

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

PROFESSIONAL DEVELOPMENT FOR ART EDUCATORS GRANT PROGRAM

CFDA # 84.351C

PR/Award # U351C080021

Grants.gov Tracking#: GRANT00424039

Closing Date: FEB 29, 2008

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

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
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* 3. Date Received: <input type="text" value="02/28/2008"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text" value="n/a"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="NDC-916-2008"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="WVSA School for Arts in Learning"/>

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="52-2086176"/>	* c. Organizational DUNS: <input type="text" value="054332270"/>
---	--

d. Address:

* Street1:	<input type="text" value="1100 16th Street, NW"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Washington"/>
County:	<input type="text"/>
* State:	<input type="text" value="DC: District of Columbia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20036"/>

e. Organizational Unit:

Department Name: <input type="text" value="School for Arts in Learning"/>	Division Name: <input type="text"/>
---	---

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

Prefix:	<input type="text" value="Dr."/>	* First Name:	<input type="text" value="L."/>
Middle Name:	<input type="text" value="Lawrence"/>		
* Last Name:	<input type="text" value="Riccio"/>		
Suffix:	<input type="text"/>		

Title: <input type="text" value="President/CEO"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="(202) 296-9100 x217"/>	Fax Number: <input type="text" value="(202) 261-0218"/>
---	--

* Email: <input type="text" value="lriccio@wvsarts.org"/>
--

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-011008-001

* Title:

Professional Development for Arts Educators (PDAE) Program CFDA 84.351C

13. Competition Identification Number:

84-351C2008-3

Title:

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

Washington, DC

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

Arts Work!

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="219,587.00"/>
* b. Applicant	<div style="background-color: #90EE90; padding: 5px;">(b)(4)</div>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

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

**** I AGREE**

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
WVSA School for Arts in Learning

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	\$ 106,000	\$ 103,000	\$ 108,000	\$ 0	\$ 0	\$ 317,000
2. Fringe Benefits	\$ 14,840	\$ 14,420	\$ 15,120	\$ 0	\$ 0	\$ 44,380
3. Travel	\$ 6,000	\$ 6,000	\$ 8,000	\$ 0	\$ 0	\$ 20,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 12,000	\$ 10,000	\$ 8,000	\$ 0	\$ 0	\$ 30,000
6. Contractual	\$ 58,000	\$ 57,000	\$ 63,000	\$ 0	\$ 0	\$ 178,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 5,000
9. Total Direct Costs (lines 1-8)	\$ 196,840	\$ 190,420	\$ 207,120	\$ 0	\$ 0	\$ 594,380
10. Indirect Costs*	\$ 15,747	\$ 15,234	\$ 16,570	\$ 0	\$ 0	\$ 47,551
11. Training Stipends	\$ 7,000	\$ 7,000	\$ 7,000	\$ 0	\$ 0	\$ 21,000
12. Total Costs (lines 9-11)	\$ 219,587	\$ 212,654	\$ 230,690	\$ 0	\$ 0	\$ 662,931

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

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

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

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

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

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

(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)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
WVSA School for Arts in Learning

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.

(b)(4)

Budget Categories

1. Personnel

2. Fringe Benefits

3. Travel

4. Equipment

5. Supplies

6. Contractual

7. Construction

8. Other

9. Total Direct Costs
(lines 1-8)

10. Indirect Costs

11. Training Stipends

12. Total Costs (lines 9-11)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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

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

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

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

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

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00424039

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Jennifer Verrier	* TITLE President/CEO
* APPLICANT ORGANIZATION WWSA School for Arts in Learning	* DATE SUBMITTED 02-28-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: WWSA School for Arts in Learning</p> <p>* Address: 1100 16th Street, NW Washington DC: District of Columbia 20036</p> <p>Congressional District, if known: DC</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Arts in Education</p> <p>CFDA Number, if applicable: 84.351</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: n/a</p> <p>n/a</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: n/a</p> <p>n/a</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Jennifer Verrier</p> <p>* Name: Dr. L. Lawrence Riccio</p> <p>Title: President/CEO</p>

	Telephone No.: (202) 296-9100 x217 Date: 02-28-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2902-GEPA_Statement.doc

Mime Type

application/msword

GEPA 427 Statement

Barrier: Students who live in low-income families and have learning, emotional and/or physical disabilities are not able to gain arts skills in a traditional classroom as effectively as those students who do not face these challenges.

Solution: Grant funds will be used to provide a comprehensive professional development program for SAIL teachers, focusing on integrating the arts with standards-based academic lessons and special education pedagogy.

SAIL Public Charter School was designed based on an arts-infused curriculum specifically for students with special needs. The school serves 55 percent of students with disabilities each day. Our arts-infused curriculum provides accommodation for all students with disabilities, regardless of the other barriers that can impede equitable access or participation: gender, race, national origin, color, or age. As we do every day, SAIL will ensure equitable access to and participation in this federally-assisted program for students, teachers, and other program beneficiaries with special needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION WVSA School for Arts in Learning	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: L. Middle Name: Lawrence * Last Name: Riccio Suffix: * Title: President/CEO	
* SIGNATURE: Jennifer Verrier	* DATE: 02/28/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Dr.

L.

Lawrence

Riccio

*** Address:**

1100 16th Street, NW

Washington

DC: District of Columbia

20036

USA: UNITED STATES

*** Phone Number:**

(202) 296-9100 x217

Fax Number:

(202) 261-0218

Email:

lriccio@wvsarts.org

2. Applicant Experience:

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) #: (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comp...

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Tracking Number: GRANT00424039

Human Subjects Review Exemption

SAIL will conduct research on program participants; however, the organization is exempt from the Department of Education's activities review process. We are exempt under the following regulation, as defined in Definitions for FORM ED 424: "Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods." SAIL administers written evaluations of teacher and student progress and lessons learned periodically throughout the academic year. These evaluations allow the program directors and principals to gauge which teaching strategies work the best for SAIL's special population.

SAIL understands and abides by the *Protection of Pupil Rights Amendment (PPRA)*. As 66 percent of SAIL's students have at least one mental, emotional or physical disability, the principals, administrators, instructors and support staff work closely with each student's family and sometimes doctor to fully understand the student's needs. As we ask questions of the student and family about mental and psychological problems of the student and relationships with physicians, we obtain written parental consent before minor students are required to participate in any ED-funded survey that reveals this information.

SAIL also understands and abides by the *Family Educational Rights and Privacy Act (FERPA)*. The organization does not release student records to any person or entity without written consent from the parent or eligible student, unless the request falls under one of FERPA's specified conditions.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **9969-Abstract_Narrative_Attachment.doc**

Arts Work! Abstract Narrative

Applicant: WVSA School for Arts in Learning

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Contact title: President/CEO

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6740 Alexander Bell Drive
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VSA arts/Ms. Soula Antoniou: 818 Connecticut Ave., NW, Ste. 600
Washington, D.C. 20006

DC Arts and Humanities Education Collaborative: 2020 Pennsylvania Ave., NW,
No. 264
Washington, DC 20006

DC Association of Chartered Public Schools: 1300 Allison Street, NW, Suite 100
Washington, DC 20011

In the new era committed to leaving no child behind, it is vital that all educators reach a higher standard within the classroom to help children achieve elevated levels of academic proficiency. Educators at the WVSA School for Arts in Learning, Public Charter School (SAIL) will implement the DCPS educational standards adopted in March 2005, and apply current, research-based educational practices to assist students in successfully meeting educational goals and improve achievement outcomes in state assessments. In short, SAIL seeks to create a professional development model called **Arts Work!** for other elementary and middle schools to emulate.

The School for Arts in Learning, located in downtown Washington, DC, serves children in grades K-6 (93% African American, 5% Hispanic, and 2% Asian). In fall 2008, SAIL will add grade 7, and in fall 2009, grade 8. 55% of SAIL students have been determined to have special educational needs. Many children reside in the most economically depressed wards of the city and 73% are eligible for the National Free and Reduced Lunch program.

After ten years of successfully educating DC's youth through the arts, SAIL educators seek to deepen their understanding of and to implement the new DCPS educational standards and the knowledge and skills necessary for teaching a standards-based arts curriculum in a technologically-rich environment. Our proposed professional development model, Arts Work!, will be based on a partnership between SAIL and Johns Hopkins University, with support from VSA arts, the DC Arts and Humanities Education Collaborative, the DC Association of Chartered Public Schools, and Trinity University. SAIL and its partners will collaborate to create this model for other educational institutions and agencies interested in duplicating SAIL's innovative, arts-based approach to education as a means to promote higher levels of achievement in core academic area content.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **976-Mandatory_Arts_Work_Project_Narrative_Attachment.doc**

I. Significance

SAIL educators have learned that the arts help students achieve academic success. According to Fiske (1999), through the arts, learners from disadvantaged backgrounds can attain higher levels of academic achievement. Engaging in the visual arts, dance, music, theater, and other arts disciplines, nurtures the development of cognitive, social, and personal competencies (Fiske, 1999). The arts (1) reach students who are not otherwise being reached; (2) Transform the learning environment; and (3) help students connect to self, others and the world (Riccio, Rollins, & Morton, 2003). Good studio classes, rehearsals, and critiques can be models for insistence on excellence (Annenberg Institute for School Reform at Brown University, 2003).

In SAIL's efforts to increase student performance, we propose a professional development program for elementary and middle school teachers to gain up-to-date knowledge on educational theory, professional standards, dispositions, content knowledge, and most appropriate instructional practices in arts education. As the basis for this project, SAIL will utilize innovative instructional modalities to teach the arts with academically challenged students, while utilizing innovative assessment methods to assess student achievement, and technology as a means for instruction and arts expression.

With the implementation of **Arts Work!**, SAIL will improve teacher quality and effectiveness using the new standards adopted by the DCPS Board of Education across all grade levels/content areas. Priorities will include teaching students with learning differences, teaching content through the arts, enhancing the standards based arts education program, developing and expanding through the arts the standards based reading, math content areas, and technology programs targeting higher achievement rates in all areas. The model will enrich the special education program, meeting the goals of individual educational plans (IEPs) and other

educational goals of the whole child. SAIL seeks to serve as a model school for the District of Columbia and the nation, working collaboratively to provide opportunities for urban educators.

The new DCPS standards are based on the standards' framework (June, 2001) used in the Commonwealth of Massachusetts. The Interstate New Teacher Assessment and Support Consortium (INTASC) Arts Education Committee developed standards for classroom teachers and arts specialists in order to teach the arts including dance, music, theater, visual arts, and media arts effectively (Council of Chief State Officers [CCSSO], 2003). In addition, the INTASC Arts Education Committee recognized the essential role of technology in all of the arts disciplines including the ways that the arts are being learned and taught (CCSSO, 2003).

SAIL recognizes the significance of utilizing standards-based curricula to teach content through the arts as well as the important role of technology in the teaching and learning of the content and arts disciplines. In Spring 2007, SAIL was awarded the "Enhancing Education through Technology" grant to develop projects, which will improve the technology skills of students and support teachers as they enrich the technology component of the curriculum. SAIL will continue to offer professional development and training on methods and approaches of integrating standards-based content and standards-based arts curriculum by utilizing technology as a means for teaching and learning. **Arts Work!** will result in a systemic change and improve the existing educational program at SAIL because staff will participate activities including study through Johns Hopkins University (JHU), and will develop proficiency in arts disciplines, educational technology, special education theories and methods, and assessment methods.

SAIL staff will have an opportunity to use DCPS educational standards and to collect and analyze data regarding their effectiveness in the implementation of these standards, by working with artists and teachers as they design their curriculum, helping them to identify their curricular

goals (for all relevant discipline domains) and embed ways to track student learning. Educators will research the discrete student learning and achievement that occurs in both the arts and non-arts disciplines (Baker, Horowitz, 2004). These findings will be shared with DCPS and other charter schools, providing feedback on the new standards and promote improvement and growth.

The proposed professional development project for the staff of SAIL (teachers, teaching assistants, therapists, IT staff, administrators, etc.) is crucial to the development and expansion of the existing program. Presently, more than half of SAIL students experience learning difficulties of some sort. SAIL staff seeks to excel as proficient arts educators, and envision creating a model school where all the arts disciplines: music, dance, drama, media arts, visual arts, and folk arts, are included in the curriculum as a major component and in a systemic manner. The goal of SAIL's Phase Two as a public charter school is to create and sustain a unique educational culture, which will be embraced by all participants in the education process: teachers, teaching assistants, administrators, related services personnel, families, students, and community partners. The main purpose of this culture: *the improvement of the academic achievement, and personal and social growth of each and every SAIL student.* With the assistance provided by this plan, SAIL's vision to become an arts education model school will be actualized.

Every year, for the proposed three-year period of this grant, a cohort of 14 school professional staff will be required to complete a 15-credit hour program through JHU. The program includes two core courses, one on assessment methods and one on curriculum integration methods tailored to the needs and goals of SAIL's students. After the completion of the two core courses, participants will continue their program of study through JHU consisting of three university courses, which will focus on technology and the arts.

It is the goal for SAIL teachers to be proficient in all arts disciplines and in the application of current educational methods in the integration of standards-based art education. They will master the use of technology as a means for integration with the curriculum.

Research consistently shows the great impact of the arts on academic achievement, behavior, and thinking processes in children with learning disabilities and differing learning styles, which might not respond well to traditional teaching methods (Riccio, et.al., 2003). Research findings also indicate that there is a relationship between high involvement in the arts and better academic scores, lower drop-out rates, and high achievement in math and reading proficiency, especially in children from low socio-economic backgrounds (Catterall, J., Chapleau, R., & Iwanaga, J., 1999). The outcomes of the proposed **Arts Work!** will provide staff with the opportunity for continuous improvement and growth in student achievement.

All SAIL teachers, school professionals, administrators, parents, students, and community partners will develop the skills to successfully carry out the arts based education model of SAIL. Research projects will be conducted by teaching staff to better understand implications of standards, curriculum and alignment of assessments on student achievement, and effective instructional strategies. Each teacher will receive training through university study and construct and execute a professional development plan that addresses individual areas of inquiry, deepening their understanding and knowledge of the teaching/learning process. SAIL will become a model for those who are interested in following the same curriculum design.

II. Quality of the Project Design

The proposed professional development plan is based on Howard Gardner's theories on multiple intelligences, and draws elements from the Reggio Emilia educational model, as well as other theories in education and the arts. When instruction is delivered in multiple modalities

targeting the multiple intelligences of the students and their individual abilities/learning styles, effective learning takes place—the classroom is provocative and the children are actively engaged in learning. Research studies on arts integration performed by Harvard’s Project Zero and their findings on the positive implications for students’ academic achievement and social growth strongly attest to the fact that the ‘arts work.’ Through visual and media arts, drama, music, and dance, children exercise their multiple intelligences and create meaningful and successful learning experiences in all academic areas. The arts often create an in-school ecology where students of different ethnicities come together but do not replicate the achievement gaps that are practically universal in schools (Annenberg Institute for School Reform at Brown University, February 2003).

Consistent with Gardner’s approach for teaching to multiple intelligences, the Reggio Emilia model integrates the arts as a tool for cognitive, linguistic, and social development. The child is viewed as a competent individual, able to construct his/her own learning, uses the arts to present concepts and ideas and therefore, expresses himself/herself through many “languages” or modes of expression (Edwards, 2004). Inquiry-based pedagogy founded on multiple intelligences and the Reggio Emilia approaches can provide a powerful tool for teaching and learning.

“When the arts are an interdisciplinary partner with other subjects, they generate conditions that cognitive scientists and education researchers say are ideal for learning” (Rabkin & Redmond, 2005). However, “arts integration is not simple or easy work... educators and artists’ work needs to be expanded to more classrooms, schools, and districts...” (Rabkin & Redmond, 2005). With the recommendations of the Arts Education Task Force on Research in 1997 and the support of the National Endowment for the Arts (NEA) and the U.S. Department of Education, the Arts Education Partnership commissioned James Catterall (Imagination Group at

the University of California at Los Angeles), Lois Hetland (Project Zero, Harvard Graduate School of Education) and Helen Winner (Project Zero, Harvard Graduate School of Education and Psychology Department of Boston College) to assist in the preparation: “Critical Links: Learning in the Arts and Student Academic and Social Development” (Deasy, 2002). In this compendium, Deasy (2002) documented 62 research-supported links between the arts and children’s cognitive capacities, motivations to learn, and academic performance.

SAIL’s proposed plan will be based on the standards, principles, and professional dispositions for teachers in the arts developed by the Interstate New Teacher Assessment and Support Consortium, or INTASC (CCSSO, 2003). These standards address subject matter knowledge, child development, diversity of learners, instructional strategies, learning environment, communication, planning and integrated instruction, assessment, self-reflection and professional development, and community involvement (CCSSO, 2003). The INTASC arts education standards “suggest a model that arts teachers and classroom teachers possess common basic foundational arts knowledge but also have differing areas of expertise” (CCSSO, 2003).

In November 2003, the Higher Education Conference on Integrating the Arts and Disabilities was held with the purpose to “promote dialogue and identify best practices related to higher education initiatives that integrate the arts and education on behalf of learners who have diverse or special education needs” (Brown, Black, & Long, 2004). SAIL, in agreement with JHU, adopted the recommendations in the table on the following page as guiding principles for its **Arts Work!** plan. The committee also made recommendations for policy making, which will guide SAIL’s proposed plan to “Articulate learning pathways” through the arts, “Establish partnerships,” and “Integrate arts and special education standards” (Brown et al, 2004).

Table 1: PROGRAM GOALS of SAIL's proposed professional development plan for three years

Goal A: *To assist SAIL staff and faculty to develop knowledge, skills, and dispositions of teaching all arts disciplines integrated into the content area and special education curriculum using standards-based arts education content and practices in order to enrich the curriculum and educate all students effectively.*

Objective	Responsibility	Measurable Outcomes
<ol style="list-style-type: none"> 1. Master knowledge in all arts disciplines and methods of teaching this knowledge to children. 2. Familiarize themselves with the new DCPS arts education standards as well as the INTASC professional arts education standards and develop curriculum based on these standards. 3. Be exposed to up-to-date arts education research and apply research-based practices in the classroom. 4. Participate in field experiences and authentic learning opportunities provided by arts organizations and museums. 5. Explore methodologies for integrating the arts into the curriculum and intentionally and purposefully teach the arts in order to improve students' learning with respect to the content areas as well as their special education needs. 6. Utilize alternative and innovative ways of assessment and student evaluation. 7. Use technology as a means for instruction and arts expression. 8. Become reflective practitioners who use research as a tool to inform their practice. 	<ul style="list-style-type: none"> • JHU • Project Management Team 	<ul style="list-style-type: none"> • Successful Completion of Program • Evaluation of Professional Development Portfolio • Evaluation from University Supervisors

Goal B: *Inform and educate the community on the new arts education standards and the importance of providing high quality education and equal educational opportunities to children with learning differences through integrating the arts into the curriculum.*

<ol style="list-style-type: none"> 1. Inform parents and community partners about the development of the project on a regular basis. 2. Educate parents and community partners on the new arts education standards and on innovative instructional and evaluation methods 	<ul style="list-style-type: none"> • Project Management Team 	<ul style="list-style-type: none"> • Completion of forums • Publication of Case Study
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<p>through the incorporation of the arts into the curriculum.</p> <p>3. Disseminate the professional development model to other schools interested in duplicating it.</p>		
<p>Goal C: <i>Improve student achievement in the content areas and in the students' Individual Education Plan (IEP) goals as well as their individual</i></p>		
<ol style="list-style-type: none"> 1. Evaluate the university professional development program. 2. Develop a professional development portfolio based on the educational standards. 3. Develop and implement action research studies in the classroom in order to examine the effectiveness of the program on student achievement and IEP goals. 4. Collect data from the action research and use the findings to inform practice to improve instructional methods. 5. Publish the action research studies findings in a case study. 6. Demonstrate quality program implementation in the classroom to university supervisors. 7. Collect data from the new student DC state assessments. 8. Collect data from student performance assessments every year to measure student progress. 9. Collect data from parent and community partners' forums to inform project progress and improve program quality. 	<ul style="list-style-type: none"> • Project Management Team 	<ul style="list-style-type: none"> • Performance Assessments • Analysis of efficiency of curriculum based on standards-based assessments of students • Action Research results
<p>Goal D: <i>Evaluate project progress and outcomes.</i></p>		
<ol style="list-style-type: none"> 1. Evaluate the university professional development program. 	<ul style="list-style-type: none"> • Outside 	<ul style="list-style-type: none"> • Self assessments

<ol style="list-style-type: none"> 2. Develop a professional development portfolio based on the educational standards. 3. Develop and implement action research studies in the classroom in order to examine the effectiveness of the program on student achievement and IEP goals. 4. Collect data from the action research and use the findings to inform practice to improve instructional methods. 5. Publish the action research studies findings in a case study. 6. Demonstrate quality program implementation in the classroom to university supervisors. 7. Collect data from the new student DC state assessments. 8. Collect data from student performance assessments every year to measure student progress. 9. Collect data from parent and community partners' forums to inform project progress and improve program quality. 	<p>Evaluator</p> <ul style="list-style-type: none"> • Project Management Team • JHU 	<ul style="list-style-type: none"> • JHU University Course Evaluations Forms • Evaluation of the Professional Development Program Surveys • Professional Development Portfolios • “Anecdotal Records” from reflection journals • Action Research Studies • Teaching Evaluations from University Supervisors • State Student Assessments • Student Performance Assessments • Parent Evaluation Surveys
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Discussion of Program Objectives, Strategies, and Activities

Arts Work! is particularly appropriate for a service demonstration because it allows for continuous quality improvement of the services provided. Data collected on results and outcomes is measured against project objectives. Project managers use the results of the measurement process to control and modify the program activities and other processes to improve.

The strategies and activities described under Objectives A1 through A8 address the needs of the target population, and the services to be provided to address these needs. Strategies and activities for the dissemination of the professional development model are described under Objectives B1 through B3, and objectives C1-C3 speak specifically to the development of new curriculum based on the DCPS educational standards, the integration of the arts into the curriculum, and to student achievement. The evaluation process described in Objectives D1 through D9 will monitor the activities of the program and assure, with an outside evaluator, that the program maintains its focus on these requirements.

Strategy A.1 Planning and Startup		
Objective	Activities	Timeline
Objective A.1. Master knowledge in all arts disciplines and methods of teaching this knowledge to children.	Activity A.1.1 Assign/hire staff, establish lines of authority, provide ongoing executive leadership and oversight to all areas of project planning and operations.	YR1
	Activity A.1.2 SAIL will partner with JHU to provide training and prof. development to faculty/staff in order to meet this objective.	YR1 YR2 YR3

<p>Objective A.2. Familiarize with the new DCPS arts education standards as well as the INTASC professional arts education standards and develop curriculum based on these standards</p>	<p>Activity A.1.2</p>	<p>YR1 YR2 YR3</p>
<p>Objective A.3. Be exposed to up-to-date arts education research and apply research-based practices in the classroom.</p>	<p>Activity A.1.2</p>	<p>YR1 YR2, YR3</p>
<p>Objective A.4. Explore methodologies for integrating the arts into the curriculum and intentionally and purposefully teach the arts in order to improve students' learning with respect to the content areas as well as their special education needs.</p>	<p>Activity A.1.3: SAIL will partner with the DC Arts and Humanities Collaborative and museums in order to:</p> <ul style="list-style-type: none"> • Create opportunities for students, teachers and parents to attend performances, lectures and art events as field experiences for the purpose of enriching their learning. • Create a mentor/mentee program with a group of accomplished national and international artists and performers for SAIL teachers, administrators, and school professionals. 	<p>YR1 YR2 YR3</p>
<p>Objective A.5. Utilize alternative and innovative ways of assessment and student evaluation.</p>	<p>Activity A.1.2</p>	<p>YR1 YR2, YR3</p>
<p>Objective A.6. Utilize alternative and innovative ways of assessment and student evaluation.</p>	<p>Activity A.1.3:</p>	<p>YR1, YR2, YR3</p>
<p>Objective A.7. Use technology for instruction/arts expression</p>	<p>Activity A.1.2</p>	<p>YR1, YR2 YR3</p>
<p>Objective A.8. Become reflective practitioners who use research as a tool to inform their practice.</p>	<p>Activity A.1.2</p>	<p>YR1 YR2 YR3</p>

TABLE 3: Dissemination Of The Professional Development Model

Objective	Activities	Timeline
<p>Objective B.1. Inform parents and</p>	<p>Activity B.1.1 Work with parents and community partners to educate them on the new DCPS</p>	<p>YR1</p>

<p>community partners about the development of the project on a regular basis.</p>	<p>educational standards and on arts education.</p> <ul style="list-style-type: none"> Hold two family nights per year where parents, students and community partners will participate in a demonstration and sharing of the project outcomes. Hold two forums with parents and community partners to inform them about the progress of the project and receive their evaluation and feedback. <p>Activity B.1.2 SAIL will partner with the DCPS and other Charter schools in order to:</p> <ul style="list-style-type: none"> Become a model school for systematic standards-based arts education into the curriculum and provide professional development to the staff and faculty of the partner schools after the completion of the three year professional development program. Create a teacher exchange program for limited periods of time in order to expand and enrich the professional experiences of the faculty and staff of the partner schools. 	YR2
		YR3
<p>Objective B.2. Educate parents, community partners on arts education standards and on innovative instructional & evaluation methods through incorporation of arts into the curriculum.</p>	<p>Activity B.1.1</p> <p>Activity B.1.2</p>	YR1
		YR2
		YR3
<p>Objective B.3. Disseminate the professional development model to other schools interested in duplicating it.</p>	<p>Activity B.1.1</p> <p>Activity B.1.2</p>	Post YR3
		YR1, YR2
		YR3, Post-YR3
		YR3

TABLE 4: Development Of New Curriculum

Objective	Activities	Timeline
<p>Objective C1: Develop and implement curriculum based on the new DCPS</p>	<p>Activity C.1.1: SAIL faculty and staff will meet on a regular basis every week to develop curriculum based on the new DCPS educational standards, incorporate the arts standards into the</p>	YR1
		YR2

<p>education standards.</p>	<p>curriculum, plan lessons and class activities, and design student assessments.</p> <ul style="list-style-type: none"> • Teachers meet with grade level and cross-grade teams to plan lessons, and assessments. • Teachers maintain professional journal to document their experience on a weekly basis. • Teachers meet with university supervisors for feedback on their educational practices. • The 2nd a 3rd year teachers will meet with artists/mentor to explore creative ways of incorporating the arts into the curriculum. • Teachers will give and receive peer feedback through classroom observations. 	<p>YR3</p>
<p>Objective C2: Incorporate standards-based arts education into the curriculum in systematic and purposeful ways.</p>	<p>Activity C.1.1</p>	<p>YR1 YR2 YR3</p>
<p>Objective C3: Improve student achievement in the DC state assessments and performance assessments.</p>	<p>Activity C.1.1</p>	<p>YR1 YR2 YR3</p>

TABLE 5: Evaluation

Objective	Activities	Timeline
<p>Objective D1: Evaluate the university professional development program.</p>	<p>Activity D.1.2: Teachers who attend the university program will complete the course evaluation forms at the completion of each course; they will also complete an evaluation survey for the effectiveness of the overall program two times: first time after the completion of the first two courses and second time after the completion of all five courses (<i>The course evaluation form and the evaluation survey are to be developed</i>)</p>	<p>YR1 YR2 YR3</p>
<p>Objective D2: Develop a professional development portfolio based on the educational standards.</p>	<p>Activity D.1.3: Teachers who complete the university program will be required to develop a professional development portfolio demonstrating their mastery of the educational standards (DCPS) and professional standards (INTASC) as well as the objectives of the university courses and objectives A1 thru A8 of this professional development plan. Teachers will also maintain a</p>	<p>YR1 YR2 YR3</p>

	professional journal with weekly entries/reflections regarding the professional development program and its implementation in the classroom.	
Objective D3: Develop and implement action research studies in classroom to examine the effectiveness of the program on student achievement and IEP goals.	Activity D.1.4: Every teacher will be required to design and implement an action research study in his/her classroom with approval of the university supervisor to examine the applicability and effectiveness of standards-based arts integration into the curriculum with regard to student achievement and improvement of the educational environment/outcomes.	YR1 YR2 YR3
Objective D4: Collect data from action research and use findings to inform practice = improve instructional methods.	Activity D.1.5: Data from the action research studies will be collected, analyzed and interpreted to provide feedback on the effectiveness of the program and inform educational practice.	YR1 YR2 YR3
Objective D5: Publish the action research studies findings in a case study.	Activity D.1.6: All action research studies, reflections from the teachers journals and the participants of the project, and qualitative and quantitative data collected through the parent and community partners forums will be compiled, analyzed, and published in a case study book.	Post YR3
Objective D6: Demonstrate quality program implementation in the classroom to university supervisors.	Activity D.1.7: University supervisors will conduct two to three observations in the classroom in order to evaluate teachers effectiveness in the new program (<i>Evaluation form to be developed</i>).	YR1 YR2 YR3
Objective D7: Collect data from the new student DC state assessments.	Activity D.1.8: Data from students' performance on the new state standardized tests will be collected and compared to the previous year to determine the effectiveness of the program	YR1 YR2, YR3
Objective D8: Collect data from student performance assessments every year to measure student progress.	Activity D.1.9: Teachers will collect data from students' performance assessments in the areas of reading, writing, mathematics, science, social studies, technology, and art to inform instruction and determine the effectiveness of the program.	YR1 YR2 YR3
Objective D9: Collect data from parent and community partners' forums to inform project progress and improve program quality.	Activity D.1.10: Parents and community partners will meet twice a year in a forum to receive information about the progress of the proposed plan and provide SAIL staff and faculty with their feedback. Roundtable discussions will lead to the collection of qualitative data and quantitative data about the effectiveness of the project will be collected via a program evaluation survey	YR1 YR2 YR3

III. Quality of Project Services

The arts present a great pathway to learning, social growth, physical health, and academic achievement for all children, but especially those for whom traditional instructional approaches have consistently failed (Riccio 2003). Based on this notion, in 1998, WVSA arts connection launched a public elementary charter school, the School for Arts in Learning (SAIL) in Washington, DC, embracing urban children with learning differences from under-resourced communities through an educational program that incorporates the arts into the curriculum.

Since opening SAIL in 1998, school personnel have demonstrated a high and ongoing commitment to improving student achievement. SAIL administration selects well qualified, passionate teachers from diverse ethnic, cultural, and linguistic backgrounds, and provide them with continuing opportunities and support to remain current on educational strategies and technology to meet the needs of the students they serve. Classes are small, 16:2 with a highly qualified teacher and a degreed instructional assistant in each class. Research indicates that small class size is a critical factor in the creation of caring learning communities that promote changing attitudes and negative school experiences into positive ones for children with special needs (Harris, 2002). The SAIL calendar reflects 2 half days monthly for professional development. Teachers also work in professional learning communities weekly with the Principal.

With the notion that innovative education methods often require non-traditional teaching and/or assessment approaches, SAIL developed its arts-infused program through which its students have experienced academic success, as well as social/personal growth over the years. In 2001 for example, SAIL received funding from the National Endowment for the Arts, the U.S. Department of Education (Title X funds through the District of Columbia Public Schools), VSA arts, engaged the services of the Economic and Social Research Institute, an independent

consulting firm, formed a research team and together developed an evaluation model to measure change in the affective, experiential, and cognitive learning domains of its students. The evaluation process revealed improvement of students' academic achievement in all content areas.

SAIL has been awarded a grant to support and improve its educational program through Technology, a one-year grant with the goal of providing resources to upgrade hardware and provide technology training to SAIL faculty and staff. Considering its successful history, the present opportunities for implementing the above projects, the adoption of new educational standards by the District of Columbia Public Schools, the professional teaching standards created by the Interstate New Teacher Assessment and Support Consortium (INTASC), and the challenges of the present and future in educating children with learning differences, SAIL came to the realization that it is now time for the creation of a holistic, innovative, and effective instructional model to embrace, expand, and strengthen the new arts standard-based curriculum of DCPS to promote higher student achievement.

The suggested professional development plan will be evaluated by collecting, analyzing, and interpreting both qualitative and quantitative data, and the results of the project will be published in a case study. Specifically, the project will be evaluated with respect to program effectiveness, teacher outcomes, student outcomes, and parent and community partners' outcomes. In order to actualize this professional development plan, SAIL will partner with:

- **Johns Hopkins University**—providing professional development to its faculty and staff through five university courses for three consecutive years.
- **VSA arts**—providing national dissemination network.
- **DC Arts and Humanities Collaborative**—providing arts field experiences to its faculty and staff in training and development (the second year of the project) an artist/mentor program

for teachers; parents and community partners to educate them on the new DCPS educational standards and on arts education and to receive evaluation and feedback about the project.

- **DC Association of Chartered Public Schools**—SAIL will provide an instructional model for implementing the new DCPS arts standards and provide professional development to other schools after the completion of the project.

All teachers, teaching assistants, school professionals, and administrators of SAIL will be in three cohorts of 14 (one cohort for each year of the grant) and will take five university courses through JHU in the arts, methods of integrating standard-based arts education into the curriculum, special education, assessment, and utilizing technology as a means for teaching, learning and arts expression. For the second and third year, SAIL will invite teachers from other schools through the DC Association of Chartered Public Schools and the DC Arts and Humanities Collaborative, who are interested in the professional development plan. Participants will attend on a first-come first-served basis for the university courses with SAIL teachers.

The university program will include two core courses, assessment methods and curriculum integration methods tailored specifically to the needs and goals of SAIL. After the completion of the two core courses the participants will continue a program of study through JHU: three university courses on technology and the arts. Participants will be given the option to pursue a Masters degree in the area of study. Teachers will apply the knowledge and skills learned through their courses in the classroom and will be provided with feedback/evaluation.

Based on previous research findings about the positive impact of arts integration into the curriculum on learning challenged and disadvantage students' academic performance and behavior, (1) the high quality of professional development services SAIL educators will receive from JHU, (2) the high quality technological and other resources which are available to SAIL

educators for the implementation of the plan, and (3) the strong commitment and dedication of all SAIL staff and faculty to their mission, will bring about improvements in the achievement of its students as measured by the DCPS educational standards and assessments.

IV. Quality of Project Personnel

SAIL is dedicated to establishing diversified work environments. It is a vital necessity to recruit and retain competent staff members to enable the formation of healthy relationships with our diverse student base. We encourage minorities to apply for employment at our unique arts learning institute. SAIL provides equal employment opportunity to all persons without regard to race, color, religion, disability, gender or sexual orientation, age or national origin, and promotes the full implementation of this policy through a positive, continuing program of affirmative action. SAIL strives for a staff that reflects the diversity of the society in which we live.

Key Personnel

Project Director/President & CEO: L. Lawrence Riccio, Ed.D. is the co-founder of WVSA arts connection and founder of SAIL has primary responsibility for all operations of the proposed project, including fiscal oversight and personnel management. As Project Director, Dr. Riccio ensures goals and objectives are met; has budget oversight; directs all legal accounting, contractual and staff issues; and is responsible for the successful completion of the project's activities. He is also a founding member of DC Arts and Humanities Education Collaborative and the DC Association of Chartered Public Schools.

Project Manager: Gargi Thakurta will serve as the Project Manager of Arts Works! Ms. Thakurta is presently the Instructional Coach at SAIL, providing direct instructional coaching and support to SAIL teachers and teacher assistants, as well as identifying and coordinating professional development opportunities provided by educational specialists from outside the

SAIL community. Ms. Thakurta has held this position for the past five years. Prior to this, she was a classroom teacher at SAIL, and at several public schools in Maryland and Massachusetts.

SAIL Curriculum Specialist: MaryAnn Medina, in her capacity as SAIL's Curriculum Specialist, will advise and assist in the creation of the Arts Work! model and manage its publication. Ms. Medina most recently served as the Lead Teacher for Grades Four through Six at SAIL, creating and fostering an effective team environment for teachers and teaching assistants through coaching, mentoring, and training efforts. A former classroom teacher, Ms. Medina is well-versed in planning, developing, and accommodating lesson plans and creating engaging classroom environments.

SAIL Principal: Trevor Samuels, principal of SAIL, will provide day-to-day support and assist in the implementation of Arts Work! Mr. Samuels has almost a decade of experience as an elementary school educator. His experience teaching and designing curricula, provides him with a unique perspective to lead the SAIL community.

Project Finance Officer: Ms. Phyllis Smith, SAIL's staff accountant, will provide financial coordination and compliance with the grant rules and regulations. Ms. Smith coordinates and maintains records of all SAIL financial transactions, and has extensive experience working with grants on federal and local levels.

Program Partners

Trinity University: Project Evaluator, Eirini Gouleta, EdD, is Assistant Professor of Education at Trinity University in Washington, DC. Eirini Gouleta has conducted educational research nationally and internationally. As program evaluator, Dr. Gouleta ensures that the evaluation process is conducted with a high level of objectivity and effectiveness. She earned an

Ed.D. in Bilingual Special Education from The George Washington University, and holds master's degrees in Counseling and Development, as well as Elementary Education.

Johns Hopkins University: Dr. John Castellani, Associate Professor of Teacher Development and Leadership at Johns Hopkins University, will supervise and manage SAIL's relationship with the university. He specializes in the areas of instructional design and development, assistive technology, and telecommunications, and currently serves as an Adviser and Instructor for Technology in Special Education programs and Technology for Educator programs, Program Director for the Maryland State Department of Education partnership grant in assistive technology, Center for Technology in Education, and Coordinator of the Technology for Educators partnership program.

VSA arts: Soula Antoniou began her journey with VSA arts by strengthening its affiliate network, both domestic and international. Her responsibilities have been numerous, including the formulation of strategic program policies and initiatives, short and long term planning and development for the affiliate network. Presently, the network consists of affiliates in 49 states and the District of Columbia, and more than 60 countries worldwide.

V. Quality of the Management Plan

SAIL's team of professionals is dedicated to providing a quality professional development program. SAIL's President and CEO, Dr. Lawrence Riccio, who will serve as the Project Director, will provide executive leadership and oversight. The Project Director will have ultimate responsibility and authority for the overall implementation of the professional development program. SAIL's Instructional Coach, Gargi Thakurta, who will serve as the Project Manager, will have responsibility for the day-to-day management of the program and will report directly to the Project Director. All other staff will report to the Project Manager.

The project evaluator, Dr. Eirini Gouleta, will oversee the evaluation plan of the project ensuring that the evaluation process is conducted in an accurate and objective manner. She will design the evaluation surveys and the data collection instruments in collaboration with the project director, the project manager, SAIL’s curriculum specialist, Principal, and teachers. Dr. Gouleta will also be responsible for data collection, analysis, and interpretation. As indicated in the Project Design, a variety of agencies and organizations from JHU to to the DC Association of Chartered Public Schools will cooperate with SAIL in the implementation of the professional development program. Coordination of participation of cooperating organizations is, primarily, the responsibility of the Project Manager with support from the Project Director.

Table 6: Details of Arts Work! Management Plan

Goal	Activity	Responsibility	Timeline
Assist SAIL staff and faculty develop knowledge, skills and dispositions of teaching all arts disciplines integrated into the content area and special education curriculum using standards-based arts education content and practices in order to enrich the curriculum and practices and educate all students effectively.	A.1.1; A.1.2; A.1.3	WVSA/SAIL Project Manager JHU Teachers	Ongoing
Inform and educate the community on the new arts education standards and the importance of providing high quality education and equal education opportunities to children with learning difference through integrating arts into the curriculum.	B.1.1; B.1.2	WVSA/SAIL Project Manager JHU Teachers	Ongoing
Improve student achievement in the content areas and in the students’ IEP goals as well as their individual learning goals through integration of standards-based arts education into the curriculum.	C.1.1	WVSA/SAIL Project Manager JHU, Teachers	Ongoing
Evaluate project progress and outcomes.	D.1.1; D.1.2, D.1.3, D.1.4, D.1.5, D.1.6, D.1.7, D.1.8, D.1.9, D.1.10	WVSA/SAIL Project Manager Project Evaluator JHU	Ongoing

VI. Quality of the Project Evaluation

SAIL will arrange for a professional outside evaluator (Dr. Gouleta, Trinity University) to conduct formal annual evaluations of program design, curriculum, staffing, and participant progress. These data will be used for reports to the Department of Education by SAIL to make continuous program improvements and to inform university supervisors of the impact of their efforts, and to contribute to the information presented in the case study to be published. The evaluation design to be used to measure the project progress and outcomes is a slightly modified “Planned Versus Actual Performance Comparison.” It uses project objectives as the predetermined standards against which the effectiveness of project interventions are measured. It allows project management to use the results of the comparison of data from the “output” of the “process” which project objectives to implement controls and adjustments to the process in an effort to continuously improve the quality of project performance.

TABLE 7: Evaluation

Objective	Activities	Timeline
<p>Objective D1: Evaluate the university professional development program.</p>	<p>Activity D.1.2: Teachers who attend the university program will complete the course evaluation forms at the completion of each course; they will also complete an evaluation survey for the effectiveness of the overall program two times: first time after the completion of the first two courses and second time after the completion of all five courses (<i>The course evaluation form and the evaluation survey are to be developed</i>)</p>	<p>YR1 YR2 YR3</p>
<p>Objective D2: Develop a professional development portfolio based on the educational standards.</p>	<p>Activity D.1.3: Teachers who complete the university program will be required to develop a professional development portfolio demonstrating through work samples and papers their mastery of the educational standards (DCPS) and professional standards (INTASC) as well as the objectives of the university courses and objectives A1 thru A8 of this professional development plan. Teachers will also maintain a professional journal with weekly entries/reflections regarding the professional development program and its implementation.</p>	<p>YR1 YR2 YR3</p>

<p>Objective D3: Develop and implement action research studies in the classroom in order to examine the effectiveness of the program on student achievement and IEP goals.</p>	<p>Activity D.1.4: Every teacher will be required to design and implement an action research study in his/her classroom with the approval of the university supervisor to examine the applicability/effectiveness of standards-based arts integration into the curriculum with regard to student achievement and improvement of the educational environment and outcomes.</p>	<p>YR1 YR2 YR3</p>
<p>Objective D4: Collect data from the action research and use findings to inform practice to improve instructional methods.</p>	<p>Activity D.1.5: Data from the action research studies will be collected, analyzed and interpreted to provide feedback on the effectiveness of the program and inform educational practice.</p>	<p>YR1 YR2 YR3</p>
<p>Objective D5: Publish the action research studies findings in a case study.</p>	<p>Activity D.1.6: At the end of year three, all action research studies, reflections from the teachers journals and the participants, and qualitative and quantitative data collected through the parent and community partners forums will be compiled, analyzed, and published in a case study book.</p>	<p>Post YR3</p>
<p>Objective D6: Demonstrate quality program implementation in the classroom to university supervisors.</p>	<p>Activity D.1.7: University supervisors will conduct two to three observations in the classroom in order to evaluate teachers effectiveness in the new program (<i>Evaluation form to be developed</i>).</p>	<p>YR1 YR2 YR3</p>
<p>Objective D7: Collect data from the new student DC state assessments.</p>	<p>Activity D.1.8: At the end of each academic year, data from the students' performance on the new state standardized tests will be collected and compared to the previous year to gauge the effectiveness of the program.</p>	<p>YR1 YR2 YR3</p>
<p>Objective D8: Collect data from student performance assessments every year to measure student progress.</p>	<p>Activity D.1.9: Teachers will collect data from students' performance assessments in the areas of reading, writing, mathematics, science, social studies, technology, and art to inform instruction and determine the program's effectiveness.</p>	<p>YR1 YR2 YR3</p>
<p>Objective D9: Collect data from parent and community partners' forums to inform project progress and improve program quality.</p>	<p>Activity D.1.10: Parents and community partners will meet twice a year in a forum to receive information about the progress of the proposed plan and provide SAIL staff and faculty with their feedback. Roundtable discussions will lead to the collection of qualitative data and quantitative data about the effectiveness of the project will be collected via a program evaluation survey (<i>Evaluation survey to be developed</i>).</p>	<p>YR1 YR2 YR3</p>

Data collection instruments to be employed will include the “*Arts and Special Education Standards Evaluation*” self-assessments, the “*JHU University Course Evaluation Forms*,” the “*Evaluation of the Professional Development Program Surveys*,” the “*Professional Development Portfolios*,” the “*Anecdotal Records*” from the reflection journals, the “*Action Research Studies*,” the “*Teaching Evaluations from the University Supervisors*,” “*State (DC) Student Assessments*,” “*Student Performance Assessments*,” and “*Parent Evaluation Surveys*.”

SAIL will also implement a summative evaluation using quantitative and qualitative data from all the aforementioned data collection instruments and procedures and the detailed statements of objectives and strategies as the standards of measurement to publish a “Case Study/Monograph” detailing the outcomes of the project. SAIL will also organize a community forum in collaboration with VSA Arts during their annual meeting in which over 1,000 participants attend to present the outcomes of the Arts Work! and to inform the educational and greater community nationally about the initiative and the implications for teaching and learning for students with learning differences. Furthermore, Arts Work! will evaluate the following:

EVALUATION LEVEL	QUESTIONS TO BE ANSWERED	MEASURE	WHAT MEASURED?	INFORMATION USE?
PARTICIPANT REACTIONS	<ul style="list-style-type: none"> • Was their time well spent? • Did the material make sense? • Was the leader knowledgeable? 	<ul style="list-style-type: none"> • Questionnaires administered at the end of the session. 	<ul style="list-style-type: none"> • Initial satisfaction with the experience. 	<ul style="list-style-type: none"> • To improve professional development program design and delivery.
PARTICIPANT LEARNING	<ul style="list-style-type: none"> • Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> • Simulations. • Demonstrations. • Participant reflections (oral and/or written). • Participant portfolios. 	<ul style="list-style-type: none"> • New knowledge and skills of participants. 	<ul style="list-style-type: none"> • To improve instructional practice • To demonstrate the impact of prof. development

<p>ORGANIZATION SUPPORT & CHANGE</p>	<ul style="list-style-type: none"> • Were sufficient resources available? • Were problems addressed quickly and efficiently? • Was implementation facilitated, and supported? • What was the impact on SAIL? 	<ul style="list-style-type: none"> • Minutes from follow-up meetings. • Questionnaires. • Structured interviews with participants and school administrators. • School records. • Participant portfolios. 	<ul style="list-style-type: none"> • The organization's advocacy, support, accommodation facilitation, and recognition. 	<ul style="list-style-type: none"> • To document and improve organizational support. • To inform future change efforts.
<p>PARTICIPANT USE OF NEW KNOWLEDGE & SKILLS</p>	<ul style="list-style-type: none"> • Did participants effectively apply the new knowledge and skills? 	<ul style="list-style-type: none"> • Questionnaires. • Structured interviews with participants and their supervisors. • Participant portfolios. • Direct observations. • Video or audiotapes 	<ul style="list-style-type: none"> • Degree and quality of implementation. 	<ul style="list-style-type: none"> • To document and improve the implementation of program content. • To demonstrate impact of prof. development
<p>STUDENT LEARNING OUTCOMES</p>	<ul style="list-style-type: none"> • What was the impact on the students? • Did it affect student performance? • Did it affect student well-being? • Are students more confident as learners? 	<ul style="list-style-type: none"> • Student records • School records • Questionnaires. • Structured interviews with students, parents, teachers, and/or administrators. • Participant portfolios. 	<ul style="list-style-type: none"> • Student learning outcomes. • Cognitive. • Affective. • Psychomotor. 	<ul style="list-style-type: none"> • To focus and improve all aspects of program design, implementation, and follow-up. • To demonstrate the overall impact of prof. development.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **7510-Mandatory_Other_Narrative_Attachment-Appendices_.pdf**

Appendices

This section includes the following appendices:

- | | |
|-------------------|--|
| Appendix A | Key Personnel Resumes |
| Appendix B | Data sources to verify low income status of participating school (free and reduced lunch status information) |
| Appendix C | Project Narrative References |

Appendix A

Key Personnel Resumes

L. Lawrence Riccio

Gargi Thakurta

MaryAnn Medina

Trevor Samuels

Phyllis Smith

L. Lawrence Riccio

2301 Connecticut Ave. NW #6A
Washington, DC 20008

Office: 202.261.0217
Fax: 202.261.0218

lriccio@wvsarts.org

EDUCATION

1978 Ed.D. George Washington University (Special Education)
1972 M.A. Ohio State University (School Psychology)
1970 B.S. Ohio State University (Psychology)

PROFESSIONAL CERTIFICATION AND LICENSURE

School Psychologist License: District of Columbia (1973-pres.)

PROFESSIONAL EXPERIENCES

1998 -Pres. The School for Arts in Learning (SAIL), Washington, DC. Founder and president of arts-based public charter school for elementary-aged children (k-6) with differing learning styles.

1989 - 2002 The Arts is Magic, Glasgow University, Glasgow, Scotland. Chief Executive of arts and education program for individuals with disabilities, at risk, etc. Education, festivals, employment training programs in Glasgow; festivals in Dublin, Ireland and Montreal, Canada.

1988 - 1998 DC Public Schools, Washington, DC. Hearing Officer for Special Education, Section 504 of the Rehabilitation Act and student discipline related issues.

1981 - Pres. Washington Very Special Arts/WVSA arts connection, Washington, DC, Founder/President and CEO (1980-1997, Executive Director) of non-profit serving children and youth with special needs by providing arts/education related programming and parent organization of SAIL.

1978 - 1988 U.S. Department of Education, Washington, D.C. Psychologist. Provide technical assistance to Department offices throughout the country regarding civil rights/education related issues - Elementary, Secondary, Post Secondary Education, Section 504 and Individuals with Disabilities Education Act (IDEA, PL 101 476).

1974 - 1975 Washington, D.C. Public Schools. School Psychologist.

1973 - 1974 Special School District Clinic, St. Louis, Missouri. Staff Psychologist.

FIELDS OF SPECIALIZATION AND EXPERTISE

Functional: Educational; educational services, systems evaluation; psycho-educational instrument utilization; training; management; comparative education.

Technical: Psychology; special education; behavior management; technical writing; marketing; civil rights; staff/leadership development; special education teacher training; disability awareness, at risk/community inclusion; arts and education training - Europe and US.

TEACHING EXPERIENCE

- 2000 - Pres. University of Glasgow, Scotland. Honorary Lecturer, Faculty of Education
1990 - Pres. Trinity College, Washington, DC. Professor, Special Education Programs,
School of Education
1989 - 1990 Visiting Professor, St Andrew's College of Education, Glasgow, Scotland
1980 - 1989 Trinity College, Washington, D.C. Assistant, and later, Associate Professor,
Special Education Programs, School of Professional Studies.
1978 - 1983 Various adjuncts teaching assignments (George Washington University and
American University)

COURSES TAUGHT

Making the Expressive Arts User Friendly
Education of Exceptional Children and Youth
Career Education for Exceptional Children and Youth
Human Relations In Special Education
Teaching Students with Learning Disabilities
Teaching Students with Emotional Disturbance
Teaching Students with Mental Retardation
Psychology of Exceptional Children and Youth
Educational Diagnostics for Exceptional Children and Youth
Preparation of Individualized Learning Prescriptions
Educational Psychology/Teaching and Learning
Supervision of Student Teachers (regular education, visual art, special education)
Foundations of Education
Educational Research
Seminar in Teaching for Student Interns

PROFESSIONAL LEADERSHIP/MEMBERSHIP

Current

DC Arts and Humanities Collaborative, Founding Member, 1999 - present
Safe Schools Health Students Advisory Board Member 1999 - 2002
Member; American Psychologist Association,
Scottish Education Research Association
Council for Exceptional Children,
DC Association of Teacher Educators
Washington Very Special Arts - Member, Board of Directors 1995 - pres.

Past

School for Arts in Learning, PCS - Member, Board of Trustees 1998 - 2000
National Academy of Sciences Panel - minority students in special education
(1983)
DC Schools Teacher Certification Panel
George Washington University Graduate Teacher Assistantship
St. John's Child Development - Member, Board of Trustees

Name:
Social Security Number:
Address:

Gargi G. Thakurta

(b)(6)

Telephone:
E-mail:

(b)(6)

W 301-699-7550

Objective:

Full-time/part-time special education teacher in elementary/middle school in classrooms/resource rooms

Qualifications:

Masters in Special Needs Education, 2000
Lesley University, Massachusetts
Grade point average: 4.0
Subject areas: curriculum development, behavior management, instruction in reading and math, language development, classroom management, special needs: an inclusive perspective, assessments, etc.

B.A. in Chinese Language with Honors, 1992
Jawaharlal Nehru University, India
Class level: Unclassified Upper Division
Subject areas: Chinese language, linguistics, political science, East Asian studies

Others:

Aquinas College, Massachusetts
Three courses in early childhood education
1. Child growth and development
2. Curriculum and young child
3. Infant toddler growth and development

Relevant work experience:

July 2000 to present
Pathways Schools, Maryland
Instructor, self-contained class: SED students, 7th and 8th grades
Subject areas: language arts, math, social studies, and science
Experience: curriculum development, both formal and informal assessment, direct instruction, IEP, collaboration and consultation with involved adults, behavior management, school trip organization, involvement in school committees, etc.

1999 September to 2000 June

Brookwood School, Massachusetts

Learning Skills specialist: one on one and small group support to 6th, 7th, and 8th learning disabled and ADD students

Subject areas: language arts, math, social studies, and science

Work experience: organizational help, formal and informal assessment, help with all subject areas, collaboration and consultation with all involved adults, some curriculum development, direct teaching, etc.

1998 Sep.-1999 June

Martin Luther King Jr. School, Massachusetts

Intern, self-contained LD Class: 6th-8th

Subject areas: language arts, math and health education

Experience: -development and implementation of curriculum, direct teaching, formal and informal assessment, IEP, collaboration and consultation with involved adults, some inclusion experience in mainstream classes, etc.

1998 April-1998 June

Franklin School, Massachusetts

Assistant Teacher, self-contained class: 4th-5th grade LLD students.

Subject areas: language arts and math

Experience: some direct teaching, inclusion experience in regular classroom, mostly first hand experience in public schools

Unrelated work experience:

1996 Sep.-1997 June: Infant Teacher (Solders Field Park Children's Center, Boston)

1996 Feb -1996 August: Infant Assistant Teacher (Solders Field Park Children's Center, Boston)

1995 Sep -1996 Feb: Assistant Toddler Teacher (Activity Academy, Newton)

1995 Fall-1996 spring: Bengali Language Teacher on Saturdays. For about six months
Students' age ranged from six to thirteen years (Kishalay School) This was a six-month old placement where experience was gained as the lead teacher; work involved creating and implementing curriculum, direct teaching, interacting with the parents and attending parent-teacher conferences)

1992 Sep.-1994 Feb: Home Care Assistant for elderly people in Cambridge, UK

Volunteer Experience:

1984 Summer-1986 summer: Assistant Teacher in a lower elementary school for under-privileged children in India. Experience gained in working with a multi-age group children who are deprived of almost every thing in the world; experience gained in working in a setting where the resources were very limited; worked closely with the teacher in creating and implementing curriculum, direct teaching, helped in making lunch and distribution, helped in organizing cultural programs)

Student Teaching Assignments:

Provisional Practicum
1998 June-1998 December
Martin Luther King Jr. School

Clinical Practicum
2000 January-2000 May
Brookwood School

Experience in Formal Assessments:

Woodcock Johnson Tests of Achievement
Woodcock Johnson Cognitive Tests
Woodcock Johnson Mini Battery
Key Math
Slosson Reading

Certificates

1. Maryland Provisional Certification Under Process
2. M.Ed. Lesley University, Massachusetts, 2000
3. Pre-School Certification, Commonwealth of Massachusetts Office of Children
4. 1988-1992; B. A. Chinese Major, Jawaharlal Nehru University, New Delhi, India

MaryAnn Stergiopoulos Medina

(b)(6)

EDUCATION

CATHOLIC UNIVERSITY OF AMERICA, Washington DC
M.A. in Special Education, December 2004
GPA: 3.78

UNIVERSITY OF VIRGINIA, Charlottesville, VA
B.A. in Art History, Minor in Foreign Affairs, May 1998
GPA: 3.2

WORK EXPERIENCE

FOURTH GRADE CLASSROOM TEACHER.
SAIL PUBLIC CHARTER SCHOOL.
Washington DC, 2002- Present.

Responsibilities include: preparing and executing lesson plans that employ necessary pedagogical practices as well as creating individualized lesson plans; writing, monitoring progress, and implementing Individualized Education Plans (IEPs); developing effective collaborative relationships with students, parents, and caregivers; implementing assessment techniques based on appropriate learning standards designed to measure students' progress in learning; maintaining organized and dated records of parent contact and conferences, planned events and activities, classroom observations, child studies, and incident reports.

LEAD TEACHER (GRADES 4-6)
SAIL PUBLIC CHARTER SCHOOL.
Washington DC, 2004- Present.

Responsibilities include: creating and fostering an effective team environment for teachers and teaching assistants in grade 4-6; provide a consistent level of knowledge and teaching practice by coaching, mentoring, and training; assist in planning, developing, and accommodating lesson plans; assist in creating classroom environment that is engaging

ENGLISH DIRECTOR, TEACHER. Colegio Crecere'
Fundacion Nuevas Raices. Antigua, Guatemala. Jan. 1999- Dec. 2001.
Primary school teacher (Kindergarten through Fifth) for an all-girls orphanage whose goal is to seek out gifted girls in impoverished environments and provide them with a home, education, and the skills needed to become leaders. Taught ESL and eventually all subjects in English. Developed and executed English program and curriculum.

FREE LANCE ARTIST

August 1998- Present. Part of WVSA's Articulate Gallery staff show June 2002, September 2003. Exhibited and sold paintings in "La Bohemia Galeria de Arte," Antigua, Guatemala 2000-2001. Shown in group artist show "Night Whispers" at Panza Verde Art Gallery, Antigua, Guatemala, March 2001. Commissioned to create paintings for private homes and commercial purposes.

OWNER, ART GALLERY. "La Bohemia Galeria de Arte,"
Antigua, Guatemala. November 2000- August 2001.

Founder of small gallery with two fellow artists. Directed publicity and marketing for space. Balanced books daily and completed month-end reconciliation. Tended the gallery part time. Selected and arranged exhibits.

ACTIVITIES

PHONOLOGICAL AWARENESS CLASS. Washington, DC.
September- December 2003. Course designed to help educators teach emergent and beginning literacy skills.

INSTRUCTOR. Consejo de Lectura. Guatemala. January 2001- November 2001. Planned and conducted teaching seminars for Guatemalan teachers in rural areas.

LANGUAGES

English, Spanish, Greek, Italian

TREVOR S. SAMUELS

(b)(6)

EDUCATION

Howard University/Washington, D.C.

Bachelor of Arts
Major: Afro-American Studies
Minor: Elementary Education

PROFESSIONAL EXPERIENCE

School for Arts in Learning (SAIL) PCS/Washington, DC July 2004-Present
Dean of Students

- ❖ Assists in creation and implementation of an annual strategic plan
- ❖ Collaborate with Principal in developing and training staff in an extensive crisis management plan to ensure safety and security.
- ❖ Created fair and consistent behavior management plans, placing responsibility for appropriate behavior on staff and students. Worked directly with students, parents, and staff to assist in solving student issues, arrange for counseling, and follow school discipline protocol.
- ❖ Participates in the forecast process and maintains budgetary projections
- ❖ Coordinates curriculum changes and assumes responsibility for implementation of instructional programs
- ❖ Coordinates with Principal to manage the school in matters of staff recruitment, and retention

School for Arts in Learning (SAIL), PCS/Washington, D.C. Dec. 2001-June 2004
Classroom Teacher Grades 4, 5, 6

- ❖ Demonstrated successful classroom management skills that promoted, individual responsibility, working cooperatively, and positive reinforcement
- ❖ Presented and led daily learning activities, created themed units, and encouraged parental involvement to reinforce and enrich classroom learning
- ❖ Designed and implemented curricula to meet the individual needs of behaviorally/emotionally challenged special needs students
- ❖ Demonstrated knowledge of student development, an understanding and appreciation of developmentally appropriate instructional strategies for the benefit of all students

Department of Labor Child Development Center/Washington, D.C. July 2000-Nov.2001
Assistant Director

- ❖ Planned, coordinated and implemented daily activities for preschool children, ages 2 thru 5
- ❖ Substituted as a teacher and assistant teacher when needed .
- ❖ Assisted in overseeing the preschool budget and staff, recruiting and maintaining full enrollment of children

- ❖ Implemented curriculum based on NAEYC standards for developmental appropriateness to stimulate children's physical, emotional, intellectual, and social growth.
- ❖ Prepared and assisted center through NAEYC accreditation process
- ❖ Coordinator of welfare to work childcare initiative

School for Arts in Learning SAIL PCS /Washington D.C. April 1999-June 2000
Coordinator of Before and after Care Program

- ❖ Developed age-appropriate curriculum linked to monthly themes
- ❖ Cultivated respect of children through consistent deployment of policies while creating an atmosphere where children can relax and have fun
- ❖ Implemented parental request regarding supervision of homework

Hopkins House Preschool/Alexandria, VA June 1998-April 1999
Assistant Principal

- ❖ Assisted in overseeing the preschool budget and staff, recruiting and maintaining full enrollment of children
- ❖ Trained and directed parents, teachers, and child care assistants to emphasize an active, positive learning environment.
- ❖ Increased parent involvement through regular communications and invitations to participate in classroom activities.
- ❖ Facilitated curriculum for school age children/ summer program

Children's World Learning Center/Washington, D.C. Jan. 1995-June 1998
Lead teacher

- ❖ Experience with children (6 months to 12 years of age)
- ❖ Employed at N.A.E.Y.C. accredited center
- ❖ Site director for childcare services (contract work with major corporations)
- ❖ Facilitated curriculum for school age children/ summer program
- ❖ Assigned administrative duties i.e. (filing, opening and closing of center)
- ❖ Training assistant for CWLC centers
- ❖ Licensed CDL Driver
- ❖ Prepared nutritional and well balanced meals for 80 plus children

Professional Development

Positive Behavioral Interventions & Supports (PBIS) 2006
 District of Columbia Public School / School Emergency Response Training (2007)
 IDEA AND NCLB Accountability Provisions (2007)

Phyllis A. Smith

(b)(6)

E-mail: positivewomenenterp@peoplepc.com

(b)(6)

PROFESSIONAL EXPERIENCE:

**Global Mortgage Financial
Loan Officer**

2006-Present

- Originate Loans for Residential, Commercial, Investment and Rehab properties
- Pricing
- Marketing via e-mail, flyers, local newspaper and decals
- Seminars on Reverse Mug for Seniors and 1st Time Homebuyer's Program
- On-going Mortgage training through classes and seminars
- Bad Credit Consulting
- Preparing client's application for signing and going over all documents especially the Disclosures, TIL, GFE and APR.
- Review the HUD-1 before closing making sure no corrections are needed and if so contact processor and title company
- Attend all local closings just in case the borrower has questions regard the program on paperwork

**ABWI Mortgage
Loan Officer**

2004-2006 Part-Time/Full-Time

- Originate Loans for Residential, Commercial, Investment and Rehab properties
- Pricing
- Marketing via e-mail, flyers, local newspaper and decals
- Seminars on Reverse Mug for Seniors and 1st Time Homebuyer's Program
- On-going Mortgage training through classes and seminars
- Bad Credit Consulting
- Preparing client's application for signing and going over all documents especially the Disclosures, TIL, GFE and APR.
- Review the HUD-1 before closing making sure no corrections are needed before closing and if so contact processor and title company

**So Others Might Eat, Inc.
AP Accountant**

2003-2005

- Processing weekly, bi-weekly and monthly checks for all vendors, volunteers, student stipends, employee's birthday, anniversary or advance payment and employee's expense report (500-1000 checks monthly)
- Maintaining vendor and special contract files
- Maintaining all utility accounts for 30 sites as tenants move in and out
- Invoices are scanned and then e-mailed to all coordinators on a daily basis
- Link all scanned invoices to the vendor's record within Great Plains Dynamic
- Prioritize and review all invoices to ensure that all expenses are valid, appropriate and in compliance with company policies and procedures for before process the checks
- Enter batches into Great Plains
- Manage check signing process
- Prepare weekly J/E to recored other expenses before generating the EOM report

- Enter all auto draft payments via bank statements into Great Plains on a monthly basis or per draft date
- Reconcile A/P ledger to the General Ledger monthly
- Reconcile prepaid accounts, construction in process accounts, other accrued expenses
- Weekly reconciliation of 10 commercial credit card accounts
- Review programs budget monthly with coordinators for any issues or changes
- Communicate with all vendors to resolve any issues pertaining to invoices
- Order and issue commercial credit cards with approved credit limit for new employees
- Set-up and issues long distance codes
- Prepare and file consultants and contractor's 1099
- Train all new employees on AP policy and procedures as well as the correct way of submitting all invoices for payment
- Preparation for year end closing
- Prepared the procedures for AP internal and external control.

In Phonic Wireless
AP/Travel Expense Accountant

2003-2003 Temp

- Processing bi-weekly and monthly checks for all vendors and employee's expense report (1000-checks monthly)
- Maintaining vendor files
- Maintaining Purchase Order binders and removal of PO from open binder to close binder once all inventory is received in warehouse and waiting to be process for payment
- Making sure all PO's have signatures
- Making sure all invoices have purchase order before processing and create purchase order for an invoice that does not have one
- Prioritize and review all invoices to ensure that all expenses are valid, appropriate and in compliance with company policies and procedures for before process the checks
- Coding per the chart of accounts, entering batches into Great Plains Enterprise, run accounts payable edit report, review report for correction if any of G/L accounts, amounts, vendor and description
- Post batches to the G/L. Review aging report and flash report to determine what invoices are due for payment
- Manage check signing process
- Reconcile A/P ledger to the General Ledger monthly
- Communicate with in-house staff to resolve any issues pertaining to invoices
- Prepare and file consultants 1099
- Preparation for year end closing
- Subcontractor's invoice processing
- AMX, UPS, FedEx, Wireless Co. (Demo's) and Temp Agency analysis are tracked on a weekly basis per department. Handle all disputes with vendors pertaining to all invoices and purchase orders
- Prepare for month end closing
- Create and present to controller a monthly flash report on the following month's disbursements along with updated cash flow chart
- Process monthly accruals, prepaid expenses and reoccurring invoices
- Bank Rec's monthly
- Payroll J/E prep
- Set-up and review accounts payable procedures with comptroller.

**Delta Associates Real Estate
Account Manager**

2001-2002 Temp

- Process AP according to accounting procedures and send to Houston
- Create invoices to clients including government contracts based on contract requirements and in accordance with established accounting procedures
- Process employee's expense report
- Write checks from petty cash account and reconcile monthly
- Review hourly billing rates of Delta employees
- Maintain job list by adding new jobs as they come in for consulting, appraisal and Chicago base office
- Enter new job information on Job cost records as well entering all expenses per that job
- Collect postage reading, faxes and copy reading for month end closing on the 15th of the month
- Process billing analysis
- Post all payments to client's JCR, A/R, and the Billing Analysis Report
- Monthly account review for month end closing
- Make deposits and process deposit log daily
- Record all credit card transaction and process credit card log daily
- Process timesheets weekly
- Post-hourly time to client's JCR from those timesheets and to the time utilization analysis
- Set up and maintain employee files and new job files
- Generate month end closing per accounting procedures
- Generate job closing per accounting procedure

**Anchor Mental Health
Staff Accountant**

2001-2001 Contract

- Full Charge accounts payable and employee's expense reports (2500+ monthly).
- Write up check request form, Match bill with purchase order and employee's expense report, Coding per chart of accounts enter into Great Plains Dynamics, add voucher number that is generated from system, post to the G/L and process checks
- Write up deposit slips for daily deposit to the bank and reconcile check register daily
- Reconcile petty cash for 5 departments monthly. Monthly billing for the mail shop and gov't programs
- Make collection call on all outstanding invoices
- Entering all cash receipts
- Posting payments, credit memo, debit memo to vendor's record
- Reconcile client's record monthly. G/L account reconcile monthly
- Supply information for monthly financial reports for Income Statement, Statement of Owner's Equity, Balance Sheet and Statement of Cash Flow
- Posting and balancing the G/L. Responding to client's request or complaints
- Back-up for payroll entries into ADP for salary and hourly employees after reviewing timesheets and contacting employees if hours or leave is questionable or incorrect
- Budget review and correction of our programs within the company
- Process client's monthly checks for personal items, rent, transportation and food
- Generate month end closing per accounting procedures
- Generate job closing per accounting procedure

**Blacks In Government
Staff Accountant**

1998-2001

- Full Charge accounts payable, (1000+ per month)
- Using ACCPAC Accounting System every day I will first write up the requisition for funds, coding from the G/L chart of accounts add vendor ID number
- Enter the voucher(s), placing voucher number that is created by the system at the bottom of each requisition
- Posting of the voucher(s). Prepare the checks by using the voucher number that was generated by the system and print them out
- Print the Check Register along with the G/L of that account where the checks were cut
- Reimbursement of funds for (employee's expense report): the President, the Board of Directors, the Executive Committee and the National Staff
- General Journal Entries for payroll account, general account, conference account, credit card account, direct deposit account and CD accounts are posted every month and reconcile
- Credit Card processing/verification of payment from bank statements and monthly report ran from our conference database
- Maintain all financial files, supporting documentation and budget update for 60 different programs within the organization
- Reconcile and make payments to Hotel, Credit Card and Rental companies after monthly meetings and yearly conference
- Maintain financial files of expense activities incurred by the National Office, Board of Directors, Executive Committee and Standing Committee Chairs
- High volume of credit cards and Bank rec.'s are done monthly and a report is generated of all outstanding checks with explanation/research if its been 30 days or more
- Assist Sr. Accountant with financial reports

SUPERVISORY/MANAGEMENT:

- Supervision of two data entry clerks in membership/AR department
- Supervision of two A/P assistant
- Supervision of one accounting assistant

COMPUTER/TECHNICAL SKILLS:

MS Word/Excel/Access for Windows, Windows '95 & '97, Office '97, WordPerfect, Lotus 1,2,3, D-Base, Internet (Navigator), Raiser's Edge for DOS/Windows, Viking Membership, DataEase Conference Database, QuickBooks-Pro(2000), Fundware Accounting, ACCPAC Accounting, Ariel Accounting, Great Plains Dynamic, Great Plains Enterprise, Resident Fund Management, Oracle-AP Module, Nova Credit Card on-line, ADP-Payroll, OCE'3165 Printer/copy machine, Fax Machine, 10 Key, Point Mortgage System, Medical Terminology and Customer Service, (typing speed 60 wpm), Calyx-Point Mortgage System, Encompass Mortgage System, LandAmerica Credit Report System

EDUCATION/AWARDS:

- Strayer University, 1.5 years of Accounting-Grade point average 3.0
- Loan Officer, 2005, North Atlantic Mortgage Corporation-20hrs & Financial Trategies-20hrs & 40hrs
- Mortgage License in DC, MD-(Lic#26-2490) & VA

Salary: \$43K-\$75K

Appendix B

Data sources to verify low income status of participating school (free and reduced lunch status information)

**School for Arts in Learning
Lunch Status
2007-2008**

Student	Free	Reduced	Paid	No App/INC
1	F			
2	F			
3			P	
4			P	
5		R		
6		R		
7			P	
8	F			
9				INC
10		R		
11				NO APP
12				NO APP
13	F			
14	F			
15	F			
16	F			
17	F			
18	F			
19				NO LUNCH
20		R		
21				INC
22				NO APP
23	F			
24	F			
25	F			
26			P	
27		R		
28	F			
29	F			
30			P	
31		R		
32		R		
33	F			
34				NO APP
35				NO APP
36	F			
37			P	
38	F			
39			P	
40				NO LUNCH
41		R		
42	F			
43	F			
44	F			
45	F			
46	F			
47	F			

Updated 2/26/08

**School for Arts in Learning
Lunch Status
2007-2008**

48	F			
49	F			
50	F			
51		R		
52	F			
53	F			
54		R		
55	F			
56	F			
57	F			
58	F			
59	F			
60	F			
61	F			
62	F			
63	F			
64			P	
65	F			
66	F			
67			P	
68	F			
69			P	
70		R		
71			P	
72	F			
73	F			
74	F			
75	F			
76			P	
77				NO APP
78			P	
79	F			
80	F			
81	F			
82	F			
83	F			
84	F			
85				INC
86				NO APP
87	F			
88	F			
89	F			
90				NO APP
91	F			
92			P	
93	F			
94			P	
95	F			
96		R		

Updated 2/26/08

**School for Arts in Learning
Lunch Status
2007-2008**

97	F			
98	F			
99	F			
100				INC
101		R		
102			P	
103				NO LUNCH
104		R		
105	F			
106				INC
107	F			
108				NO LUNCH
109			P	
110				NO LUNCH
111	F			
112			P	
113			P	
114	F			
115		R		
116		R		
117	F			
118	F			
119		R		
120	F			
121	F			
122	F			
123				NO APP
124				NO APP

Free or Reduced lunch=73%

Updated 2/26/08

Appendix C

Project Narrative References

Project Narrative References

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Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **5100-Mandatory_Budget_Narrative.xls**

Arts Work! Budget Narrative Page 1 of 2

DOE Professional Development for Arts Educators		FEDERAL DOE FUNDS						NON-FEDERAL MATCH			NON-FEDERAL TOTAL	
Budget Category—Line Items	Specifics regarding line item	YEAR 1	YEAR 2	YEAR 3	TOTAL	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Personnel												
Project Director (@ .1 FTE)	Will oversee all Arts Work! activities	\$10,000	\$12,000	\$14,000	\$36,000							
Project Manager (@ .9 FTE)	Will be responsible for the day-to-day management of Arts Work!	\$55,000	\$57,000	\$59,000	\$171,000							
SAIL Curriculum Specialist (@ .5 FTE)	Advise model creation & coordinate final publication of Arts Work!	\$35,000	\$28,000	\$28,000	\$91,000							
SAIL Principal (@ .4 FTE)	Provide day-to-day support & assist in implementation of Arts Work!	\$0	\$0	\$0	\$0	\$23,000	\$27,000	\$37,000	\$23,000	\$27,000	\$37,000	\$87,000
Project Finance officer (@ .1 FTE)	Provide financial compliance with grant rules and regulations	\$6,000	\$6,000	\$7,000	\$19,000							
Total:		\$106,000	\$103,000	\$108,000	\$317,000	\$23,000	\$27,000	\$37,000	\$23,000	\$27,000	\$37,000	\$87,000
2. Fringe Benefits												
Established Rate = 14%												
	Project Director salary x 14%	\$1,400	\$1,680	\$1,960	\$5,040							
	Project Manager salary x 14%	\$7,700	\$7,980	\$8,260	\$23,940							
	SAIL Curriculum Specialist salary x 14%	\$4,900	\$3,920	\$3,920	\$12,740							
	SAIL Principal salary x 14%	\$0	\$0	\$0	\$0	\$3,220	\$3,780	\$5,180	\$3,220	\$3,780	\$5,180	\$12,180
	Project Finance officer salary x 14%	\$840	\$840	\$980	\$2,660							
Total:		\$14,840	\$14,420	\$15,120	\$44,380	\$3,220	\$3,780	\$5,180	\$3,220	\$3,780	\$5,180	\$12,180
3. Travel												
Field trips for students, parents, and teachers to museums & the Kennedy Center	Two trips per month for 9 months at \$300 each (bus rental, Metro and tickets)	\$4,000	\$4,000	\$4,000	\$12,000							
Conference travel to CEC, NAEYC, AEP conferences	Two people x \$1,000 per person	\$2,000	\$2,000	\$4,000	\$8,000							

Total:		\$6,000	\$6,000	\$8,000	\$20,000	NON-FEDERAL MATCH			NON-FEDERAL TOTAL			
Arts Work! Budget Narrative Page 2 of 2		FEDERAL DOE FUNDS			FEDERAL DOE TOTAL	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3	TOTAL
Budget Category—Line Items	Specifics regarding line item	YEAR 1	YEAR 2	YEAR 3	TOTAL	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3	TOTAL
4. <u>Equipment</u>	None											
5. <u>Supplies</u>	General art, educational, and office supplies	\$5,000	\$5,000	\$5,000	\$15,000							
Total:	Educational software	\$7,000	\$5,000	\$3,000	\$15,000							
6. <u>Contractual</u>		\$12,000	\$10,000	\$8,000	\$30,000							
Johns Hopkins University	Five university courses a year to 14 teachers per year	\$49,000	\$49,000	\$49,000	\$147,000							
Dr. John Castellani, Johns Hopkins University	On-site supervision and management of Arts Work! Program at JHU	\$4,000	\$4,000	\$4,000	\$12,000							
Dr. Eirini Gouleta, Trinity University	Annual report of project evaluation and input on research for the publication of the Case Study/Monograph (Year 3)	\$5,000	\$4,000	\$6,000	\$15,000							
Printing Case Study/Monograph		\$0	\$0	\$4,000	\$4,000							
Total:		\$58,000	\$57,000	\$63,000	\$178,000							
7. <u>Construction</u>	None											
8. <u>Other</u>												
Community Forum	The 3 rd year only	\$0	\$0	\$5,000	\$5,000							
Total:		\$0	\$0	\$5,000	\$5,000							
9. <u>Total Direct Costs</u>		\$196,840	\$190,420	\$207,120	\$594,380	\$26,220	\$30,780	\$42,180				\$99,180
10. <u>Indirect Costs</u>		\$15,747	\$15,234	\$16,570	\$47,550							
11. <u>Training Stipends</u>												
Summer compensation for teacher training	\$100.00 per day for 5 days to 14 teachers each year	\$7,000	\$7,000	\$7,000	\$21,000							

Total:			\$7,000	\$7,000	\$7,000	\$21,000						
12. <u>Total Costs</u>			\$219,587	\$212,654	\$230,690	\$662,930	\$26,220	\$30,780	\$42,180			\$99,180