the former president of France's wife, Mrs. Mitterand, April 1999

Visiting Artist/Lecturer
1990-present

- **Northwestern University** Panelist for Redmoon Theater Dramagirls program 2001
- **Columbia College Chicago** Presented and discussed my videotape "Francesca Woodman" 1998
- **The Ontario College of Art**, Presented and discussed my videotape "Francesca Woodman" 1995
- **The Ontario Art Gallery**, Presented and discussed my videotape "Francesca Woodman" 1995
- **University of Toronto** Presented and discussed my videotape "Francesca Woodman" 1994
- **Northern Illinois University** – visiting artist for Video Production class 1999
- **National Gallery of Canada** – video art panelist for National Gallery Collection premiere 1994

EDUCATION

Columbia College Chicago, IL

- Masters of Arts in Interdisciplinary Arts Education, June 1995
- Scholarships: Weisman Scholarship 1995, Merit Scholarship 1995, Follett Fellowship 1994, Weisman Scholarship 1994

Ontario College of Art Toronto, Ontario

- Associate of the Ontario College of Art, June 1992
- Awards: Bearded Woman's Award 1993, Angus Reid Award 1993

School of the Art Institute of Chicago Chicago, IL

- Exchange student 1993

Matthew R. Dealy

Chicago Teachers' Center at Northeastern Illinois University
(b)(6)

PROFESSIONAL EXPERIENCE

Program Manager, Arts in Education, Northeastern Illinois University -Chicago Teachers' October 2006 – present

- Responsible for maintaining $130,000 annual budget for a 4-year project to develop a sequential curriculum in the arts. Project funded by 4 different private foundations
- Develop structures for maintaining project goals and delivery of services in accordance with developed timelines
- Responsible for collaboratively planning and facilitating the professional development training of 75 Chicago Public School teachers in Illinois Standards-based, arts integration, collaborative teaching process
- Responsible for training professional teaching artists in Illinois Standards-based, arts integration, collaborative teaching practice and coordinating the teaching artists' classroom work
- Responsible for grant and report co-writing, including budget reports, for project funders
- Coordinator for evaluation of Chicago Shakespeare Theater's BARD CORE Research project responsible for protocol development and observer coordination September 2007- April 2008
- Project Coordinator for Chicago Public Schools WPA Mural Supplement Project to reintroduce mural guide with supplement and professional development package for 60 Chicago Public School Teachers grades 5-12
- Professional development co-trainer for Young Adult Literature Conference workshop 2006 – taught arts-integrated, standards-based workshop connected to literacy for 30 Chicago Public School teachers
- Professional development co-trainer for GEAR UP Inquiry Institute workshop 2006 – taught arts-integrated, standards-based workshop connected to Social Studies content for 60 Chicago Public School teachers
- Responsible for facilitating teacher/artist planning and reflection sessions for project arts integrated units
- Lead development and implementation of yearly comprehensive plan for the Program, including written documentation and reports.
- Establish and maintain fiscal relationships with key partners written into grant funded proposals

Project Coordinator, Arts in Education, Northeastern Illinois University – Chicago Teachers' Center November 2002-September, 2006

- Responsible for maintaining $300,000 annual budget for the Department of Education Model Development and Dissemination grant (Arts Impacting Achievement) 2003-2006

• Responsible for maintaining $200,000 annual budget for the CTC's arts integration LEAP project funded by Annenberg Foundation, 2002-2004
• Trained classroom observers for the DOE Arts Impacting Achievement project and co-designed the observation protocol
• Classroom documenter for the Arts Impacting Achievement project responsible for collecting classroom data, teacher reflections and student work for project research and dissemination needs
• Coordinate and manage artists and documenters throughout GEAR UP Summer Academy (2003-2005)
• Co-developed the Arts Impacting Achievement Research Outcomes publication, including a written piece on Reggio Emilia inspied classroom documentation
• Professional development co-trainer for GEAR UP Inquiry Institute workshop 2005 – Taught Reggio Emilia inspired documentation workshop for 20 Chicago Public School Teachers
• Establish and maintain fiscal relationships with key partners written into grant funded proposals

Claims Auditor, CoAMS, Inc., Chicago, IL September 2001-October 2002

TRAINING

• Terra Foundation for American Art Summer Teacher Lab- 2,week seminar on developing arts integrated lessons and strategies around American art (June 2007)
• Governonr Dodge State University Documentation: Making Learning Visible Seminar- 3, day workshop on Reggio Emilia inspired classroom documentation (April 2007)
• Young Audiences, Arts for Learning Observation and Evaluation Conference- 2-day training on classroom observation data collection and protocol development

ACADEMIC PROFILE

Saint Norbert College, De Pere, Wisconsin
• Bachelor of Business Administration, May 2001
• Academic Honors: Distinguished Trustee Scholarship (4 years), Dean's List (Spring 1998, Fall 2000)
• International Studies: University of Limerick, Castletroy, Ireland Interstudy Program (Fall 1999)

Gladys M. Hansen-Guerra

Chicago Teachers' Center at Northeastern Illinois University
(b)(6)

Experience 2004 – Present NEIU-Chicago Teacher's Center Chicago,IL

Parent Outreach and Services Coordinator

- Plan and manage the delivery of activities and workshops geared for parents
- Implementation and alignment of streamlined adult educational programs at elementary schools
- Work closely with school administration to develop programming to meet grant goals and support academic improvements of students
- Plan, manage and supervise parent advocates
- Facilitate and monitor parent programs at multiple school sites
- Creation of parent attendance/participation tracking systems for program database and annual reports
- Provide trainings to develop presentation and recruitment skills
- Develop curriculum and workshops for parent strand
- Design activities sensitive to the needs of the community
- Build bridges to city-wide community resources, cultural organizations and other outlets of support
- Create community relationships and partnerships to build a structure of sustainability
- Provide professional development to parent advocates and other educator
- Support communication internally and externally to partners

2000 –2003 Chicago Children's Museum Chicago, IL

Community Outreach Programs Manager

- Plan and direct the development and implementation of major community partnership initiatives such as *Latino Neighborhoods Initiatives*, *Free Family Night*, *Passport to the World* and other city wide projects.
- Determine and develop new programs based on on-going needs assessment of community based organizations, Chicago Public Schools and participating under served Latino population
- Establish and maintain good interpersonal relationships with community organizations, cultural institutions and public schools
- Manage all aspects *Free Family Night* every Thursday evening which included scheduling weekly performances and events.
- Coordinate cultural programming with the diverse ethnic groups within Chicago as well as arrange international artists
- Worked closely with Latino media in developing high profile visibility for

Museum's exhibits and cultural programs includes two cover stories (Exito! Newspaper) and live broadcasting (Ch.2,5,7,9,44 and 66) as well.

- Pioneered "African Connections to Latin America" programming which addresses multicultural diversity in both visual and interactive performance and musical art mediums
- Chair for internal planning committee (*Passport to the World)* of two-month long celebrations highlighting six different countries. Responsible for local & international performing artists, artists-in-residencies and tailored workshops
- Provide leadership to Diversity Committee. Responsible for implementing diversity staff training's as well as instituting "Internal values system" on a museum wide level
- Formulate policies, procedures; creation and maintenance of multiple budgets
- Collaborate in organizing the bi-annual "*Chicago Children's Music Festival*"
- Supervise site, staff function, review and approve curriculum, checking documentation for completeness and appropriateness
- Planning and execution of events
- Responsible for contracts, heavy booking/scheduling and negotiating price of performers
- Member of several cross departmental committees as well as city wide committees
- Succeeded in increasing visitorship attendance
- Responsible for executing visas and facilitating conversations with embassies
- Coordinating representation and hands-on activities for community festivals
- Compile, analyze and prepare data for inclusion into quarterly, six-month and annual reports
- Instrumental in coordinating most recent fundraising events to secure potential corporate investors and foundation contributors

1998 University of Illinois at Chicago Chicago, IL

Researcher

- Conducted a citywide survey of South American immigrant population to examine migration patterns
- Coordinated in-depth interviews to identify and screen potential participants
- Involved heavy public contact and interfacing with supervisors and subordinates
- Analyzed data for inclusion into weekly reports
- Edited incoming manuscript and performed background research for sociological encyclopedia
- Instrumental in initiating contact with potential clients and cultivation of

vital contact resources

- Investigated community and municipal services available
- Interfaced well with individuals of diverse and varied backgrounds
- Organized dinner and entertainment arrangements for National Latin American Studies Conference held in Chicago for first time.
- Functioned as a liaison between Latin American Studies Department and external ethnographical participants

1995–1997 University of Illinois Hospital Chicago, IL

Assistant Coordinator

- Responsible for organizing special community events such as the Annual Back-to-School Health Fair which enabled over 1,200 students to receive necessary immunizations, medical examinations, visual and audio testing, lead testing and post referral services free of charge. This included the active recruitment of over 100 bilingual volunteers to assist in filling out the necessary forms as well as the recruitment of medical physicians, nurses, phlebotomists and technicians.
- Established and maintained a strong working rapport with all levels of management and co-workers
- Obtained required licensing, permits and certification in compliance with the City of Chicago Ordinances

- Fundraising activity including sponsorship of meals for hundreds of volunteers and staff members as well as office supplies, furniture and monetary donations
- Increased blood donations by 35%, reducing external hospital costs
- Developed and implemented local recruitment programs to build awareness of rapid blood shortage
- Coordinated weekly blood drives screening potential donors and conducting personal interviews as required by American Medical Association
- Led on-campus recruitment of student organizations
- Handed in-house staffing training stimulating performance and involvement
- Publication Coordinator – designed newsletters, brochures and flyers as well as issuance of press releases and other informational propaganda.
- Supervised Staff of ten delegating workload, maintaining schedules, performing inventory control and preparing payroll.
- Implemented training course for new recruits — speeding profitability and improving efficiency.
- Office Management included deadline compliance, time management as well as frequent platelet program management and employee recognition events
- Recruited, screened and hired prospective volunteers

1993-1995 Southern Peru American Copper Corporation Ilo, Peru

English Instructor /Curriculum Coordinator

- Taught American and Technical/Professional English to Peruvian functionaries.
- Developed and transformed previous curriculum to replace previously taught British English with American conversational and written English.
- Served as a liaison between Peruvian functionaries and American Supervisors creating an atmosphere of quality production management.
- Coordinated technical aspects of classes including the monitoring and retraining of teaching staff of three different sites, delegating workloads and creation of class schedules to fit the needs of full-time working professionals of the company.
- Prepared monthly reports of student and staff progress.
- Determined needs for support services for all SPACC English instructional sites and its employees.
- Established a more effective teaching method aiding student progress and minimizing student complaints.

1991–1993 25th Ward Alderman Juan M. Soliz Office Chicago, IL

Special Events Project Manager

- Excelled in the supervision and management of time and personnel, with special skill in coordinating multiple projects simultaneously.
- Worked efficiently and resourcefully in pressure situations, making critical decisions with sound judgement.
- Coordinated special events, including the organization of community functions such as bimonthly soup kitchens for the homeless, annual Christmas parties for the children and elderly, Thanksgiving dinner (which fed over 400 people as well as provided each family with one grocery bag of nutritious food items), Pilsen's Easter party and Back-to-School Health Fairs. All stated events were free of charge.
- Developed media strategy and campaigns to attract coverage of events.
- Directed fundraising activities and petition drives.
- Networked extensively in community with businesses, residents and grass roots organizations.
- Maintained liaison relationship with government and legal authorities as well as with community activists.
- Marketing affairs included preparation and coordinating seminars for ward residents, maintaining as well as updating mailing lists for dissemination of the monthly newsletter.
- Responsible for recruitment of prospective volunteers — speeding

efficiency

Education

2000 University of Illinois at Chicago Chicago, IL

- B.A., Pre-Law Political Science
- Women's Studies Minor
- Latin American Studies Minor

Volunteer Experience

• Midwest Voter Registration Program Chicago, IL
Instructional crew member. Trained new volunteers as well as conducted door to door canvassing.

• Peruvian Fine Arts Association Chicago, IL
Promoted cultural events. Assisted Andean children center in formation of curriculum to advance the knowledge of historical events. Directed and actively participated in "Peru Folklorico" dance troop.

• Amnesty International Lake Geneva, WI
Founded chapter in Lake Geneva, Wisconsin. Aided human rights campaign in focusing public policy through letter writing campaign and issues education program.

• Hermandad Mexicana Nacional Chicago, IL
Certified English as a Second Language Instructor – taught three 2 hour classes a week to adult immigrants
Citizenship Instructor – taught two 1 hour courses a week.
Translated written and spoken Spanish into English and vice versa.
Filled out required applications and reports on behalf of applicants.

• LATINAS UNIDAS Chicago, IL
Provided staff support for director. Guided participants toward personal and community resources. Served on board of directors. Recruitment and event planner often included fundraising activities and high organizational strategy geared toward professional and community grass-roots involvement.

• Casa Aztlan Chicago, IL
Tutored elementary school children in neighboring Pilsen community in after school program. Served as a mentor.

• Rafael Cintron Latino Cultural Center Chicago, IL
Participated with various ethnic student organizations. Active member of planning committee for South American cultural events.

• LABOR Ilo, Peru
Worked closely with this Italian based non-governmental organization to mobilize single female headed households with children to develop venues for political participation, taking active part in educational curriculum transformation. Also assisted in job training, leadership seminars. Served as liaison to local Peruvian government for vital infrastructure petitions. Was a UN monitor for Peruvian elections as well. Available upon request

References

Available upon request

Juan Manuel Lopez

Chicago Teachers' Center at Northeastern Illinois University

(b)(6)

WORK EXPERIENCE:

06/03- Present

Northestern Illinois University-Chicago Teachers Center, Chicago, IL
21st Century Community Learning Centers Program/GEAR UP
School Site Coordinator/Student Services Coordinator:

- Coordinate, supervise and implement Network programming and events. Develop curriculum when appropriate.
- Train and supervise partnership coordinators, teachers, and staff
- Assisted with monitoring progress of grant including ongoing evaluation and year-end report
- Composed program budgets, expenditures, and manage school budget
- Actively promote network activities and responsible for the public relations for the program activities and events
- Coordinate student services in the Gear Up South Cluster, providing resources to the students and families
- Oversee the work of tutors and student advocates
- Supervise the planning and implementation of monthly student development seminars and parent workshops

05/99-6/03

Northestern Illinois University Chicago Teachers Center, Chicago, IL
Bilingual Progams/hACE Project
School and Media Arts Coordinator:

- Responsible for the project's public relations including multi-media concept development, design and layout of logos, artist and teachers guides, publications, video production and print announcements.
- Responsible for the layout and print production of bilingual materials for programs documentation and events such as the Annual Chicago Children's World Music Festival, Language, Culture and Identity Forums and publications of parent writings.
- Responsible for the coordination of Integrated Arts Units in project's network schools.
- Oversee the production of final video production and documentation of Integrated Arts Units and Digital Images Archives.

12/97-04/99

Host Marriott Services-O'Hare Airport, Chicago, IL.
Bookkeeping Clerk:

- Conducted daily closing procedures.
- Conducted daily, weekly and monthly sales reports.
- Conducted weekly inventory and input supply orders.
- Conducted general supervision of 16-22 person staff.
- Conducted cash handling procedures.

08/94-05/97

University of Illinois at Chicago, Chicago, IL.
Rafael Cintron-Ortiz Latino Cultural Center
Administrative Assistant:

- Created and maintained center's database
- Assisted in preparing annual reports and general budget entry
- Assisted in the coordination and implementation of special events and programming.
- Designed and implemented the center's public relations materials.
- Distributed and created news releases, photographs and press kits to media representatives, organizations and individuals.
- Communicated and worked effectively with different departments and community agencies.
- Conducted background research and issue analysis using conventional research aids as well as the Internet.
- Performed various clerical duties including, filing, phone screening and typing.

03/94-08/94

University of Illinois at Chicago, Chicago, IL.
Sociology Department
Research Assistant:

- Conducted research interviews with various community agencies.
- Performed literature searches and reviews.
- Gathered and analyzed empirical data.

06/93-03/94

For the Defense(Not for Profit Corporation), Chicago, IL.
Administrative Assistant:

- Organized conferences and workshops at various colleges and universities.
- Arranged public forums and workshops with various community leaders.
- Assisted with promotional strategies regarding the organization's programs and events.
- Assisted in the layout design and editing of the organization's monthly newsletter.

09/90-08/92

The Chicago Tokyo Bank, Chicago, IL.
Administrative Assistant:

- Performed administrative and secretarial duties.
- Received and distributed incoming mail.
- Process outgoing mail.

EDUCATION:

8/91-5/96

University of Illinois at Chicago, Chicago IL.
Candidate of Bachelor of Arts in Sociology
Minor in Latin American Studies

ORGANIZATIONS:

05/95-08/97

University of Illinois at Chicago, Chicago, IL.

Mexican Students de Aztlan(Me.S.A.)
Public Relations Chair:

- Responsible for implementing local and national outreach.
- Responsible for organization's graphics designs.
- Responsible for the production of the organization's newsletter including story gathering, layout design and editing.

05/93-08/94 University of Illinois at Chicago, Chicago, IL.
Mexican Students de Aztlan(Me.S.A.)
Public Relations Chair:

- Coordinated events within the university, which entailed logistical preparation ranging from hospitality to workshop presentations.
- Responsible for overseeing internal organizational structure
- Coordinated the organization's Annual Student Leadership Conference

AWARDS & INTERNSHIPS:

2001, 2002 & 2003	City of Chicago Service Award for the Annual Day of the Child Parade and Celebration
1995	Immigrant and Refugee Leadership Development Seminar
1995	NALEO: State Legislative Internship Program

ACTIVITIES:

2000-present	Chicago Children's Museum Passport to the World, Committee Member
2001-present	Annual City of Chicago Day of the Child Celebration, Coordinator
1993-97	UIC's Latino Spring Festival/Cinco de Mayo, Student Representative
1994-96	NALEO's Citizenship drive workshops, Volunteer
1994-97	Hermandad Mexicana Nacional Citizenship drive workshops, Volunteer
1994 & 1995	El Hogar del Niño Marathon, Volunteer
1993-96	The Annual Pilsen Back to School Health Fair, Volunteer
1993	Teatro Estudiantil(Theater Group), Assistant Director

SKILLS:

- Visual and Media Artist
- Computer knowledge of IBM and MAC programs, File Make, Microsoft Word etc.
- Proficient in graphic layout programs, Adobe PageMaker, Adobe Illustrator, Adobe Photoshop, Micromedia Dreamweaver, Adobe InDesign, Imovie, Final Pro Cut, etc.

REFERENCES AVAILABLE UPON REQUEST

Cynthia Porter Gehrie, Ph.D.
Video Documentation Fund
(b)(6)

Education:

Northwestern University: Ph.D., School of Communication Sciences, with emphasis in urban education research, ethnographic methodology and group dynamics, 1973; MS, School of Communication Sciences, 1970; Bachelor of Science in Speech Communication, 1967

Selected Recent and Current Research and Evaluation Projects resulting from work as Independent Evaluator for programs of the Chicago Teachers' Center in the areas of the Arts, Literacy, and Early Childhood Education

2008 Book Chapter
"Creative Contexts for Literacy -- A Reggio Emilia Approach Using Art and Documentation" is a chapter in a new literacy reader from Paul H. Brookes publishing, 2008.
Authors: Cynthia P. Gehrie, Ph.D., Video Documentation Partnership, Elizabeth Landerholm, Ed. D., Northeastern Illinois University, Early Childhood Education and Georgina Valverde, MFA Studio Art, BFA, Painting and Printmaking, BA Spanish.

Roots of Language and Literacy
Northeastern Illinois University and the Chicago Teachers' Center. Uses Early Language and Literacy Classroom Observation (ELLCO) and an extended ELLCO format to track the adoption of early childhood literacy strategies in three child care centers.

A paper was presented at American Educational Research Association, April 2007
A paper was presented in a panel at the national meetings of the American Educational Research Association in Chicago, April 2007. The panel was: Authentic Early Literacy Assessment: Providing a More Accurate Picture of Young Children's Knowledge and Their Classroom Environment. The paper was: Extending the Usefulness of the ELLCO: Using Videography, Digital Imaging, and Computer Technology by Cynthia Gehrie and Elizabeth Landerholm.

Poster Presentation
American Evaluation Association, Portland, Oregon
Using Graphic and Photographic Tools to Extend Assessment Instruments for Literacy Environments
Wednesday, November 1, 2006, 6:30 PM to 8:00 PM
Main Ballroom

Arts Impacting Achievement
Beacon Street Gallery hosts this partnership with Northeastern Illinois University and the Chicago Teachers Center
Research and documentation on the use of arts integration to improve student achievement in public schools in Chicago and Elgin, Illinois. Cynthia P. Gehrie, Ph.D., Video Documentation Partnership Director is the external evaluator for this project and video documents classroom

practice.

Arts Education Partnership http://aep-arts.org/ <http://aep-arts.org/>
Lara Pruitt (Program Director -- Arts Impacting Achievement) and Cynthia P. Gehrie presented two papers at meetings in Washington D.C. Breakout Discussion: "Evaluating Arts Education Model Development Dissemination (AEMDD) Programs" which also included papers from Branch Associates. AIA paper titles are: "Evidence of Change: Developing Arts Integration to Strengthen Teaching" and "A Continuum for Teacher Development: Direction of Change Across Arts Integrated Practice" Papers were presented twice, on September 10 and 11. Download copies of these papers from the AIA web site http://artsimpactingachievement.org/ <http://artsimpactingachievement.org/>

Metropolitan Arts Council
Greenville, South Carolina, June 2006, Dr. Gehrie conducted a full day seminar for a documentation team on the concepts: Imagery, Narration, Reflection and Application. A site based field experience, and follow up session on Integrating Concepts were included.

Advanced Reading Development Demonstration Project
This project (2005) with the Chicago Teachers' Center, Northeastern Illinois University, sponsored by the Chicago Community Trust introduced literacy coaching to Chicago Public School Classrooms. In this documentation project, Cynthia Gehrie video documented a teacher-coach collaboration which introduced 9 teaching strategies to a third grade classroom studying Because of Winn-Dixie.

Mc Cosh Even Start, at McCosh Elementary School, Chicago Public Schools -- Documentation and Evaluation of after school family literacy project. 7 years. 7 evaluation reports (see www.videodocumentation.org/evenstart) and numerous videos. Video training of teaching staff and parents. This current year's evaluation project focused on parent documentation of the project using digital cameras and related photo interviews. McCosh School has developed into a Professional Development School and this year's documentation is reviewing this process, particularly as it relates to how Even Start functions as a clinical placement for university students and how teachers at the school mentor new teachers who are hired through the school-university partnership.

Lake View Arts Partnership (LEAP) -- Chicago Teachers' Center, Northeastern Illinois University. Documentation and video construction of arts integration projects. Recent videos include: mural construction, shadow puppet theatre in high school art and literature classes -- bilingual, puppet theatre in elementary school environmental project, and a retrospective video covering 5 years of "teaching through the arts" in three elementary schools and one high school -- Chicago Public Schools. The Annenberg Chicago Challenge was the main funder for this documentation.

Audubon School, Chicago Public Schools, two videos were edited that integrated several years of video documentation of this longitudinal project. One video demonstrated how a theme-based curriculum that was school wide was developed and used in many levels at the school. The other video focused on how teachers gained skills in arts integration both in their own classrooms and

in the community. They continued to work with consulting artists, but also took charge of developing their own arts integrated units.

Whirlwind, two videos that feature programs of reading instruction in elementary schools using art based methodologies. Fall 1999 and January 2000.

Selected Recent and Current Research in the areas of Creativity and Environment

Mexico, documenting permaculture projects in an ecovillage, an indigenous family compound, and with Luna Nueva -- a women's cooperative to develop health and economic infrastructure in indigenous communities, and indigenous herbalist/healers. This project integrated many years of photo documentation and video documentation from the organizationís archives into a summary documentary that also included new video footage of educational events and interviews with participants at all levels of the organization and communities. (September 1999, November 1999, February 2000)

Croatia, consulting with the Nona Multimedia women's center on documentation and videography. Video documented in August 1999 women artists' projects featuring natural areas in the Adriatic. I have editing a music video on land mine awareness featuring children from heavily mined communities in Croatia. The audio version (CD) is being featured continually on radio and as a prelude to public events throughout Croatia, Bosnia and Kosovo. December 1999 I conducted 2 workshops on video documentation and research for all public school principals in the Croatia. In September 2001 I visited and consulted with the Director of the Jasanovat Memorial, a former concentration camp outside Zagreb, Croatia where 90,000 were killed during World War II and is now being turned into a human rights education center in partnership with the US Holocaust Museum in Washington D.C.

Save the Prairie Society, Together with Val Spale, Executive Director, we have produced, video documented and edited 6 videos featuring leaders in ecological restoration in the Chicago area.

Uganda Circle, a project of WIN-CAWA to create connective networks between women of Uganda, the United States and Japan. This project began January 2001, when 8 Ugandan women met in small groups with women from California. In ten days the Ugandan delegation met with over 600 women living in the areas between Napa and San Diego. The purpose is to discover opportunities for joint action and sharing common concerns. In July 2001 I accompanied a delegation of US women to Uganda where we met with groups of women from rural and urban areas. A video is in being developed based on this delegation exchange that explores the role of citizen diplomacy in developing nations. This project was supported by the U.S. State Department. (see: www.videodocument.org/Uganda)

Afghanistan Circle, in May 2003 WIN-CAWA sent a delegation to Kabul, Afghanistan where I video documented interviews with 40 women leaders. A video was created to bring a delegation of Afghan women leaders to California in March 2004. This project was supported by the U.S. State Department. (see: www.videodocument.org/Afghanistan)

Palatine/Willow Road CMT, we co-produced a video on the hazards of a new IDOT plan to create a junior expressway next to three schools in Prospect Heights. Developed in cooperation with the School District, the video is now being used on local Cable TV and by the school PTO to develop public awareness of the risk to pedestrians and drivers at this crossing and to work with the support of all State Representatives and Senators to establish the integrity of the school zone.

Lake Forest Open Lands, Lake Forest, Illinois. Video with Chicago Wilderness on how to develop environmental monitoring projects in area high schools. In partnership with Tria Kendler.

Chicago Police Department and Ronald MacDonald Foundation. A video on Gold Star Families, who are families whose members were killed in the line of duty as police officers. Features the role of art therapy and bereavement counseling in service to these families. A web site is also planned for this project. In partnership with Tria Kendler.

Openlands, Chicago in partnership with the **Lake View Citizens Council**, A video on the Bird Sanctuary in Lincoln Park. A documentation of local citizens as stewards of this unique 6.5 acres off limits to human beings. In partnership with Terry Shilling.

The Land Connection, a video on Organic Farmers from central Illinois and their marketing system of farmers' markets and restaurants in Chicago is being created for the Illinois Department of Agriculture.

Internet/Digital Camera Projects

Illinois Professional Leadership Development, for 5 years I have been working with the Early Childhood Education department to teach the use of computers, digital cameras and documentation. Documentation samples are published at www.videodocument.org/iplp

Save the Prairie Society I am the webmaster for this site at: www.savetheprairiesociety.org. I recently added a section on Wetlands to this site with a grant from the Environmental Protection Agency of Illinois.

Earth Share Illinois, I am the web master for this site at www.earthshare-illinois.org.

The Land Connection, I am web master for this site at www.thelandconnection.org.

Ethnographic/Evaluation Research:

The Mighty Acorns: A multimedia study conducted for The Nature Conservancy, Illinois Field office. 1993

City Connections: A multimedia study conducted for the Kohl Children's Museum, Wilmette, Illinois 1994

The Urban Principal: As Assistant Professor of Education, Department of Policy Studies, University of Illinois, Chicago. (1976-1981) I served as methodologist for a research team that

developed a project called The Urban Principalship, in collaboration with the Chicago Public Schools and the Principals' union. The first year we developed pilot sample documentation materials using a grant from the Spencer Foundation. The following three years we were funded by the National Institute of Education and conducted ethnographic research in over 20 schools at every grade level and across populations including ethnicity, geography and special needs.

Publications:

In Effective Early Literacy Practice: Here's How, Here's Why, Ed. Andrea DeBruin-Parecki, Ph.D. Paul H. Brookes Publishing Co., Inc: Baltimore, MD, 2008. *Case Study 2: Creative Contexts for Literacy: A Reggio Emilia Approach Using Art and Documentation*. Cynthia P. Gehrie, Elizabeth Landerholm and Georgina Valverde..

In Transforming Teacher Education Through Partnerships, Ed. Susan Davis Lenskin and Wendy L. Black, Mellen Studies in Education Volume 88, The Edwin Mellen Press: Lewiston, 2004. Co-Editor of Section 2 on Collaborative Partnerships with Elizabeth Landerholm and Joyce Jennings, Lead author in article on "Collaborative Strategies for Improving Preservice Students' Skills in Technology, Science, and Special Education," with Philiss Shabat, Elfriede Pergams, Deborah Harrelson and Jill Tatz.

University of Illinois, developed research videos for use in interviewing Chicago Public School Principals in conjunction with the TAMS (Teachers Academy of Mathematics and Science) project featuring in-service training for teachers in Math and Science instruction, Illinois Institute of Technology. These are featured in The Teachers Academy Principals Study, 1999.

The Urban Principal: Discretionary Decision-Making in a Large Educational Organization, The Report of a research project funded by the National Institute of Education. Van Cleve Morris, Chief Investigator, Robert L. Crowson, Associate Professor, Emanuel Hurwitz, Jr., Associate Professor, Cynthia Porter-Gehrie, Assistant Professor. This is cited in "Artful dodges principals use to beat bureaucracy," The Executive Educator, August 1982, p. 15.

Principals in Action, The Reality of Managing Schools, Van Cleve Morris, Robert L. Crowson, Cynthia Porter-Gehrie, Emanuel Hurwitz, Jr. Charles E. Merrill Publishing Company, 1984

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT,
Author: Porter-Gehrie, Cynthia: Crowson, Robert L.
Title: Analyzing Ethnographic Data -- Strategies and Result
Pub Date: Apr 80
Note: 23 p.: Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Abstract: Using ethnographic data, this study explores the behavior of urban principals at work. The event analysis summary (appended) was based on Mintzbergís classification of on-the-job characteristics and role behavior and then modified to reflect the data obtained. "Key incidents" rather than case studies serve as the basis for organizing descriptive analysis. The ethnographic method is revealed to provide insights into the underlying relationships of surface events.

ARTS-Berwyn—Berwyn South School District 100

Appendix 2

Data source to verify the low-income status of participating schools

Enrollment Report Berwyn South School District 100

Fall Housing Report 2007

Schools K-5	Enrollment	Low Income	%	Hispanic*	%	Bilingual**	%	LEP***	%
Emerson	330	196	59.4	236	71.5	52	15.8	52	15.7
Hiawatha	441	350	79.4	355	80.5	312	70.7	158	35.8
Irving	463	252	54.4	277	59.8	71	15.3	48	10.4
Komensky	410	324	79.0	363	88.5	345	84.1	155	37.8
Pershing	445	306	68.8	297	66.7	262	58.9	169	38.0
Piper	320	229	71.6	252	78.8	261	81.6	74	23.1
Grades7-8 Freedom	612	426	69.6	477	77.9	496	81.0	47	7.8
Heritage	600	360	60.0	391	65.2	164	27.3	17	2.8
Total	3621	2443	67.5	2648	73.1	1963	54.2	720	19.9

*Ethnic Designation and Bilingual count taken from school registration form on which parent/guardian self-declared.

**Bilingual the child speaks a language other than English or a language other than English is predominantly spoken in the home, self declared at registration time on the Home Language Survey.

***The Limited English Proficient (LEP) count is only students enrolled in a Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI) program, or have refused services.

I, the undersigned, attest and certify that this is a true representation of the enrollment of the district.

Patricia Wernet
(Signature)

February 27, 2008
(Date)

Dr. Patricia Wernet
Superintendent of Schools

REFERENCES

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Catterall, James S., *Champions of Change: The Impact of Art on Learning* Washington, DC: The Arts Education Partnership, 1999. (pp.1-18).

Deasy, Richard J., *Critical links: Learning in the arts and student academic and social development.* Washington, D.C.: Arts Education Partnership, 2002.

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Gardner, Howard, *Frames of Mind: The Theory of Multiple Intelligences*. New York: BasicBooks, 1997.

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Garrett, M., et al. "What makes professional development effective: Results from a national sample of teachers" *American Educational Research Journal*, v 38, 2001 pp. 915-945.

Ingram, Debra, and Riedel, E., *Arts for academic achievement: What does arts integration do for students*, University of Minnesota: Center for Applied Research and Educational Improvement, 2003, pp. 26-29 cited in Mason, C., Steedly, K., and Thormann, M., "How Do the Arts Impact Social, Cognitive, and Academic Skills? VSA Arts. 21 Sept. 2005: www.vsarts.org/documents/resources/research/tec_vsa_article_

Lieberman, A. and Miller, L., "Transforming Professional Development" *Keys to Effective Schools*. Washington, D.C.: National Education Association, 1998.

Lynch, Patricia, "Making Meaning Many Ways: An Exploratory Look at Integrating the Arts with Classroom Curriculum" *Art Education*, v60 n4 Jul 2007. pp. 33-38.

Meltzer, Julie, and Hamann, Edmund T., *Meeting the Literacy Development Needs of Adolescent English Language Learners Through Content Area Learning: Part One: Focus on Motivation and Engagement*. Providence, RI: Northeast and Islands Regional Educational Laboratory (LAB) at Brown University, 2004.

Merriam, Sharan B. (ed.) "The *New* Update on Adult Learning Theory" *New Directions for Adult and Continuing Education*, no 89, Spring 2001.

REFERENCES continued

Newmann, Fred M., M. Bruce King, and Peter Youngs, "Professional Development That Addresses School Capacity: Lessons from Urban Elementary Schools" *American Journal of Education*, Vol. 108, No. 4, Aug. 2000, pp. 259-299.

Rock, Heidi Marie, "Job-Embedded Professional Development and Reflective Coaching" *Classroom Leadership*, May 2002 Vol. 5, No. 8.

Slavin, Robert E., "Research on Cooperative Learning and Achievement: What We Know, What We Need to Know" *Contemporary Educational Psychology*, Vol. 21, No. 1, January 1996, pp.43-69.

Wilhelm, Jeffrey D., and Michael W. Smith. *You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents*. New York, New York: Teachers College Press, 2008.

ARTS-Berwyn—Berwyn South School District 100
Appendix 4
Letters of Support and Commitment

Northeastern
Illinois
University

5500 North St. Louis Avenue
Chicago, Illinois 60625-4699

773 / 442-5400

President of the University

February 27, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402

Dear Mr. Cundari:

Northeastern Illinois University (NEIU) is very pleased to support South Berwyn School District 100 in the proposed three-year Arts Reflecting Teaching Standards in Berwyn (ARTS-Berwyn) project. NEIU's Chicago Teacher's Center (CTC), the professional development center of our College of Education, has a long history of providing innovative school improvement activities and has been widely successful in providing professional development in the arts. CTC has significant experience under several federal grants in conducting arts professional development activities. Through numerous initiatives led by CTC, NEIU is committed to improving education in South Berwyn. If funded, NEIU will carry out the proposed project in collaboration with South Berwyn School District 100, and CTC staff will have the university's full support.

I am confident that the ARTS-Berwyn initiative will be an invaluable catalyst for building the number and capacity of arts educators in the district as well as improving outcomes for all of your students in the arts and in their academic work. This project has my full support, and we look forward to carrying out this work with South Berwyn School District 100.

Sincerely,

Sharon K. Hahs
President

SKH:vm

Northeastern Illinois University

5500 North St. Louis Avenue
Chicago, Illinois 60625-4699

773 / 583-5500
College of Education

Chicago Teachers' Center
770 North Halsted Street
Chicago, Illinois 60622-5972
312 / 733-7330
FAX 312 / 563-7210

February 29, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402

Re: CTC's Letter of Commitment for ARTS-Berwyn Grant

Dear Mr. Cundari:

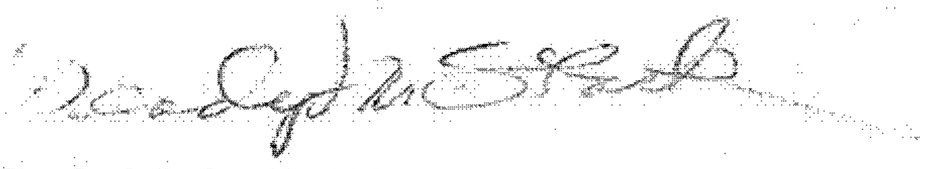
Northeastern Illinois University's Chicago Teachers' Center (CTC) is pleased to continue our relationship with Berwyn schools under the three-year Arts Reflecting Teaching Standards in Berwyn (ARTS-Berwyn) grant proposal. This project is very valuable to our continuing collaborative efforts to improve academic achievement for all Berwyn students. We will do this by providing professional development to integrate arts into the curriculum as described in the attached statement of work. Transforming educators' teaching practices will result in higher levels of academic achievement in each of your schools by providing culturally relevant, engaging content and experiences for your students in response to the significant increase in Latino enrollment.

Over the past several years, CTC has enthusiastically participated in improving student performance in Berwyn through educational grant projects such as the Berwyn/Cicero Initiative for Educational Excellence and the Early Reading First program. These grants have brought millions of dollars and a large, dedicated cadre of staff to Berwyn schools.

As the institution of higher education partner, we will provide the following services on this project: planning and implementing professional development seminar series; training, supervising and coordinating the Teaching Artists who are collaborating with teachers in developing the project's curriculum units; coordinating activities with arts and cultural partners, facilitating monthly meetings of the Partnership Council, collaborating with the evaluator; and supporting the work of the project director.

In closing, CTC is delighted to partner with you again. We are pleased that District 100 has embraced this project in order to continue its record of excellence in its schools.

Sincerely,



Wendy M. Stack, Director

Professional Development for Arts Educators 2008
Chicago Teachers' Center of Northeastern Illinois University
ARTS-Berwyn Workplan

The Chicago Teachers' Center of Northeastern Illinois Univeristy will provide all professional development for the PDAE grant entitled **Art Reflecting teaching Standards in Berwyn (ARTS-Berwyn).** The applicant for this grant is Berwyn South School District 100, one of the districts CTC has been assisting through the Arthur Foundation initiative in Cicero and Berwyn.

CTC will commit the following staff to this initiative, beginning October 1, 2008.

Professional Development Director Catherine Thomas, M.A. (50% time). Thomas will serve as the lead Instructor/Artist and will be responsible for the overall coordination, development, implementation and management all professional development activities including the series of 15 seminars, four classroom-based units and their culminating Unit Showcases for the two cohorts of 15 teachers each. She will also participate on the project's Evaluation Team.

Arts Integration Specialist Matthew Dealy (50% time). Dealy will be responsible for coordinating, training and managing all of the teaching artists as well as co-leading professional development seminars. He will collaborate with the Project Manger in preparing reports and will facilitate the development of an arts integration manual for the Berwyn Schools.

Arts Partners Coordinator Gladys Hanson-Guerrara (40% time). Hanson-Guerrara will serve as the project's liaison with partner arts organizations. As such, she will assist the Project Manager to convene the ARTS-Berwyn Partnership Council, support participating teachers in developing relationships with arts partners in support their specific curriculum. She will also assist with the development of the arts integration manual.

Artist Coordinator Juan Manuel Lopez (40% time.) Lopez will facilitate field trips to performances, coordinate performances in the schools, and coordinate the Unit Showcases. He will assist with the recruitment of a cadre of artists from the Arts Partners to be trained as Teaching Artists to work with teachers in Cohort 2 on their classroom units and participate in their supervision. Lopez will be the graphic artist for the arts integration manual and the arts integrated units that will be uploaded to the schools' websites.

In addition, CTC will contract and supervise CTC's Cadre of Teaching Artists, which consists of professional artists in music, theater, dance and visual arts. The cadre will support the classroom units for teachers in Cohort 1. Cadre members are committed to long-term partnership with CTC, with some members (representative of all 4 art forms) part of the cadre since its inception 15 years ago. The cadre maintains community through regular meetings, trainings and events that support both the collaborative work of the Center as well as the development and celebration of individual artists' work.

CTC contract will also include support for and administrative assistant/documentation coordinator for three days per week year round.

Over the three-year period of the grant, CTC will be responsible for delivering the planning, developing and implementing a series of 15 seminars, scheduling and supervising the implementation of four classroom units for each of the 30 participants, writing and producing the Arts Integration Manual and DVD, and assisting with the formatting of ARTS-Berwyn units that will be upload onto the school websites. (See below.) CTC will also be responsible for working closely with the Independent Evaluator, participate in writing required grant reports, facilitating the development of a Partnership Council, and orienting and training the Teaching Artists who will be assisting participating teachers to develop facility in implementing standards-based arts instruction in their classrooms. The four key personnel from CTC will sit on the project's Leadership Team and Partnership Council (during the funding period).

Professional Development Scope and Sequence:

SEMINAR SERIES	
1-Arts immersion	9-Co-Planning Unit C
2-Quality Collaboration	10-Master Class II
3-Co-Planning Unit A	11-Reflective Documentation
4-Rubrics and Assessment	12-Co-Planning Unit D
5-a. Mentor Training	13-Master Class III
5-b. Extended arts immersion	14-a. Mentor Coaching
6-Co-Planning Unit B	14-b. Master Class IV
7-Master Class I	15-Teacher Led Arts Immersion
8-Reflective Documentation	
CLASSROOM UNITS	
Unit A-Artist led	Unit C-Leap frog
Unit B-Artist led	Unit D-Solo

Timeline of professional development activities for arts educators.

Semester	Activities	Cohort 1	Cohort 2
Fall 08	*District-wide Kickoff*	Recruitment	Recruitment
	Seminars	1, 2, and 3	
Spring 09	*Seminars*	4 and 5a	
	Unit	A- Artist Led	
	Culminating Event	Unit Showcase	
Summer 09	*Seminars*	6 and 7	1, 2, and 3
Fall 09	*Seminars*	8 and 9	4, 5b, and 6
	Unit	B- Artist Led	A- Artist Led
	Culminating Event	Unit Showcase	Unit Showcase
Spring 10	*Seminars*	10 and 11	7 and 8
	Unit	C- Leap Frog	4- Artist Led
	Culminating Event	Unit Showcase	Unit Showcase
Summer 10	*Seminars*	12	9
Fall 10	*Seminars*	13	10 and 11
	Unit	D- Solo Unit	C- Leap Frog
	Culminating Event	Unit Showcase	Unit Showcase

Spring 11	*Seminars*	14a	12, 13,and 14b
	Unit		D- Solo Unit
	Culminating Event		Unit Showcase
Summer 11	*District wide 2-day Seminar*	15	15

CTC's goal is to leave in place a structure and capacity for continuing the work beyond the funding period. Toward this end, CTC will also work with various arts organizations including Teatro Aguijon, the Chicago History Museum, the Old Town School of Folk Music, the National Museum of Mexican art, Luna Negra, and Teatro Luna. These arts partners have strong interests in building an audience in the Berwyn community and look at this project as the opportunity to become an integral partner of Berwyn's schools.

For this CTC will by contracted by District 100 for $676,965 over the life of the grant, $205, 789 in Year 1, $249,377 in Year 2, and $221,799 in Year 3. (See the attached budget.)

February 27, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402

Re: Independent Evaluator's Letter of Understanding for ARTS-Berwyn Grant

Dear Mr. Cundari:

I am writing in support of the Art Reflecting Teaching Standards in Berwyn (ARTS-Berwyn) project and to confirm my role as the independent evaluator of this proposed grant. With more than a decade of documentation and evaluation experience with public education initiatives in the Chicago metropolitan area, including Berwyn, I bring expertise to this arts integration professional development project.

I am very pleased to continue my relationship with Berwyn and the Chicago Teachers' Center (CTC) of Northeastern Illinois University. I have evaluated a number of grants for CTC including most recently CTC's Early Reading First project at the Children's Center of Cicero and Berwyn and look forward to participating in another successful project in Berwyn.

My work will include: working with the Evaluation Team to develop a work plan for project evaluation and the collection of documentation; conducting pre- and post-professional development observations, analysis of project documentation, and authoring narrative performance and evaluation reports.

In closing, I am delighted that South Berwyn School District 100 and CTC have embraced this project so that all students can improve their academic performance.

Sincerely,

Cynthia Gehrie

Cynthia Porter Gehrie, Ph.D.
Video Documentation Fund
P.O. Box 1305
Highland Park, Illinois 60035

February 26, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402
Re: Letter of Commitment for Arts-Berwyn Grant

Dear Mr. Cundari:

The Berwyn Arts Council (BAC) is devoted to the enrichment of our community by advocating the integration of the arts into community life, by fostering arts education, and by supporting artists and arts organizations. We are an all-volunteer, 501 (c) (3) not-for-profit organization whose primary goal is to create opportunities for Berwyn residents to participate in the arts.

We are delighted to partner with you in this grant for the opportunity to:

- Promote arts education within the Berwyn community
- Support a structure for collaboration with other arts and cultural organizations

It is our hope that this initiative will help foster deeper collaboration between agencies working within the Berwyn community to develop a framework for strong partnership and shared resource asset development.

As a partner in this grant, the educators and students of Berwyn District 100 will be welcomed to participate in

- Group/classroom visits/opportunities for performances at a discounted rate
- Educator previews or other teacher-centered events
- Professional Development workshop opportunities with arts educators, tailored or customized workshops whenever possible
- Materials and/or resources for teachers to support learning in your classrooms, and schools
- Inclusion on our mailing lists or electronic listserv for upcoming events notification

As a partner in this grant, we will use our best efforts to provide :

- Group/classroom visits to events sponsored by BAC
- Professional Development opportunities whenever available
- Opportunities for teachers to collaborate in arts-infused activities to enhance learning
- Materials and/or resources for teachers, classrooms, and schools

The Berwyn Arts Council is devoted to the expansion of a diverse artistic community, the development of arts education, and the promotion and enjoyment of the arts in the Berwyn area through concerts, exhibits, performances, classes, community programs and the creation of the Berwyn Arts Center.

7003 Ogden Avenue
Berwyn, Illinois 60402
708-670-2787

www.berwynartscouncil.org

Access to community resources and link to arts learning opportunities
Family-centered learning activities

As an organization, we are fully committed to the success of this project. I affirm that I have the authority to commit to provide the services and materials listed in this letter.

Sincerely,

Jon Fey
Executive Director
Berwyn Arts Council
Tel. (708) 601-2787
Info@BerwynArtsCouncil.org

www.berwynartscouncil.org

OLD TOWN SCHOOL

4544 NORTH LINCOLN AVENUE · CHICAGO, ILLINOIS 60625 773.728.6000 PHONE 773.506.2414 FACSIMILE

February 26, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402
Re: Letter of Understanding for Arts Education Grant

Dear Mr. Cundari:

The Old Town School of Folk Music teaches and celebrates music and cultural expressions rooted in the traditions of diverse American and global communities. We offer classes and workshops in music, dance, and art for children, teens, and adults. To enhance arts education, our Field Trip Concert Series showcases a wide variety of performances for students in grades Pre-K through 12th grade.

It is our hope that this initiative will help foster deeper collaboration between agencies working within the Berwyn community to develop a framework for strong partnership and resource asset development.

We are delighted to partner with you in this grant for the opportunity to:

- *Provide support for professional development and arts integration resources for the teachers, students and families you serve*
- *Promote increased visibility and use of our Arts organizations within the Berwyn community*

As a partner in this grant, the educators and students of Berwyn District 100 will be welcomed to participate in

- Group/classroom visits/opportunities for performances at a discounted rate
- Educator previews or other teacher-centered events
- Professional Development workshop opportunities with arts educators, tailored or customized workshops whenever possible
- Materials and/or resources for teachers to support learning in your classrooms, and schools
- Inclusion on our mailing lists or electronic listserv for upcoming events notification

As an organization, we are fully committed to the success of this project. I affirm that I have the authority to commit to provide the services and materials listed in this letter.

Sincerely,

Mateo Mulcahy
Community Projects Director

Aguijón Theater
2707 N. Laramie Avenue
Chicago, Illinois 60639
Tel: (773) 637-5899
Fax: (773) 637-5040
www.aguijontheater.org

February 26, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402
Re: Letter of Commitment for Arts-Berwyn Grant

Dear Mr. Cundari:

The Aguijon Theater Company of Chicago is a not-for-profit organization dedicated to promoting cultural exploration, discussion, and performance of Spanish-language and bilingual theater works. By introducing audiences to the richness of Latin American, Spanish, and Latino theater, we hope to promote diversity and bring people of different racial, ethnic, and cultural background together.

It is our hope that this initiative will help foster deeper collaboration between agencies working within the Berwyn community to develop a framework for strong partnership and resource asset development.

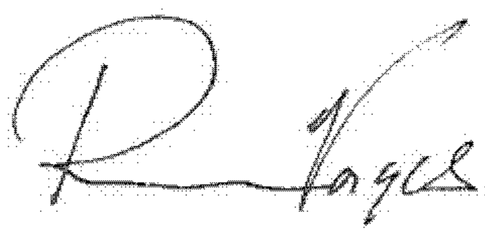
We are delighted to partner with you in this grant for the opportunity to:

- *Provide support for professional development and arts integration resources for your teachers, the students and families you serve*
- *Promote increased visibility and use of Latino-oriented arts organizations in Berwyn with*

As a partner in this grant, the educators and students of Berwyn District 100 will be welcomed to participate in

- Educator previews or other teacher oriented events
- Group/classroom visits/opportunities for performances at a discounted rate
- Customized Professional Development workshops with arts educators whenever possible
- Educator previews or other teacher oriented events
- Materials and/or resources for teachers to support learning in your classrooms, and schools
- Inclusion on our mailing lists or electronic listserv for upcoming events notification

As an organization, we are fully committed to the success of this project. I affirm that I have the authority to commit to provide the services and materials listed in this letter.
Sincerely,



Rosario Vargas
Artistic Director
Aguijon Theater Company of Chicago

NATIONAL MUSEUM OF MEXICAN ART

February 26, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402
Re: Letter of Commitment for Arts-Berwyn Grant

Dear Mr. Cundari:

In addition to our exhibits, the National Museum of Mexican Art sponsors educational events that exemplify the rich variety of visual and performing arts in the Mexican culture. To reach those goals, we develop arts education programs for students, teachers, and families. These programs are facilitated by local Mexican artists and in-house artists/art educators in order to stimulate and preserve the beauty and richness of Mexican art and culture.

We are proud to be the nation's largest Latino arts institution and the only Latino museum accredited by the American Association of Museums.

It is our hope that this initiative will help foster deeper collaboration between agencies working within the Berwyn community to develop a framework for strong partnership and resource asset development.

We are delighted to partner with you in this grant for the opportunity to:

- *Provide support for professional development and arts integration and cultural resources for your teachers, the students and families you serve*
- *Promote increased visibility and accessibility of the National Museum of Mexican Art*

As a partner in this grant, the educators and students of Berwyn District 100 will be welcomed to participate in

- Group/classroom visits
- Educator previews or other teacher oriented events
- Customized Professional Development workshops with arts educators whenever possible
- Available resource material or exhibits on loan
- Materials and/or resources for teachers to support learning in your classrooms, and schools
- Inclusion on our mailing or electronic listserv for upcoming events notification

As an organization, we are fully committed to the success of this project. I affirm that I have the authority to commit to provide the services and materials listed in this letter.

Sincerely,

Nancy Villafranca
Education Director
National Museum of Mexican Art

1852 WEST 19TH STREET CHICAGO, IL 60608-2706 P 312.738.1503 F 312.738.9740 www.nationalmuseumofmexicanart.org

The City of Ber yn

Michael A. O'Connor
Mayor

A Century of Progress with Pride

6700 West 26th Street Berwyn, Illinois 60402-0701 Telephone: (708) 788-2660 Fax: (708) 788-2567
www.berwyn-il.gov

February 26, 2008

Anthony Cundari
Director of Curriculum and Public Relations
South Berwyn School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402

Re: Letter of Support for ARTS-Berwyn Grant

Dear Mr. Cundari:

The city of Berwyn, Illinois is very pleased to support the three-year Art Reflecting Teaching Standards in Berwyn (ARTS-Berwyn) partnership project of the South Berwyn School District 100 and the Chicago Teachers' Center (CTC) of Northeastern Illinois University.

Berwyn's rapid changes are reflected in the demographics of our students. In 2007, 74.5% of District 100's students were Hispanics and 76.5% of the districts' population was low-income. Although District 100 made AYP, achievement gaps exist between our Hispanic students and their white peers. This arts integration project is designed to improve student performance in core academic areas and the fine arts by engaging the K-8 children in culturally relevant ways while building the capacity of classroom teachers.

The Chicago Teachers' Center is a recognized expert in the field of arts integration and has a strong record of improving students' academic performance. To continue our progress as a city, Berwyn's schools must remain excellent. This project supports my vision and will help keep the City of Berwyn a tremendous environment in which to raise a family.

I wholeheartedly support the ARTS-Berwyn project with CTC of Northeastern Illinois University that will benefit the students, District 100 educators, and families of Berwyn.

Sincerely,

Michael A. O'Connor

Michael A. O'Connor
Mayor
City of Berwyn, Illinois

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Berwyn South School District 100	Arts Reflecting Teaching Standards in Berwyn (ARTS-Berwyn)
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Dr. Patricia A. Wernet, Superintendent	
SIGNATURE	DATE
Patricia A Wernet	2/28/08

Compliance With Provision 427: Ensuring Equitable Access to the Program

What follows is a description of the steps Berwyn South School District 100 proposes to take to ensure equitable access to, and participation in, the Federally-Assisted National Professional Development Program.

Equity in employment practices
Berwyn South School District 100 will conduct all hiring in accordance with the institution's Affirmative Action and Equal Opportunity guidelines, addressing employment practices. District 100 is an equal opportunity employer and does not discriminate on the basis of age, race, color, sex, religion, sexual orientation, national or ethnic origin, or physical, language, and/or learning disabilities in the administration of its employment practices. In order to attract candidates from traditionally underrepresented populations, District 100 advertises in a variety of local publications, including those read by traditionally underrepresented populations. Search and screen committees that are diversified by race, ethnicity, and sex are established to review applications, interview candidates, and make hiring recommendations. The District Superintendent will use these procedures to assess that a complete search has occurred recommending the approval hiring recommendations by the School Board.

We further assure that **in selecting staff for this project,** there has been no discrimination based on race, color, national origin, gender, age, or disability.

Quality Plan for Managing Project Staff
Berwyn South School District 100 will manage the project and will administer the grant. The District will fill any vacancies in staff utilizing the search and screen procedures described above to ensure equal access.

Equity in the Recruitment of Participants
Project participants will be Berwyn South School District 100 teachers of students in grades K to 8, including arts specialists and other auxiliary teaching professionals. Open recruitment of coordinators and teachers is one strategy 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. This will be accomplished by holding a district-wide kickoff event as soon as funding is awarded that will include a introduction to the project goals, objectives and activities, an opportunity to meet key arts partners, and an invitation to apply for one of the two professional development cohorts.

A second strategy is accommodating teachers' personal schedules by offering two opportunities to enter the professional development sequence, the first in Fall 2008 and the second in Summer 2009.

A third strategy, the presentation of this proposed work to administrative and teacher leadership teams across the district, took place during the project design phase. This gave teachers the

opportunity to make suggestions to the project development team and obtain support for the application.

Administrators and teacher leaders are comfortable that these strategies are high quality and will be sufficient to ensure the desired equal access and treatment.

As outlined in the proposal, project schools serve a widely diverse and minority populations. Every effort will be made to recruit and train teachers who reflect this diversity of language and culture.

In addition, the professional development seminars will be held after school or on Saturdays in District facilities depending on teachers' preferences. Dates for the summer sessions will also be flexible in order to best meet teachers' needs. Coaching by teaching artists will be held during the context of the school day. Through this flexibility the project will maximize participation of individuals for whom professional development outside their work schedules is a hardship, i.e., parents and other adults with care-giving responsibilities for older family members.

Access to Facilities

All facilities that will be used by this project are equipped so that they are accessible to the disabled.

ABSTRACT

Point of Contact and Applicant LEA
Anthony J. Cundari
Director of Curriculum, Personnel, and Public Relations
Berwyn South School District 100
3401 S. Gunderson Avenue
Berwyn, Illinois 60402
(708) 795-2300 x4018
ccundari@schooldiestrict100.org

Professional Development Partner (Institution of Higher Education)
Kate Thomas
Director of Arts in Education Programs
Chicago Teachers' Center of Northeastern Illinois University
770 N. Halsted Street, 4th floor
Chicago, Illinois 60622
(312) 563-7330
katmadon@hotmail.com

Art Reflecting Teaching Standards in Berwyn (**ARTS-Berwyn**) is a partnership of the Berwyn South School District 100; the Chicago Teachers' Center of Northeastern Illinois University (CTC)—an internationally recognized expert in standards-based art instruction integrated into core academic content; The Berwyn Arts Council, Theatre Aguijon, the Chicago History Museum, the Old Town School of Folk Music, the National Museum of Mexican Art,. These partners reflect the exponential growth of Berwyn's Latino population from 35% to 74.5% of district enrollments and the District 100's priory of addressing the cultural context of this expanding new majority of its students.

The proposed project will build capacity in District 100's six elementary and two middle schools to meet the Illinois Learning Standards in the Fine Arts *while integrating arts instruction throughout the academic curriculum.* All eight schools have low income enrollments that exceed 50% as follows: Emerson (K-5) @ 59/.4%; Hiawatha (K-5) @ 79.4%; Irving (K-5) @ 54.4%; Komensky (K-5) @ 79.0%; Pershing (K-5) @ 68.8%; Piper (K-5) @ 71.6%; Freedom (6-8) @ 69.6%; Heritage (6-8) @ 67.5%.

ARTS-Berwyn: Berwyn South School District 100

Thirty K-8 teachers will increase their ability to integrate the arts into core curriculum content areas by Summer 2011. In Year 3, these 30 teachers will introduce 30 new Berwyn teachers to the process. In all, approximately 40 teachers will be from grades K to 5 and 20 from grades 6 to 8. Project students will significantly increase their ISAT scores in core content areas (reading and math); and the percentage meeting or exceeding grade level in the arts will significantly increase as a result of arts-integration classroom activities. By September 2011, systems will be developed and structure created to ensure continued arts integration practices in Berwyn District 100 in order to ensure sustainability. And, by September 2011, local arts partners will be actively supporting standards-based art and core academics instruction in the eight district schools.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION

1. Project Director:

Prefix:	*First Name:	Middle Name:	*Last Name:	Suffix:
Mr	Anthony	J.	Cundari	M.A.

Address:

* Street1:	Berwyn South School District 100
Street2:	3401 S. Gunderson Ave
* City:	Berwyn
County:	Cook

* State: IL * Zip Code: 60402 * Country: USA

* Phone Number (give area code): 708-795-2300 x4018

Fax Number (give area code): 708-795-2317

Email Address: acundari@bsd100.org

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

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

OMB Control Number: 1890-0018
Expiration Date: 02/28/2011

Name of Institution/Organization

Berwyn South School District 100

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	37250	39415	53997			130662
2. Fringe Benefits	5420	5739	7862			19024
3. Travel	2106	2106	2106			6318
4. Equipment						
5. Supplies	19350	15300	14550			49200
6. Contractual	238639	273977	259149			771765
7. Construction						
8. Other	3500	12500	9500			25500
9. Total Direct Costs (lines 1-8)	306268	349037	347164			1002469
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	306268	349037	347164			1002469

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)

Approving Federal agency: ____ ED ____ Other (please specify): _____

(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)?

BUDGET NARRATIVE

Please refer to descriptive budgets for District 100 and NEIU attached to this Budget Narrative.

PERSONNEL

The number of personnel devoted to this project is reasonable to implement a professional development project of this sized and scope. Key personnel are distributed over the budgets of both the applicant (local education agency or LEA) and the sub-contractor (institution of higher education or IHE).

Applicant (District 100): Year 1: $37,250; Year 2 $39,415; Year 3: $53,997, Total: $130,662
District 100 will employ the **project director at 20% time** who will be responsible for all personnel, budgets, the submission of required reports, subcontracting the IHE and the Evaluator, chair the Leadership and Evaluation Teams. **His services will be provided in-kind** for this project and the work integrated into his role as Director of Curriculum, Personnel, and Public Relations for the LEA.

The Federal budget includes support for a **clerk to assist him for 20% at a salary of $2500 per month over 12 months**.

The budget also includes funding **five school coordinators** to participate on the Leadership Teams, recruit teachers (Year 1); schedule Teaching Artists in schools; facilitate the work of the Evaluator in the schools; and coordinate Arts Partner visits and field trips. Their compensation is based on working 4 hours per week over and above their teaching assignments during the 40-week school year. These teachers will be recruited from among the art and music specialists in the District. They will be compensated at the rate of $25 per hour or $4000 for Year 1 as required by District 100's collective bargaining agreement. An increase of 4% has been budgeted for Years 2 and . These five teachers will also be part of Cohort 1 and be trained to mentor teachers in integrating standards-based arts instruction throughout core curriculum areas.

Additionally, the budget includes funding for **30 teachers** who participate in the professional development will be compensated for the 54 hours they spend in seminars that take place after school and on Saturdays at the required rate of $25 per hour. This will amount to a maximum of $1350 per teacher over the three years. The additional 30 teachers who join the program in the summer of Year 3 will also be paid at this rate for the 12 hours of training they receive for a maximum of $300.

Sub-contract (NEIU): Year 1: $99,116; Year 2: $103,081; Year 3: $107,204; Total: $309,401
CTC will employ the professional development staff for the project. This will include the Professional Development Director at 50% time over 12 months at a rate of $4332 per month; the Arts Integration Specialist at 50% time for 12 months x $3035 per month; the Arts Partners Coordinator at 40% time over 12 months x an hourly rate equivalent to $4225 per month; a Fine Arts Specialist at 40% time over 12 months x an hourly rate equivalent to $3620 per month. Administrative Assistant/Documentation Coordinator at 60% time over 12 months x an hour rate of $2197 per month. An increase of 4% per year has been budgeted.

FRINGE BENEFITS

Applicant (District 100): Year 1: $5,432; Year2: $5,739; Year 3: $7,862; Total: $19,024
Budgeted benefits prescribed by the bargaining agreement on Federal dollars are state retirement at 13.11% of salaries and Federal Medicare at 1.45% of salaries.

Sub-contract (NEIU): Year 1:$53,273; Year 2: $53,518; Year 3: $54,259; Total: $161,050
Budgeted benefits for employees of NEIU are health insurance (at $1,370 per month x the percentage of appointment on the grant), state retirement (at 10.75% of salaries), Medicare (at 1.45% of salaries), life insurance (at $20 per month per employee regardless of percentage of appointment).

TRAVEL

Applicant (District 100): $2,106 per year for 3 years; Total: $6,318
Local travel is budgeted at the state rate of $0.485 per mile for 1250 miles to accommodate weekly travel for the Project Director and/or School Coordinators between the District 100 office and NEIU's Chicago Teachers' Center, a distance of 12.5 miles/25 miles round trip.

Travel for the Project Director and Evaluator to attend the yearly project director's meeting in Washington, DC has been budgeted at $1,500. This would include economy airfare between Chicago and Washington, one night's lodging, and two days expenses at the state per diam rate of $40.

Sub-contract (NEIU): $2,106 per year for 3 years; Total: $6,318
Local travel is budgeted at the state rate of $0.485 per mile for 1250 miles to accommodate weekly travel for the project staff between NEIU's Chicago Teachers' Center and the District 100 office, a distance of 12.5 miles/25 miles round trip.

Travel for the Professional Director and Arts Integration Specialist to attend the yearly project director's meeting with the Project Director and Evaluator in Washington, D.C. has been budgeted at $1,500. This would include economy airfare between Chicago and Washington, one night's lodging, and two days expenses at the state per diam rate of $40.

SUPPLIES

Applicant (District 100): Year 1: $19,350; Year 2: $15,300; Year 3: $14,550; total: $49,200
The supply budget includes the following:
One digital camera (at $300 per camera) for each of the 30 teachers. These will be used in documenting their professional development experience and for their students to use in documenting their work.
One digital video camera (at $800) to be used by the Evaluator in documenting pre- and post-classroom observations and professional development activities/student work throughout the project.
Materials and supplies for professional development activities including: $50/teacher for each of the 4 curriculum units; $2,500 for the district-wide kickoff event; for each of the 8 Unit Showcases at $500 per event; and for the Culminating professional development seminar in the summer of Year 3 at $3,000.

Trade Books for each classroom to support curriculum units developed in this project at $150 per teacher per unit.
Electronic storage media (additional memory cards, DVDs, etc.) for the cameras above at $3,000 for the 3-year period.
Office supplies for the project at $50 per month.

Sub-contract (NEIU): Year 1: $1,300; Year 2: $1,400; Year 3: $1,000; Total: $3,700
This supply budget is limited to $100 per seminar for each of the 28 sessions and $50 per month for office supplies.

CONTRACTUAL SERVICES
Applicant (District 100): Year 1: 238,639; Year 2: $273,977; Year 3: $259,149; Total: $771,765
The primary subcontract is with the **Northeastern Illinois University** (NEIU) through the Chicago Teachers' Center, a nationally and internationally recognized expert in arts integration. This subcontract includes all of the professional development for the project. The statement of work is included with the letter of support from the Director. The subcontract amounts total: Year 1: $205,639; Year 2: $273,977; Year 3: $259,149; for a project total of $771,765.

The contract with the **Evaluator**, Cynthia Gehrie, Ph.D., is for 45 days over the 3 years of the project at $1,000 per day. In Year 1, 15 days are budgeted for working with the Evaluation Team to develop a work plan for project evaluation and the collection of documentation, analysis of project documentation, and authoring narrative performance and evaluation reports; and an additional 15 days for pre-professional development observations in the classrooms of the 30 participating teachers. In Years 2 and 3, 15 days are budgeted each year for analysis of project documentation, meeting with the project staff to assess progress toward objective, and authoring reports. In Year 3, 15 days are also budgeted for post-professional development observations in the classrooms of the 30 participating teachers.

The contractual services also include **bus transportation** for field trips tied to collaborative curriculum units. Each unit includes a field trip for up to 40 students and parents or other adults to an activity of one of the arts organizations. The budget is for 120 buses at the rate of $150 per bus, the contracted about with the district's provider.

Copying and printing are also included at the rate of $150 per month for the 36 months of the project.

Subcontract (NEIU): Year 1:$31,150; Year 2: $67,00; Year 3: $37,200; Total: $135,550
This line for the subcontractor includes contracts with the Teaching Arts for collaborating with teachers on the 120 classroom units at $1000 per unit; 10 monthly meetings for the Cadre of Teaching Arts each year at $100 per meeting; professional development for 10 additional Teaching Artists for 10 days during Year 1 for a total of $10,000; and 10 meetings per year during Years 2 and 3 for these new Teaching Artists at $100 per meeting.

Five software licenses for *Atlas.ti, the Knowledge Workbench for Quantitative Data Analysis* for the Evaluator, the District and NEIU to use in the evaluation of the grant are budgeted in Year 1.

Copying and printing are also included at the rate of $150 per month for the duration of the grant.

OTHER

Applicant (District 100): Year 1: $3,500; Year 2: $12,500; Year 3: $9,500: Total: $25,500
The budget for activities related to the field trips that are tied to the development of the 120 collaborative curriculum units are budgeted at $5 per event for 40 people over the 3 years of the grant. Postage is budgeted at $500 per year.

Subcontract (NEIU): $3,600 a year for three years totaling $10,800
This budget includes $3,000 per year for events per year in the CTC Conference Center and telephone and fax at $50 per month for the duration of the project.

INDIRECT COSTS

Applicant (District 100): -0-
The applicant has no indirect cost rate in effect and has not budgeted for this.

Subcontract (NEIU): Year 1: $15,244; Year 2: $18,472; Year 3: $16,430; Total: $50,146
NEIU's modified indirect cost rate of 8% has been applied to Total Direct Costs.

For further details, please refer to the attached descriptive budgets.

Berwyn South School District 100
PDAE 2008: ARTS-Berwyn
October 1, 2008 to September 30, 2011

									Year 1 District 100	Year 2 District 100 (4% increase)	Year 3 District 100 (4% increase)	Total by Category
1 Personnel:												
District 100/Applicant												
Project Director (in-kind)	20%	x	$7,000	per month			x	12 months		-	-	
School Coordinators (5 Arts Specialists)	5	x	$25.00	per hour	x	4 hrs/wk	x	40 weeks	20,000	20,800	21,632	
Teacher Stipends/AS-Sat-Year 1	15	x	$25.00	per hour	x	3 hrs/PD	x	10 seminar	11,250			
Teacher Stipends/AS-Sat-Year 2	15	x	$25.00	per hour	x	3 hrs/PD	x	11 seminar		12,375		
Teacher Stipends/AS-Sat-Year 3	15	x	$25.00	per hour	x	3 hrs/PD	x	7 seminar			7,875	
Teacher Stipends/Culminating PD (60 teachers)	60	x	$25.00	per hour	x	6 hrs	x	2 days			18,000	
Clerk	20%	x	$2,500	per month			x	12 months	6,000	6,240	6,490	
Sub-Total									**37,250**	**39,415**	**53,997**	**130,662**
2 Fringe Benefits:												
District 100/Applicant (per teachers' contract)												
TRS	13.11%	x	Salaries						4,883	5,167	7,079	
Medicare	1.45%	x	Salaries						540	572	783	
Sub-Total									**5,423**	**5,739**	**7,862**	**19,024**
3 Travel:												
Local Travel			$0.485	per mile			x	1250 miles	606	606	606	
Required Travel	2	x	$1,500	per trip			x	1 trip	1,500	1,500	1,500	
Sub-Total									**2,106**	**2,106**	**2,106**	**6,318**
5 Supplies												
Digital Cameras for documentation			$300	each			x	30 cameras	9,000			
Digital Video Camcorders for documentation			$800	each			x	1 piece	800			
Materials/supplies for Arts Integrated Curriculum Units			$50	per unit			x	120 units	1,000	4,000	3,000	
Materials/supplies for kickoff event			$2,500						2,500			
Materials/supplies for Unit Showcases by cohort (1 per unit)			$500	per event			x	8 events	500	2,000	1,500	
Materials/supplies for Culminating PD			$3,000								3,000	
Trade Books (1 classroom set /unit)-Year 1	15	x	$150	per clsm set			x	1 units	2,250			
Trade Books (1 classroom set /unit)-Year 2	15	x	$150	per clsm set			x	4 units		9,000		
Trade Books (1 classroom set /unit)-Year 3	15	x	$150	per clsm set			x	3 units			6,750	
Electronic Storage Media									3,000			
Office Supplies			$50	per month			x	12 month	300	300	300	
Sub-Total									**19,350**	**15,300**	**14,550**	**49,200**
6 Contractual Services:												
Independent Evaluator (TBA)-Year 1			$1,000	per day			x	30 days	30,000			
Independent Evaluator (TBA)-Year 2			$1,000	per day			x	15 days		15,000		
Independent Evaluator (TBA)-Year 3			$1,000	per day			x	30 days			30,000	
Copying/printing			$150	per month			x	12 months	600	600	600	
Bus Transportation-Year 1			$150				x	15 units	2,250			
Bus Transportation-Year 2			$150				x	60 units		9,000		
Bus Transportation-Year 3			$150	per bus			x	45 units			6,750	
Chicago Teachers' Center/NEIU									205,789	249,377	221,799	
Sub-Total									**238,639**	**273,977**	**259,149**	**771,765**

Berwyn South School District 100
PDAE 2008: ARTS-Berwyn
October 1, 2008 to September 30, 2011

						Year 1 District 100	Year 2 District 100	Year 3 District 100	Total by Category
8 Other									
Performances and field trip activities-Year 1	$5 per event	40 people	x	15 units		3,000			
Performances and field trip activities-Year 2	$5 per event	40 people	x	60 units			12,000		
Performances and field trip activities-Year 3	$5 per event	40 people	x	45 units				9,000	
Postage						500	500	500	
Sub-Total						3,500	12,500	9,500	25,500
9 Total Direct Costs						306,268	349,037	347,164	1,002,469
10 Indirect Costs									
Sub-Total						0	0	0	0
11 Student Stipends									
12 Total Costs						306,268	349,037	347,164	1,002,469
						30.6%	34.8%	34.6%	

Northeastern Illinois University's Chicago Teachers' Center
PDAE 2008 Sub-Contract
October 1, 2008 to September 30, 2011

									Year 1 NEIU	Year 2 NEIU	Year 3 NEIU	Total by Category
Personnel:												
Professional Development Director (K. Thomas)	(b) (6)	x	$4,332	per month			x	12 months	25,990	27,029	28,110	
Arts Integration Specialist (M. Dealy)		x	$3,035	per month			x	12 months	18,208	18,937	19,694	
Arts Partners Coordinator (G. Guerrara)		or	$27.85	per hour	x	15 hrs/wk	x	52 weeks	21,724	22,593	23,497	
Fine Artists Specialist (J.M. Lopez)		or	$22.28	per hour	x	15 hrs/wk	x	52 weeks	17,376	18,071	18,794	
Administrative Assistant/ Documentation Coordinator	60%	or	$13.52	per hour	x	22.5 hrs/wk	x	52 weeks	15,818	16,451	17,109	
Sub-Total									99,116	103,081	107,204	309,401
Fringe Benefits:												
Health	2.4	x	$1,379	per month			x	12 months	39,715	39,715	39,715	
Retirement	10.75%	x	Full-time Salaries						10,655	11,081	11,524	
Medicare	1.45%	x	Full-time Salaries						1,437	1,256	1,554	
Life Insurance	6	x	$20.36	per month			x	12 months	1,466	1,466	1,466	
Sub-Total									53,273	53,518	54,259	161,050
Travel:												
Local Travel			$0.485	per mile			x	1250 miles	606	606	606	
Required Travel	1	x	$1,500	per trip			x	1 trip	1,500	1,500	1,500	
Sub-Total									2,106	2,106	2,106	6,318
Supplies												
Arts intebration professional development books and materials			$100	per seminar			x	28 PDs	1,000	1,100	700	
Office Supplies			$50	per month			x	12 month	300	300	300	
Sub-Total									1,300	1,400	1,000	3,700
Contractual Services:												
Teaching Artists-Year 1 (15 units A)			$1,000	per unit/teacher			x	15 units	15,000			
Teaching Artists-Year 2 (60 units A-C)							x	60 units		60,000		
Teaching Artists-Year 3 (15 units C)								15 units			15,000	
Teaching Artists-Year 3 (30 units D)			$500	per unit/teacher			x	30 units			15,000	
Experienced Teaching Artists-meetings	10	x	$100	per mtg/artist			x	3 mtgs	3,000	3,000	3,000	
New Teaching Artists-professional development	10	x	$100	per day/artist			x	10 days	10,000			
New Teaching Arts-meetings	10	x	$100	per mtg/artist			x	3 mtgs		3,000	3,000	
Atlas.ti, the Knowledge Workbench for QDA			$1,950						1,950			
Copying/printing			$150	per month			x	12 months	1,200	1,200	1,200	
Sub-Total									31,150	67,200	37,200	135,550
Other												
Conference/Resource Center Usage-PD			$1,000	per event			x	3 events	3,000	3,000	3,000	
Telephone & Fax			$50	per month			x	12 months	600	600	600	
Sub-Total									3,600	3,600	3,600	10,800
Total Direct Costs									190,545	230,905	205,369	626,819
Indirect Costs	8% of total direct costs								15,244	18,472	16,430	
Sub-Total									15,244	18,472	16,430	50,146
Student Stipends									-	-	-	-
Total Costs									205,789	249,377	221,799	676,965

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 the provisions of the Hatch Act (5 U.S.C. ∋∋1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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 (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ∋∋7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ∋∋1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance 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, AAudits of States, Local Governments, and Non-Profit Organizations.≅

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE Superintendent
Patricia A. Wennet	?
APPLICANT ORGANIZATION	DATE SUBMITTED
Berwyn South School District 100	February 29, 2008

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 * T 1 5 0 8 0 1 0 2 Version 02

*1. Type of Submission:
- ☐ Preapplication
- X Application
- ☐ Changed/Corrected Application

*2. Type of Application
- X New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s)

*Other (Specify)

☐ ORIGINAL

3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

*5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*a. Legal Name: Berwyn South School District 100

*b. Employer/Taxpayer Identification Number (EIN/TIN): 366004321

*c. Organizational DUNS: 046454476

d. Address:

*Street 1: 3401 South Gunderson Ave.
Street 2:
*City: Berwyn
County: Cook
*State: IL
Province:
*Country: USA
*Zip / Postal Code 60402

e. Organizational Unit:

Department Name: Office of Curriculum and Instruction

Division Name:

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

Prefix: Mr
*First Name: Anthony
Middle Name: J.
*Last Name: Cundari
Suffix: M.A.

Title: Director of Curriculum, Personnel and Public Relations

Organizational Affiliation: Berwyn South School District 100

*Telephone Number: 708-705-2300 X4018
Fax Number: 708-795-2317

*Email: acundari@bsd100.org

Application for Federal Assistance SF-424 Version 02

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

G

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*Other (Specify)

***10 Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA 84.351C

CFDA Title:

Professional Development for Arts Educators Program

***12 Funding Opportunity Number:**

ED-GRANTS-011008-001

*Title:

Professional Development for Arts Educators Program

13. Competition Identification Number:

Title:

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

City of Berwyn

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

Arts Reflecting Teaching Standards in Berwyn (ARTS-Berwyn)

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

*a. Applicant: Illinois 3rd Congressional District *b. Program/Project: Illinois 3rd

17. Proposed Project:

*a. Start Date: 10/01/2008 *b. End Date: 09/30/2011

18. Estimated Funding ($):

*a. Federal	306268
*b. Applicant	0
*c. State	0
*d. Local	0
*e. Other	0
*f. Program Income	0
*g. TOTAL	306268

***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 _____

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

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

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

☐ Yes X No

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

X ** I AGREE

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

Authorized Representative:

Prefix: Dr *First Name: Patricia

Middle Name: A.

*Last Name: Wernet

Suffix: Ed.D.

*Title: Superintendent

*Telephone Number: 708-709-2300 Fax Number: 708-795-2317

* Email: pwernet@bsd100.org

*Signature of Authorized Representative: Patricia A Wernet *Date Signed: 2/28/08