



THE CENTER FOR ARTS EDUCATION®

The Center for Arts Education
Proposal to the U.S. Department of Education
Arts Education Model Development and Dissemination Program

Arts Engage Initiative
Addressing Experience, Achievement and Research Gaps
in Middle School Education

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The Center for Arts Education: Arts Engage

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*America's competitiveness demands a focus on the needs of our lowest-performing students and schools. Our middle- and high- schools must identify students at-risk of dropping out, and we must scale-up models that keep students on a path toward graduation. Reform in America's lowest-performing schools must be systemic and transformational. For some, partnerships and additional support can bring about change and drive improvement.*ⁱ —President Barack Obama

Introduction

The Center for Arts Education (CAE), in collaboration with New York City Department of Education schools, superintendents and district and network leaders, respectfully requests funding from the U.S. Department of Education Arts in Education Model Development and Dissemination Grant Program (AEMDD) for CAE's Arts Engage Initiative (AEI).

The Arts Engage Initiative is conceived to implement and document arts *plus* arts integration units of study that prepare students for success throughout their middle schools years and into high school, college and careers. Arts *plus* arts integration is defined within the context of this project as differentiation among - and synthesis across - various aspects of artistic and academic disciplines, thus ensuring equal emphasis on artistic and academic learning.

Building upon CAE's two previous AEMDD projects (the School Arts Support Initiatives: SASI 1 and 2)—which created sustainable, cohesive arts education programs in underserved urban middle schools—Arts Engage adapts proven research methods (Priority 2) to investigate how students' artistic work combines with arts-integrated studies to develop capacities of learning aligned with the Common Core State Standards (CCSS) and the proposed National Core Arts Standards (NCAS)ⁱⁱ. This design, which includes sequential professional development for all stakeholders, addresses the interconnected system-wide gaps in experience, achievement and research.

Similar to SASI, the Arts Engage Initiative will serve at-risk student populations that are both underserved in the arts and not meeting proficiency in English Language Arts and

mathematics. AEI will also serve classroom and certified arts teachers, teaching artists, school leaders and the broader school community. CAE's AEI project team will design and deliver a research-based approach to providing high quality arts *plus* arts integrated education. The results will be disseminated to others who are also invested in middle school education.

CAE's AEMDD projects are informed by its long history of facilitating arts partnerships, peer-exchange opportunities and professional development programs. AEI represents the next phase of this work and, as identified in **Priority 1**, will produce valid and reliable evidence through a) an improved project design, and b) improved practices and strategies.

AEI's longitudinal study will employ improved model practices, enhanced design elements, and rigorous evaluation. The multivariate approach will examine student outcomes (i.e., authentic arts and academic learning) and teacher transformation in arts and arts integrated classrooms. Other key design elements include collaboration with school principals and staff, needs and resource assessments, ongoing professional development for classroom teachers, arts specialists and teaching artists, and adaptation of pedagogical frameworks that support the implementation of the Common Core Standards and the proposed National Core Arts Standards.

About The Center for Arts Education

The Center for Arts Education is a not-for-profit organization dedicated to ensuring that New York City public school students have quality arts learning as an essential part of their K-12 education. CAE works to raise awareness of the value of arts learning for every child; increase access to quality standards-based arts learning; and provide tools, resources and support for school leaders, teachers, parents and elected officials to advocate for and institute equitable educational opportunities that include the arts.

Since its founding in 1996, CAE has implemented sustainable arts programs in hundreds of schools; provided high-quality professional development to school leaders, teachers and artists; created long-term school and cultural group partnerships; opened doors for high school students exploring arts and creative industry careers; and researched and published resources for parents, educators and elected officials that support and advance the field of arts education.

As an established organization with more than fifteen years as a leader in the field of arts education, and headquartered in a city with more than 1,700 public schools and 1.1 million public schools students, CAE is uniquely qualified as a service provider and arbiter of quality arts education. CAE also has the requisite organizational infrastructure for this project, as substantiated by the successful implementation of two AEMDD funded research projects (School Arts Support Initiative 1 and 2) and the ability to raise additional funds, as needed. CAE has an expansive network and capacity for dissemination, regularly conferring on arts and education issues with school and arts community leaders, educators, elected officials, parents and the public. CAE's strategic plan and long-term vision is to ensure access to and improve the quality of teaching and learning in and through the arts, and to raise awareness on the value and benefits of arts education. These goals and objectives align with the U.S. DOE's AEMDD grant priorities. (For additional information see About CAE in the appendix.)

1. Project Need

*The arts can help students become more tenacious, team oriented problem solvers who are confident and able to think creatively. These qualities can be especially important in improving learning among disadvantaged students from economically disadvantaged circumstances.*ⁱⁱⁱ

– US Secretary of Education Arne Duncan

Far too many schools in New York City and across America are not providing the arts education that is mandated by law and proven to positively impact students, teachers and schools^{iv}. Those same schools are not preparing students for success in college and careers.

The middle school years are notoriously difficult; students experience often bewildering physical and emotional changes that can lead to disengagement, negativity and risky behavior, factors that directly impede social, emotional and cognitive growth. Today, we see too many children defeated by the education system before they even enter middle school.

In the January 2011 edition of *Fast Company*, ten ‘edu-experts’ were invited to share their proposals for how to spend \$100 million to ‘really save education.’ Education historian Diane Ravitch replied "I'd focus on the arts—music and visual arts and dance, all the things that make kids joyful. Kids need a reason to come to school, and testing is not a good reason^v."

The Arts Engage Initiative (AEI) is designed to increase student engagement, to improve student arts, academic and social-emotional development, and to support teacher and school leadership development in New York City middle schools where a majority of students are "at-risk^{vi}" of educational failure. AEI will serve underfunded and underperforming schools with high percentages of African American, Black, Hispanic, ELL, special education, immigrant, single parent, homeless, impoverished student populations.

Gaps and Weaknesses in New York City Public Middle Schools

According to a report by the New York City Council Task Force on Middle Schools, more than 50 percent of middle school students across New York City are not meeting grade level standards^{vii}. This shows serious achievement gaps. We also know that arts instruction has been on a decline in City middle schools based on the 2011-2012 NYC DOE *Annual Arts in Schools Report*, and as reported in *Opening Young Minds to the Arts and Sciences*, "a middle school student in Manhattan was almost twice as likely to be served by [arts and cultural organizations] as a student in the Bronx, Brooklyn, Queens or Staten Island."^{viii} This is a serious experience and opportunity gap.

Despite efforts of the NYC DOE’s Office of Arts and Special Projects (OASP) to enhance arts education in the city’s public schools, emphasis remains heavily tilted towards achieving progress on state tests. Two prominent national reports point to this pronounced narrowing of the curriculum across the country.^{ix} According to both reports, when instructional time was added in the areas of math and reading, time spent on other subjects – including the arts - decreased. Sixty-five percent of teachers surveyed reported that they had to “skip important topics in [my] subject in order to cover the required curriculum and spend more and more time on paperwork and reporting requirements.^x”

The New York State Education Department (NYSED) has a well-defined set of learning standards and course requirements for arts instruction at the middle school level, yet there is no mechanism for auditing compliance, or consequence for failure to meet the mandates. Consequently, far too many public middle schools are not providing the instruction that students are entitled to. Furthermore, the *Annual Arts in Schools Report* for 2011-12 showed that 22% of all eighth grade students who were promoted to high school did not fulfill their **one credit** course requirement for arts instruction.

According to the same report, there have been drastic declines in key areas of arts spending at the middle school level over the course of the past six years, (see Table 1) - - even as overall school budgets have increased. Budgeting for arts supplies and instruments has fallen by \$3.1 million (93%) and budgeting to provide arts education services by the city’s arts and cultural organizations has dropped by \$4.1 million (76%) during this time frame. Decreases in these two key areas has significant negative impact on the quantity and quality of arts and arts integrated instruction and severely limits students’ exposure to the city’s cultural resources. Although Table 2 describes an overall increase in funding for arts specialists, this number is

misleading because there has been a *loss* of 63 arts teachers at the middle school level during the same time frame. The increase in expenditures is directly related to annual increases in salary and benefits of existing teachers.

Table 1. New York City Middle School Arts Budgeting (FY07-FY12)			
Year	Arts & Cultural Vendors/Services	Supplies/Equipment	Personnel
2006-07	\$5,436,354	\$3,371,761	\$71,578,033
2007-08	\$3,407,094	\$863,648	\$73,372,010
2008-09	\$2,580,472	\$695,601	\$84,191,939
2009-10	\$1,802,529	\$391,657	\$76,288,689
2010-11	\$1,772,405	\$279,648	\$79,699,283
2011-12	\$1,320,205	\$246,211	\$83,960,602
Difference from 06-07 to 11-12	-\$4,116,149	-\$3,125,550	+\$12,382,569
Percent Change Over Six Years	76% DECLINE	93% DECLINE	17% INCREASE

Table 2. Certified Arts Teachers in New York City Public Middle Schools (FY05-FY12)	
Year	Number of Certified Arts Teachers
2004-05	639
2005-06	601
2006-07	585
2007-08	573
2008-09	557
2009-10	510
2010-11	538
2011-12	522
Percent Change Over 8 Years	18% DECLINE

These declines are also due, in part, to the elimination of Project ARTS funding, \$67.5 million in categorical funding that had been the DOE's vehicle for the expansion of arts education. These funds now sit in the general school budget to be used at each principals' discretion. Unfortunately, many principals cut arts programs in order to allocate more resources for test preparation. D. Domenech, Executive Director of the American Association of School Administrators, observes: "There's been a lot of emphasis on teacher quality . . . but not nearly enough in the area of leadership development, and specifically, principal development . . ."^{xi} Many school leaders have had little to no personal experience with the arts and their leadership training does not address arts education. For these reasons, AEI school leaders will attend professional development sessions alongside their teachers and participate in peer exchanges with other principals who are dedicated to quality arts education. As reported by SASI Principal Celeste Douglas, "...the first success of the program is *me*, it changed my mental model about the arts; it changed my way of thinking."

Addressing Gaps and Weaknesses in NYC Middle Schools

"The curriculum of the school shapes children's thinking. It is a mind-altering device; it symbolizes what adults believe is important for the young to know, what is important to be good at...It gives or denies children opportunities to learn how to think in certain ways." Elliott Eisner

Issues such as those noted above – from testing in just two core subject areas to budget cuts – indicate that the numerous and diverse challenges facing our schools today have seriously marginalized students' access to a well-rounded education that includes learning in and through the arts. AEI is designed to address the prevailing achievement and experience gaps and weaknesses in the delivery of a robust education by infusing schools with arts *plus* arts integration teaching and learning practices. Through rigorous professional development and planning, coaching, peer exchange and other program elements, school personnel will gain both

the knowledge to deliver arts and arts integrated instruction and the understanding of the essential experiences the arts bring into a classroom and a school. A student in Principal Douglas' school once asked "...why can't I attend a 'Soho' school? According to her Principal, Celeste Douglas, the child was referring to schools in Manhattan where she knew students could study all kinds of art and get to see performance and concerts too.

As art education researcher James Catterall reports, "Good teaching fills classrooms with challenging, authentic and collaborative work.^{xii} Thus, AEI educators will, over a four-year period, become confident in the delivery of arts *plus* arts integration units of study. They will acquire the skills and dispositions necessary to facilitate creative exploration and critical thinking in their classrooms, as well as the knowledge and understanding required to integrate the arts into their content areas. By piloting processes in the planning year, each school—with the guidance of dedicated coaches and the CAE project team — will build a rich arts *plus* arts integration school community.

2. Project Significance

Middle-grade schools have long been identified as the critical turning point in students' educational careers, but they have largely been ignored as sites for systematic reform.^{xiii}

—The New York City Coalition for Educational Justice

The Arts Engage Initiative builds on the successful elements and research findings of CAE's past AEMDD programs to investigate how students' artistic work combines with arts-integrated studies to develop capacities of learning aligned with the proposed National Core Arts Standards and the Common Core State Standards. AEI will use multi-variant methods to determine the impact of arts *plus* arts integrated studies on artistic, academic, and social-emotional development at the middle school level throughout the term of the grant. With its focus on developing effective practices among collaborating classroom teachers, arts specialists and teaching artists, AEI will serve as a replicable and sustainable model for implementing and

sustaining arts *plus* arts integrated teaching and learning practices in middle schools in other urban communities. It will also address the prevailing gaps in experience, achievement and research.

Because carefully documented action research methods serve as the basis for educator professional development and program development, AEI's model processes and products can be field-tested extensively for their applicability to other middle schools. In order to structure, support and disseminate the Arts Engage Initiative, CAE will produce:

*Middle School Content Specific Models for Building Educator Capacity that include professional development in arts content and skills (theater, dance, music, visual and media arts in the context of arts integration); integrated curriculum design; teaching for transfer strategies; action research methodology (inquiry action planning, evaluation, reflection); documentation of student work (including digital portfolio processes); and assessment of student learning in the arts, academics and the connections between the two. These models address the roles of Educator Teams (comprised of classroom teachers, arts specialists, and teaching artists) guided by AEI Coaches and School Liaisons.

* Grade Level Arts *Plus* Arts Integration (A+AI) Unit Exemplars (including embedded assessments) collaboratively developed, piloted and refined by classroom teachers, arts specialists, and teaching artists participating in the project. These units will be aligned with CCSS and NCAS as they apply to math, language, and arts disciplines; build on NYC DOE standards for theater, dance, music, visual and media arts; recognize stages of social and intrapersonal development; recognize levels of cognitive development; and incorporate meta-cognitive learning strategies that recognize the importance of learning transfer;

•Grade Level Student Learning Documentation and Assessment Instruments/Protocols

for evaluating arts *plus* arts learning over time (including arts literacy performance assessments and portfolio conference protocols that focus on inter-disciplinary learning);

*Fully Codified Program Standards, Criteria and Rubrics for assessing A+AI (1) curriculum design, (2) instructional practices, (3) electronic documentation, (4) assessment practices, 5) educator professional development design and delivery systems.

In addition, all products will be written and designed in user friendly form and available on an AIE Project Dedicated Microsite. Practical applications for classroom use will be emphasized in order to ensure high levels of utility and effectiveness at other sites.

AEI researchers will also work with CAE project team members to expand the current repertoire of field-tested assessment tools that identify high-quality arts-integrated teaching, as well as student achievement. These will include new tools to measure the growth of teachers'/teaching artists' knowledge of fundamental concepts and processes shared between arts, language, and math literacy skill development; an expansion of previously developed instruments (such as the "Music Literacy Skills Test"); and additional assessments tools (such as checklists and surveys developed and field-tested in the planning/piloting phase of the project) to measure the success of AEI program dissemination.

In addition, CAE will publish the framework and guidelines for the AEI model; prepare documentation of best practices and teaching strategies; and maintain a directory of all project products for ongoing reference by participants, external partners, and other educators. These items will assist other schools and districts in understanding the AEI model and applying it to their sites in the future. These products, information, and other materials will be disseminated through a project microsite linked to those of CAE, the Center for Music and Arts in Education

and participating school sites. Dissemination will also include publications in recognized journals such as the *Teaching Artists Journal*, *Arts Education Policy Review*, magazines for middle school educators such as *Middle Ground* and presentations at local, regional, state, and national conferences (such as the American Education Research Association, WNYC Celebration of Teaching, and Arts Education Partnership National Forums) that focus on expanding knowledge in the field of arts integration as a meaningful strategy for school improvement based on arts, language and math literacies.

Additional Dissemination Methods and Audiences

The website <http://www.sharemylesson.com> was developed by the American Federation of Teachers and TES Connect, the largest network of teachers in the world. Units of study addressing the arts and the CCSS that were developed by CAE in partnership with UFT teachers are currently available on the site. CAE will add lessons from AEI which can then be accessed for free by teachers world-wide.

CAE has completed several videos documenting the SASI AEMDD project, one of which received a Bronze Telly Award^{xiv}. During the term of AEI, video will be used to 1) assess student engagement and outcomes, 2) provide visual supports to other project materials, and 3) document the project.

In September 2012, CAE was invited to write a blog (see appendix) and lead a national webinar for the US DOE and the National Endowment for the Arts National Task Force on the Arts and Human Development. CAE invited SASI principal Ramón González to participate in the webinar, which reported SASI findings as well as other AEMDD project outcomes. We will seek similar opportunities to present webinars dedicated to the Arts Engage Initiative.

Beyond the arts community, CAE will engage its vast network of partners including the Council of Supervisors and Administrators (CSA), the United Federation of Teachers (UFT) and the American Federation of Teachers (AFT) to share AEI methods and findings with a broad based audience of school leaders and teachers at their annual conferences and through professional development workshops. Additional potential audiences include attendees to the National Grantmakers in the Arts and National Grantmakers in Education conferences, where CAE presented on SASI in 2009 and 2011.

CAE will use the aegis of our network of advocacy partners including the Alliance for Quality Education (AQE) The Coalition for Educational Justice (CEJ), Advocates for Children, Americans for the Arts, Arts Education Partnership and others to educate the public on the benefits of and need for arts in education for all preK-12 students in all schools. Through these relationships CAE has a unique platform for the dissemination of both the role of the arts in education and the findings from AEI.

As an advocacy organization CAE will also take every opportunity to present on the general benefits and need for arts in education and on AEI findings. CAE's Director of Research and Policy recently presented the positive findings from CAE's AEMDD project to Senators and Members of Congress, making the case for continued funding for this important program. CAE also regularly meets with New York City Council members on arts education issues and recently met with NYS Education Commissioner John King, members of the NYS Board of Regents and with NYC DOE Chancellor Dennis Walcott to discuss arts education research findings and the impact of art learning for struggling middle school students.

Through these efforts Arts Engage Initiative findings and results will be more broadly shared with thought-leaders and education decision-makers.

3. Quality of the Project Design

CAE's Arts Engage Initiative (AEI) will investigate interrelated dimensions of arts teaching and learning that will inform middle school education, in particular the relationships among arts skills development, arts integrated learning and academic achievement. The project will employ elements of CAE's two AEMDD School Arts Support Initiatives (SASI), as well as pedagogical frameworks and action research methods that illuminate how arts education develops the skills necessary for students to succeed in middle school and beyond. Accordingly, the Common Core State Standards (CCSS) and newly proposed National Core Arts Standards (NCAS) are integral to the program.

SASI demonstrated that transforming arts-deficient middle schools into arts rich communities (providing arts experiences and opportunities) had positive effects on school leadership, cultural partnerships, and student performance on standardized tests (achievement). Given these findings, teacher effectiveness and student outcomes associated with arts education require closer examination (research). To this end the Arts Engage Initiative (AEI) intensively focuses on teaching and learning at the classroom level, where interactions among students, academic classroom teachers, arts specialists and teaching artists are conceived as "arts *plus* arts integration".

AEI will incorporate action research as a means of building the professional capacities of participating educators to implement and document high quality arts-integrated units of study. Student progress across disciplines, effective teaching practices and curriculum development will be discussed at regular project team meetings. School-wide professional development sessions will focus on connections among CCSS, NCAS and other pedagogical frameworks, thus

developing the deep collaborations envisioned by The President’s Council on Arts and Humanities^{xv}.

AEI Project Design Goals

The goals of the Arts Engage Initiative are to implement a sustainable and replicable standards-based, model school arts program that addresses gaps in the system and effectively improves educator practice and prepares middle school students for continued success. Research studies and related literature that inform the design of this initiative are included in the appendix. Conceptual frameworks, as described in the table below, were selected to deepen understanding in and across project dimensions.

Framework	Project Dimensions	Emphasis
Cranton’s Educator Roles ^{xvi}	Educators	Expert teaching practices
Studio Thinking ^{xvii}	Students	Habits of mind
Depth of Knowledge ^{xviii}	Students	Levels of cognition
Arts <i>Plus</i> Arts Integration Frameworks ^{xix}	Educators	Indicators of arts-integrated learning
The National Core Arts Standards Framework Matrix ^{xx}	Educators	Standards for Arts Learning
The Common Core Standards: ELA and Math, grades 6-8	Students	Middle school standards for ELA and Math
School Arts Support Initiative (SASI)	School Community	Models for creating Arts rich schools
NYC Blueprint for the Arts	Educators	Standards for Arts Learning

Table 3. Frameworks employed in CAE’s Arts Engage Initiative (AEI)

AEI Project Design Objectives:

Educator Objectives: To develop teachers and teaching artists who can effectively integrate standards-based arts learning across disciplines. To deepen collaboration among teaching artists, arts specialists and classroom teachers. To develop teaching methods and

curricula that address higher order thinking associated with CCSS and NCAS. To develop reflective practitioners who are adept at documenting, interpreting and assessing arts learning across disciplines.

Student Learning Objectives: To develop students' capacities to imagine, investigate, construct and reflect across academic and artistic disciplines. To develop student communication, creativity, critical thinking and meta-cognitive skills. To develop student social-emotional factors (e.g., collaboration, leadership, respect for others, resilience, self-assessment, self-efficacy, focus). To improve student performance in artistic and academic disciplines.

School Community Objectives: To improve indicators of positive school environment and culture (e.g., conflict resolution, social inclusion, equity) through the creation of a sustainable arts-rich curriculum that is actively supported by the principal, teachers, and parents from the community. To develop school leaders who, informed by project research, can effectively articulate the value of a standards-based, arts rich school environment. To increase parent involvement through regular arts-based events (e.g., performances, exhibits of student work, and family workshops).

Inter-related Research Objectives: To conduct research on the impact of arts opportunities and experiences on academic achievement. To test for causal links among multivariate factors among teacher professional development and student arts and academic learning outcomes. (See Evaluation Plan.)

Organizational Objectives: To advance CAE's mission. To provide education stakeholders and decision makers with validated research demonstrating the significant benefits for students, educators and schools when the arts are fully integrated into a school community. To develop CAE staff capacities to design A+AI programs that are informed by action research.

Project Design Outcomes

Educator Outcomes: By the end of the grant period, non-arts classroom teachers will be able to integrate and link arts knowledge and understandings into their specific courses of study. Arts specialists and teaching artists will demonstrate their command of exemplary pedagogical practice in the arts as evidenced by both internal and external assessment procedures. All participating educators will be able to devise and implement arts and arts integrated studies that effectively address CCSS and NCAS in their classrooms.

Student Outcomes: By the end of the grant term, students will achieve statistically significant increases in performance on standardized literacy and math assessments, and demonstrate related arts learning as evidenced by portfolios, conferences and observations. Students will demonstrate knowledge, skill and understanding in at least two art forms. Students will increase their capacities to imagine, investigate, construct, collaborate and reflect across academic and artistic disciplines.

School Community Outcomes: Principals and teachers will be able to articulate the value of arts and arts integrated learning with regard to developing creativity and higher-order thinking in their students. School leaders will be able to assess the effectiveness of arts teachers, teaching artists and arts integrated classrooms. The look and feel of the school will change as student performances, exhibitions and celebrations become a regular part of the school calendar. Overall attendance will increase, suspensions and behavioral disruptions will decrease, and parent participation will grow. Parents will be more involved in the school. School leaders will assume more responsibility for developing sustainable arts programs.

Inter-related Research Outcomes: Researchers will examine the relationships among teacher professional development, school community outcomes and system gaps. (See Evaluation Plan)

Organizational Outcomes: CAE will have quantified results to inform and influence education stakeholders, decision makers and the field at large. Staff members will have increased and essential knowledge that will directly inform CAE's work in schools. AEI will be a replicable model for urban middle schools nationwide.

Project Design Narrative

PCAH recognizes the value of teaching artists working collaboratively with art specialists and classroom teachers to maximize students' in-depth engagement with the arts^{xvi}.

President's Committee on the Arts and the Humanities

The Arts Engage Initiative will chronicle the artistic and academic progress of a cohort of sixth grade students as they progress through sixth, seventh and eighth grades, ensuring valid and reliable research results. With equal emphasis on arts and academic learning, AEI will foster creativity, communication, collaboration, and critical thinking. Informed by CAE's commitment to equity arts education, the Arts Engage Initiative will serve the participating whole school community and inform the education field at large.

In each year of implementation, two master teaching artists (representing two art forms) will be placed at each school site. The master teaching artists will work in close partnership with academic content teachers and arts specialists to encourage, inform and extend the use of high quality arts instruction in academic classes and to strengthen the place of the arts as a core subject. Students will develop capacities for invention, problem solving and critical reflection while acquiring art-making skills in the disciplines of visual and media arts, music, dance, theatre. Initial choice of art disciplines to be studied will be made in collaboration with school leaders after assessing the school's arts resources. New art forms will be introduced as the program evolves, and program adjustments made based on action research methods, regular planning meetings and professional development sessions.

Because effective teaching practice is key to the success of this project, AEI will include

sequential professional development sessions in the form of network meetings, institutes and peer exchanges. These sessions will address project frameworks (Table 3 above), unit and lesson planning, portfolio documentation and conferencing, blogging and other technological tools.

In the second and third implementation years, professional performances aligned with units of study will be presented at each school. Selected performers will include current CAE partners listed in the management section (e.g., Jazz at Lincoln Center, Manhattan Brass, Ballet Hispanico) and others. Cultural experiences at New York City museums and performance venues will also be fully integrated into the program, providing new arts experiences for all students.

A student blog will be launched in each school, building students' literacy, language and technology skills (**Priority 4**). Teachers and teaching artists will be prepared to develop, moderate, and evaluate students' blog entries. This interaction through online technology will enable teachers to respond directly to student interests and concerns, creating an on-going dialogue among and between students and educators. Student engagement with the platform will serve as a formative assessment and record of student progress over the course of the project.

AEI schools will be invited to participate in CAE Parent Engagement workshops, strengthening the community by empowering parents to be active in their child's education through the arts. Project teams will plan and design these workshops (3-6 annually). Workshops may provide opportunities for parent-student art-making, the creation of an arts committee and field trips to cultural institutions. Workshops will also educate parents about the benefits of the arts in schools and laws mandating arts education for NYC middle school students.

In summary, the Arts Engage Initiative will use multi-variant measures to examine the impact of arts *plus* arts integration units of study on middle school students' performance across arts and academic disciplines. Collaborations among classroom teachers, arts specialists and

teaching artists will be supported by sequential professional development and coaching. The result will be a replicable and sustainable model for middle school education that ensures the optimal integration of arts and academic teaching and learning.

Project Design Elements

Building on the core project components listed in the management plan and further supported by key elements of SASI, CAE's current pilot study of arts and language literacy development in two public elementary schools (funded by the Target Foundation), and the PAIR research project, Arts Engage Initiative will employ the following project elements:

- Resource and Needs Assessment: In the planning year project staff and coaches will conduct initial assessments of arts resources already housed within each school i.e., material, space and faculty with arts training;
- Creation of School AEI teams to facilitate the implementation of the program and to build support for the arts throughout the entire school;
- Professional development for AEI school principals, arts instructors, arts liaisons, classroom teachers and teaching artists including peer exchanges, network meetings, summer institutes, and on-site coaching By the conclusion of AEI classroom teachers in grades 6-8 will have developed A+AI units of study;
- Establishment and use of a common vocabulary based on the project's frameworks and NCAS and CCSS;
- School blogs that will support arts and academic literacy, language and technology skills and be used in formative assessments;
- Structural adjustments to the school day that enable the schools to allow more time for arts and arts integrated instruction;

- Teaching artist residencies devised in collaboration with classroom teachers (Grade 6 in Year 1, Grade 7 in Year 2, Grade 8 in Year 3), arts specialist and CAE’s project team;
- Parent Engagement workshops (see project detail below);
- Ongoing action research facilitated by the AEI project team.

Project Sustainability

Historically, CAE has a track record of creating sustainable school programs. In 2003, The Center for Children and Technology conducted a study of CAE's Partnerships for Arts and Education Program (1997-2003) and found that 80% of schools sustained their partnerships with cultural organizations and 62% sustained arts-infused curriculum strategies developed with CAE's support.^{xxii} CAE’s SASI 1 schools continue to provide rich arts programs. Two of the schools were able to acquire grants of \$500,000 to sustain their arts programs over five years. Each of the SASI 2 schools have hired at least one certified arts teacher using schools funds. And SASI 1 and 2 principals are regular participants and facilitators at CAE Principal Institutes, cultivation events and conference presentations.

Towards the end of the grant period, CAE will apply with each AEI school for out-of-school-time funding through the CASA program, discretionary \$20,000 grants from New York City Council members—that can be used to support afterschool art and in-school art performances. CAE has several CASA grants. This opportunity will directly enhance, expand, extend arts learning opportunities at each school.

AEI professional development sessions for classroom teachers across all grades will build capacity to sustain arts *plus* arts integrated studies. Network meetings and peer exchanges will help school leaders develop strategies for budgeting, scheduling, and assessment as well as for raising outside funding. And, as the benefits and outcomes of an arts rich environment are

experienced, school leaders and communities will be motivated to advocate for quality arts programming in their schools.

The value of the AEI project extends beyond the school environments, building capacity within CAE as project team members gain increased skills and understanding of arts *plus* arts integrated learning, as well as specific skills required for documentation and research. With program sustainability established, education stakeholders and decision makers will understand the value of arts *plus* arts integrated learning for students, educators and schools.

4. Quality of Project Personnel

The individuals responsible for AEI have local and national reputations as leaders in the field of arts in education and education research. Members of the project team have experience in creating and managing school arts partnerships, professional development programs for teachers and school leaders, and teaching artist training. They have presented at conferences, published articles on arts education, and designed and conducted nationally recognized research studies.

CAE is an equal opportunity employer. The project staff is representative of the population we serve – diverse in race, national origin, gender, sexual orientation, and age. Individual profiles and project roles and responsibilities are detailed in the Management Plan. Resumes of the team members are included in the appendix.

I. CAE Staff and Team Member Qualifications and Experience

A) *CAE Deputy Director*: Lori Sherman began her career as a dancer and dance educator. With CAE since 2008, she has designed and developed programs, budgets and proposals and has been involved with the SASI AEMDD project since its inception. She is a NYC public school parent.

B) *CAE Director of Teaching and Learning*: Dr. Jerry James is a respected program developer,

educator, researcher, arts administrator, musician and visual artist. His career encompasses 30 years of experience; he has led CAE's Teaching and Learning department since 2010.

C) *CAE Project Director*: Dr. Eva Pataki has worked in the arts and education her entire career. She was a SASI 1 AEMDD coach and is the SASI 2 AEMDD Project Director. She brings 25 years of experience as an NYC DOE teacher and arts supervisor to her role at CAE.

D) *CAE Research & Project Coordinator*: Nellie Chaban has worked as a teaching artist, children's theatre director and has taught early childhood special education in a high-need school as a NYC Teaching Fellow. She oversees CAE's pilot study on Arts & Language Literacy and Parents as Arts Partners. Chaban holds an MS. Ed. in Elementary Special Education.

E) *Director of Research and Policy*: Doug Israel co-wrote CAE's landmark research report linking arts education and graduation rates in NYC schools. He conducts ongoing research on arts education that informs elected officials and education stakeholders locally and nationally.

F) *Director of Communications*: David Billotti is a seasoned communications and marketing expert. As a NYC public school parent serving on a School Leadership Team, he contributes personal and professional experience to this project.

G) *Principal Investigator*: Dr. Lawrence Scripp is a musician, conductor, educator, author, program developer, respected national leader in arts education research and design and a researcher / adjunct lecturer with Project Zero, Harvard University GSOE. He founded the research firm Center for Music and Arts in Education and has been a principal investigator for over 12 federally funded projects. He is PI for CAE's Arts & Language Literacy project.

H) *Project Coaches*: Irving Hamilton has worked with CAE as a SASI Coach. He is a retired NYC DOE principal, assistant principal, teacher, researcher, and assessment specialist. Hollis Headrick has worked at the New York State Council on the Arts, and Carnegie Hall, among

others, and was the founding Executive Director of CAE working with school leaders and overseeing hundreds of school partnerships. Currently a consultant, he works with Arts Education Partnership and groups across the nation on arts in education and research.

J) *Teaching Artists*: CAE's teaching artist roster includes over 60 individuals who are master educators in dance, music, theatre, visual and media arts. Teaching artists selected for AEI will have master's degrees in the arts or arts education, and related primary research and professional development experience. (See appendix for sample resumes.)

External Project Partnerships

A) SASI School Principals /Arts Advocates: Ramón González, MS223 SASI 1 (White House Champion of Change); Celeste Douglas, MS57 SASI 1; John Barbella, IS 347, SASI 2

B) Arts and Cultural Groups: CAE will collaborate, on professional development, school performances, field trips and other AEI activities, with groups with whom we have long-standing partnerships such as: The Dance Education Lab of the 92nd Street Y, Jazz at Lincoln Center (JaLC), The New York Historical Society, Brooklyn Museum, Morgan Library and Museum, The New York Philharmonic, Roundabout Theatre, Goldston Mime Foundation, Manhattan Brass, Guy Davis Blues and others.

C) *Community Partners*: To disseminate finding and advance arts in education in schools CAE will work with groups such as the New York City Arts Coalition, NYC Arts in Education Roundtable, and the Alliance for Quality Education, among others.

D) *Project Advisors*: Arthur Greenberg, CAE Board Member; former NYC Supervising Superintendent for Executive and New School Development. David Shookhoff, CAE Board Member; Director of Education, Manhattan Theatre Club; Greg McCaslin, former CAE senior staff; Education Director, Roundabout Theatre Co.

II. School-Based AEI Team Personnel

Each school will form an AEI school team that will include: the Principal, a dedicated arts liaison, arts specialists and academic classroom teachers. (See management plan for roles)

5. Quality of the Management Plan

The management plan addresses internal and external roles, and the organized use of human resources to ensure execution, monitoring and control of the project. The plan includes roles and functions of key staff and partners. Timeline, milestones and benchmarks are detailed in the Evaluation Plan (Section VII. Table 5). See Appendix for organizational and management charts. This plan is based upon wisdom accrued from managing two AEMDD projects, a partnership with the NYC DOE Office of English Language Learners serving hundreds of students annually, our pilot arts and language literacy initiative designed in partnership with AEI principal investigator, and ongoing CAE school-based residences. Arts Engage Initiative will be coordinated and implemented by CAE's experienced project team.

School Selection

In the early phase of the planning year CAE will work closely with NYC DOE superintendents and network leaders on developing the school applicant pool for this project. CAE will review all applicant RFP's. Schools meeting the criteria below will then be chosen randomly from the applicant pool to participate in the Arts Engage Initiative. It is important to note that the RFP process does not preempt the need to fully vet the leadership at these schools. As we learned from CAE's previous AEMDD projects, for AEI to succeed principals must know the goals, objectives and rigors of the project; they must commit their time and that of their staff. With this understanding, the potential for successful implementation, documentation and program sustainability increases. Additional criteria for participation are aligned with the requirements of the AEMDD research and development methods:

- 1) Population: Title 1 schools where a student majority receives free/reduced price lunch
- 2) Community: Schools located in high community disadvantage neighborhoods
- 3) Grade level deficits: A majority of students are not meeting proficiency on State English Language Arts and math tests
- 4) Leadership: Principals commit to the project
- 5) Arts: Each school must have at least one certified arts teacher currently on staff
- 6) Addressing **Priority 3**: Schools that are persistently low achieving will be encouraged to apply to participate (this will include Tier 1 and 2 schools and schools on New York's SURR list - schools under registration review for closure or turnaround)
- 7) Control Schools: The ability to identify schools to participate as comparison sites

Arts Engage Initiative Personnel: Roles and Functions

CAE Contributing Staff

A) Director of Research and Policy: Doug Israel will work with the Principal Investigator and project team to identify methods for the dissemination and reporting of research results and will actively collaborate on the final report (15% years 3-4, funded with foundation grants)

B) Director of Communications: David Billotti, will work with the project team staff to develop and produce appropriate copy, and methods and means for dissemination of program findings.

(5% years 1-2, 10-15% years 3-4, funded with foundation grants)

C) NCheng: CAE's financial consultants who will help manage budget processes, draw downs and financial reports (no cost to project)

CAE Arts Engage Initiative Project Team:

A) Deputy Director, Lori Sherman will work with the team on design development and will contribute to oversight, presentations, meetings, fundraising, and budgeting. (5-15% annually))

B) Director of Teaching and Learning: Dr. Jerry James, oversees the project, including design, staffing, implementation, and evaluation and is responsible for ensuring that teaching practices, student outcomes and research methods are disseminated to the education community via publications, conference presentations and the media. (25% yr 1, 15% yrs 2-4, 10% yr 5)

C) Project Director: Dr. Eva Pataki oversees AEMDD budget and collaborations among program staff, schools, teaching artists, principal investigator, and researcher team. Pataki works in close partnership with the project team to: select schools, place teaching artists, design professional development and other project events, prepare USDOE reports and represent the project at USDOE meetings and conferences, with select project staff, according to the project timeline. (2-3 days per week)

D) Principal Investigator: Dr. Lawrence Scripp and his research staff (i.e., external evaluator, documenters) will devise and implement the evaluation plan, and work closely with project team members on program implementation, documentation, and dissemination throughout the course of the grant period. Dr. Scripp will supervise all aspects of research design, data collection processes, security, coding, analysis and reports; and communications on NYC DOE IRB, He will collaborate on interim and final reports, site visits, planning for all PD, and be a leading voice in dissemination. (Two-four days per month on-site, additional time as needed)

E) Project/Research Coordinator: works with Project Director to coordinate program implementation, budget processes, TA placement and PD workshops; and with the Principal Investigator to ensure reliable and valid data collection, participate in on-site evaluations and development and training associated with data collection tools; liaise with the school arts teams. (3 days per week yr 1, 4 days per week yr 2-4, 2-3 days Yr 5)

F) Project Coaches: Irving Hamilton and Hollis Headrick, with the CAE project team, will support the principal and the school arts team to set goals and implement program elements, will observe and document, help manage challenges and be an advocate for the program. Coaches contribute to the planning of and attend all network and PD sessions. Each coach will be on site at their schools at least twice per month and attend regular coach and school team meetings. They have a lead responsibility in helping arts and classroom teachers apply lessons learned from PD workshops into classroom practice. (7-10 days per month)

G) Teaching Artists: Integral to the project, CAE teaching artists are members of the CAE project team and the school educator team, assuming the role of in-residence adjunct instructors in partnership with core academic teachers and certified arts teachers. (TA's participate in PD's and will lead residencies/units – 1-2.5 days per week, 24-30 weeks per year in years 2-4)

Project Team Consultants and Arts and Community Partners

A) Professional Development Consultants: SASI principals will provide an experienced voice with regard to managing and balancing the program with other administrative and instructional responsibilities, available as “sounding boards” and offering peer to peer support and attending select Network meetings and hosting site visits to their schools. (no project cost)

B) Project Advisors will confer as needed with AEI lead staff, be available to visit schools and to lead and/or participate in PD workshops, at no cost to the project.

C) Arts Organizations: Each school will have access to community-based arts organizations and will participate in professional development workshops that include CAE arts partners which are listed above in project personnel. CAE will also support existing school arts partnerships.

D) Community Partners: CAE will work with advocacy and education groups such as the

Coalition for Educational Justice, the Immigrant Coalition, and the Alliance for Quality Education to disseminate findings. (No cost to project)

Arts Engage Initiative School Educator Team

A) *School Principals*: Each school's principal will be involved in and oversee the project's activities within his or her school. Principals will designate an Arts Liaison to coordinate with CAE project staff. Principals will represent their school at network meetings gaining skills in budgeting and scheduling for the arts, and arts assessments and will meet with and approve the teaching artists working at their school. They will meet/communicate with their coaches regularly and support ongoing communication between CAE project teams and school arts team.

B) *School Arts Liaison*: As designated by principals, the Liaisons will be the primary contact to the CAE project team, will coordinate school-based activities (e.g., arts residencies, PD sessions, observations), and will document project work.

C) *Academic Classroom Teachers and Arts Specialists*: Vital members of the project team; these teachers will actively participate in PD throughout the grant period, co-planning amongst themselves and with the teaching artists, to deliver arts plus and arts integrated units of study aligned with CCSS and NCAS.

D) *Master Teaching artists* as noted above participate fully on both teams.

(See supporting documentation to the management plan in the appendix.)

AEI Program Components

The listing below provides an overview of AEI core elements, with additional detail on how project personnel work together to achieve project goals and objectives in the Evaluation Plan (Table 5). Based on experience, we are confident in the time commitments, scheduling and budgeting projected, and also know that refinements will be made as AEI progresses,

DOE/Project personnel change, challenges arise, additional funds are raised, and initial outcomes suggest program adjustments.

Core AEI activities and components include: Professional Development (Network Meetings, Institutes, Inter-visitations and Coaching); Teaching Artist Units; and Documentation, Assessment and Evaluation; Dissemination. (See more detail in Project Design/Evaluation)

- Network Meetings: Bringing *school leaders* together, these meetings serve as professional development and peer exchange sessions. Mornings may review project goals and frameworks, alignment of CCSS with the proposed NCAS, budgeting and scheduling for the arts, arts assessment, etc. Afternoons provide time for sharing challenges and successes, reporting outcomes and impacts, and building the Arts Engage community. Two to three times annually; held at schools, CAE or cultural institutions.
- Institutes: Provide targeted PD for *school and project team members*. All schools jointly participate in the workshops; topics will include: project frameworks, CCSS and NCAS alignments, unit and lesson planning, learning transfer, portfolio documentation, blogging, etc. Held once in year 1 and twice annually in years 2-4, Principals are encouraged to attend.
- Inter-visitations: *Principals* will visit AEI and SASI schools to view programs in action.
- Coaching: *Coaches meet with school arts teams* regularly, attend all professional development and network meetings and participate in monthly team meetings. Coaches stay connected via regular email communications and phone check-ins.
- Teaching Artist (TA) Units: In each of the three implementation years, *teaching artists* (two in each school) will provide 12 to 15 week semester long units of study at each school. Art forms will vary pending the needs assessment, current school resources, and

the art form currently taught in the school. Each TA will co-plan and closely partner with a classroom teacher and the certified arts teacher. In the first implementation year, TA's will partner with sixth grade classroom teachers. In the second year, they will partner with the seventh grade classroom teachers and in year three with eighth grade teachers.

- Evaluation/Documentation/Data Collection: *Principal Investigator* will codify assessment, observation and documentation tools and protocols. File for new IRB. Lead professional development training for AEI project team members. In the implementation years data will be collected via observation, surveys, interviews, student portfolios and portfolio conferences, video-taping as well as test results, attendance, suspensions and other relevant school data collection. Data collection will be used to monitor progress at each phase of implementation and inform programmatic changes as necessary. Control schools will be identified in Year 1. (See detail in the evaluation design)
- Dissemination: Through long standing partnerships and relationships with the *NYC DOE*, *NYSUT*, *United Federation of Teachers*, *American Federation of Teachers*, *Council of Supervisors and Administrators*, *local and regional press and elected officials* and via CAE's well trafficked website, Facebook, twitter, and local and national conferences, the findings, tools and strategies of Arts Engage will be shared throughout the project period with a major report in the year following the completion of data / document collection.

(For more detail see Dissemination section in Project Significance)

The program design, management and evaluation plan include program controls, over-site and feedback mechanisms that ensures the project unfolds on-time and on-budget.

6. Quality of the Evaluation Plan

The most important indication of excellence in arts education is the quality of students' learning experiences, not the quality of the artworks they produce - this points to the importance of creating ways to gather evidence of student learning over time (e.g. through portfolios and/or reflections, photographs, videos, recording) and to review the evidence regularly with students ... with other teachers, and wider groups of educators, as well as with parents. –Seidel et al. ^{xxiii}

Evaluation Plan Overview

The AEI research and evaluation plan is designed by the Principal Investigator, Lawrence Scripp, in consultation with the proposal planning team. Dr. Scripp has a distinguished career in arts education as a program developer, researcher and consultant and has enjoyed success serving as a PI for over a dozen federal and private foundation funded research projects (**Priority 2**) and has published numerous articles (See resume/ CV in the appendix.) and began to work with the CAE as a research consultant for its Target Arts Learning and Literacy study, as a precursor to the formulation of AEI. The design and implementation will track the project from start to finish and responds to essential questions guiding the AEMDD initiative. These questions are organized according to the project focus on data collection in five areas:

- Educator Professional Training Outcomes: What happens when the initiators of a previously successful approach to arts integration in middle school reform intensify the focus on ‘arts *plus* arts integration’ interventions? What changes in professional training are needed to guide ‘educator teams’ of classroom teachers, arts specialists and teaching artists in their quest to focus equally on skills in four art forms (theater, visual and media arts, music, and dance) *and* the integration of arts learning with math and English language arts,
- Student Learning Outcomes: To what extent will individual student performance scores reveal growth in arts literacy skills and arts integration performance assessments in the

treatment schools? What are differences in standardized assessments when comparing student performance and attitude surveys between AEI treatment and control schools?

- Whole School Community Outcomes: What happens to underperforming students, their teachers, parents, and other supporting individuals concerned with students' growth and development, when a school that is under-served in the arts moves through a four year process of transformation to become an arts *plus* arts integration rich learning environment? To what extent will measures of student social and intrapersonal skills coincide with changes in school culture due to the expanded presence of arts *plus* arts integration teaching and learning?
- Inter-Related Research Outcomes: To what extent will educator professional training outcomes influence student arts, academic or social-emotional development? To what extent will performance on multiple arts literacy and arts integration portfolio conference assessments predict academic achievement scores or social-emotional assessments? To what extent will all program factors coincide with school community factors such as rates of attendance, participation in external arts and cultural opportunities, parent engagement, student social inclusion?
- Institutional Transformation: What happens to an arts advocacy and service organization such as the CAE when it assumes new responsibilities for expanded research-based program development in an urban school district?

These questions stimulated the development of a research design that includes the following actions and activities:

- Document and address all facets of the schools' implementation of AEI (structural changes,

changes in curriculum, instruction, professional development, assessment, planning and decision making);

- Examine the relationships between and among the individual schools and CAE;
- Determine whether AEI has resulted in changes in school organization and climate as well as teachers' instructional practices in core academic subjects; examine teacher application of AEI PD and curriculum development support (school-based / cross-site) in their practice;
- Measure the impact of AEI on student learning processes as well as performance in four arts literacy assessments using the template adapted from *Studio Thinking and other sources*
- Measure the impact of AEI on student performance in the annual NYS English Language Arts and math Tests and performance assessments aligned with Common Core Standards
- Track parent involvement via their attendance at school meetings, special events, participation in parent conferences with teachers, student performances and exhibitions, etc.

I. Types of Data to be Collected

Rationale: In order to assess the impact of arts instruction and arts integration within AEI schools, it is necessary to ascertain that quality arts learning units of study are designed and implemented by collaborating educator teams of teaching artists, arts specialists and classroom teachers with guidance from AEI project team members.

Data Sampling: Nine students will be selected randomly from twelve to sixteen matched comparison 6th grade classrooms at each control and treatment school at the beginning of the project and followed intensively throughout all three years of project implementation. The grade 6-8 longitudinal cohorts will be the central focus of the project. The other grade levels (Year 1 grades 7-8; Year 2 grades 6, 8; Year 3 grades 6-7) will be subjected to far less intensive data collection [see data collection schedule] but will receive project design elements.

Design: The evaluation will use a quasi-experimental design to respond to and evaluate the actions noted above and in the Quality of Design section. To insure equivalence, each AEI school is matched to a control school having similar characteristics: status of arts education, community and student demographics, faculty and administrator profiles and student test scores.

A post-test only design will be used to evaluate student achievement in academic areas. By collecting student outcome and teacher performance data for AEI and comparison schools, the evaluation will reveal whether AEI students outperform their peers in comparable schools and will provide a deeper understanding of possible links between teacher behavior and student performance. It will ascertain whether the introduction of arts classes and arts integration alters classroom practice—and how that affects student outcomes.

II. Data-Driven Program Development – Periodic Feedback

Regular feedback of preliminary findings is a key aspect of the evaluation process. The principal investigator will share findings at a minimum of two times annually. Additionally, at network and individual coaches meetings, evaluative results will have dedicated time for discussion. Teachers' reactions to school-based PD will be documented and considered to provide formative evaluation to better meet the needs of the participants. Routinely sharing data on the implementation process with the project team will afford the opportunity to assess and subsequently re-organize critical aspects of the model.

III. Data Collection Strategies

Specific data will be collected in response to questions directly related to achieving program goals, objectives and outcomes, as well as each of the grant priorities. The instruments used for arts learning outcomes in four disciplines will be adapted or created by the principal investigator and his colleagues and informed by the current work on assessments by the NYC DOE Office of

Arts and Special Projects. Academic performance data collection includes NYS ELA and math standardized tests, school attendance and report card grades, as appropriate. Arts *plus* arts integration portfolio conference protocols previously developed by the Principal Investigator for the PAIR project in Chicago Public Schools, will provide measures of student and teacher understanding of the processes and concepts shared among arts and academic disciplines. Additional data will be culled through surveys and structured interviews of teachers, teaching artists, administrators of schools and participating arts organizations, students and parents, as well as through observations of team meetings and classroom activities.

Dr. Scripp will supervise the collection of all qualitative data regarding the program inputs and outcomes and the quality therein. Scripp and his colleagues at the CMIE will manage all data sources and analyze quantitative data and formulate interim and final reports.

IV. Evaluation Questions

These questions are derived from the goals and objectives listed the logic model (appendix).

Question 1: Educator PD outcomes	How have those teaching the arts and those teachers who team with arts instructors modified their practice in order to design and implement ‘arts <i>plus</i> arts integration’ units of study aimed at impacting students' cognitive, aesthetic, and social growth and development?
Researchers will determine whether teacher practices have changed via:	Structured observations, surveys and interviews of arts teachers in AEI schools before, during, and after AEI professional training to determine how and to what extent they are incorporating these and other approaches introduced in the school-specific and CAE PD sessions into their practice.
Question 2A: Student arts learning outcomes	What are indicators that AEI units have impacted student learning in four areas of arts literacies (theater, visual arts, music, dance)?
Researchers will determine whether student arts learning has improved via:	AEI Arts Literacy assessments that reveal the process and results of student learning in the arts based on rubrics developed in collaboration with arts specialists and teaching artists in consultation with the researchers at the outset of the project. Rubrics will be aligned with the project frameworks , CCSS and the proposed NCAS.

Question 2B student academic learning outcomes	What are indicators that AEI units have impacted student learning in four academic literacies?
Researchers will determine whether student academic learning has improved via:	Control-Treatment comparisons of standardized tests results throughout the three years of project implementation. These comparisons will also be analyzed for differences among student cohorts confidentially designated at High, Average, and Low academic achievers according to baseline academic achievement ratings

Question 2C student arts integration learning outcomes	What are indicators that AEI units have impacted student performance on arts integration assessments?
Researchers will determine whether student arts integration learning has improved via:	Treatment school portfolio conference performance assessment that rate each student ability to articulate learning processes and content knowledge shared across multiple arts and academic subject areas

Question 3 School Community Outcomes	How have the arts served as a catalyst for school improvement?
Researchers will determine multiple Evaluation Methods/ Activities:	Structured interviews with AEI principals to determine the pacing and extent of program implementation and identify challenges and unanticipated issues in the planning and implementation process.
	Review of the CAE PD sessions to clarify priorities for teacher training and identify key educator behaviors; including site-specific portions of structured teacher observation protocols. Educator feedback on AEI on-site and cross-site PD in which they have participated. Review of PD outcomes specific to instruction in each of the arts and academic disciplines.
	Structured interviews with coaches to gauge the success of implementation efforts in each school and identify challenges and unanticipated issues to the implementation process.
	Open-ended observations of cross-site meetings to obtain first-hand information about the work of each school's principal and AEI team, to gain an understanding of AEI schools' common problems and document the development of a professional exchange network among the six schools.
	Review of each school's planning and arts programming to determine progress in offering rigorous and sequential arts instruction and/or arts integration.
	Teacher and Student Surveys focused on rating social and personal indicators of positive school culture

Question 4: Inter-related Research Outcomes	What impact does the inculcation of AEI arts <i>plus</i> arts integration professional learning outcomes have on student performance in the arts and achievement in reading and math?
Researchers will determine whether student arts integration learning has improved via:	Performing correlation and regression factor analysis techniques to measure the strength, pattern, and statistical significance of relations that may exist between multiple teacher PD, survey, interview, and portfolio conference outcome variables, multiple student test, performance assessment, survey and interview ratings

Question 5: Institutional Change Outcomes	What are the indicators of institutional transformation when a leading arts organization dedicates itself to developing and disseminating research-based arts programming?
Researchers will determine whether student arts integration learning has improved via:	Structured interviews with administrators, coaches, teaching artists and staff to gauge the impact of project efforts on the institution’s mission, policies and practices

V. Data Analysis Methods (Priority 2)

Open-ended observation and structured interview data:	Will be analyzed via the constant comparison method. Themes will be identified and the data is categorized and coded according to these themes.
All Surveys	Will be analyzed on-line using the Survey Monkey program and implemented in control and treatment schools.
Structured Observations:	Will be coded into their pre-formulated categories and results tabulated.
Arts Learning Performance Assessments:	Arts literacy performance assessment in control and treatment schools will be video recorded, transcribed and analyzed by experienced researchers. The analysis of arts <i>plus</i> arts integration performance assessments will be criterion-referenced for the experimental populations only. Average scores will be computed for each discipline and interpreted relative to attainment of the objectives.
Scores on Aspects of NY State ELA and Math Tests:	Treatments in each experimental school may differ. Therefore, analysis of variance (ANOVA) will be used to compare each school with its control school and with all others. Statistical significance will be sought at the .05 level. Statistically significant differences among the treatment schools can attest to the effectiveness of program as a whole and/or in each school.
Portfolio Conference Assessments	A protocol previously developed for Chicago Public School AEMDD projects will be adapted to the AEI project. Data will be coded via transcript and analyzed by teams trained in video analysis by the Principal Investigator

Quantitative analysis of standardized test results

Dr. Scripp has designed the following procedures to determine the statistical significance of the AEI model:

- 1) The instruments that will be used to measure student achievement will be the NYS standardized assessments in ELA and mathematics. The data will consist of scaled scores and performance levels. Student performance in the arts will be measured through the use of rubrics developed by the arts teachers and teaching artists in consultation with the evaluators. An arts performance assessment, including determination of validity and reliability, data collection, scoring, and data analysis will also be developed.
- 2) The participants in the quantitative evaluation will be students randomly selected from AEI middle schools and students in control schools that will be matched to each of the AEI schools. (As the project seeks to provide equitable access and opportunity to all students in the AEI schools, random matching will not be employed). Selection procedures will ensure that the control schools will be as similar as possible to each AEI school as noted above. Comparison schools will be identified by CAE Project team members with input from NYC DOE personnel.
- 3) Quantitative data will be collected annually for the AEI and control group students when the state exam scores are released (anticipated October release). All data will be collected and secured for all students who participate in the project. Participation will be operationally defined as enrollment in a class, either an arts class or an academic subject, with a teacher who has participated in program professional development and/or is using program designed units of study. This definition may be adjusted pending consultation with the project team and the Principal Investigator. In the control schools, data will be collected for all students who take the state tests. In addition to test data, the data file will contain student demographics, including

gender, race/ethnicity, and free-lunch, ELL and special education status, and attendance. The demographic variables will be used as covariates for statistical control and moderator variables for the exploration of interaction effects.

4) The evaluation design will be quasi-experimental and employ both cross-sectional and longitudinal analytic perspectives. In the cross-sectional analyses, the scores of program participants will be compared to those of students in each matched control school using inferential tests of the statistical significance of differences between means. For each school pair, statistical comparisons will be disaggregated by grade level. Statistical comparisons will be conducted on data from the pre-program-implementation year, to assess baseline comparability of treatment and control school student achievement scores. In the longitudinal perspective, the analysis will employ multiple regression to compare the year-to-year gains in achievement test scores of cohorts of students in AEI and control schools. Student demographics will be coded into the analyses in order to control for their contaminating influence on the treatment effect and to explore their interactions with the treatment in the effect on student achievement test scores. These analyses will assess the cumulative effects of the program on student achievement over the multi-year duration of the program. The analyses of arts-performance data will be discussed with project staff and the research and evaluation team.

5) In order to assess the effects of the level and quality of program implementation on AEI's impact on student achievement, it is recommended that the evaluation attempt to link analytically the quantitative and qualitative data. The evaluators will discuss the possibility of converting qualitative data on program implementation into quantitative measures that could be coded into the statistical analyses of program effects and offer recommendations to project officials.

VI. Reporting of Results

Reporting will consist of annual written and oral reports, and PowerPoint presentations to CAE and principals, and a final report in year 4. The Qualitative and Quantitative sections of the reports will be followed by a section that synthesizes the findings from both approaches and includes recommendations for subsequent years. In addition the reports will include evaluation recommendations regarding ongoing quality control and optimal conditions for dissemination to future networks of schools.

AEI school teams will review finding on an ongoing basis, and data will be shared with other school personnel as appropriate. Information will be used to make mid-course corrections as needed, and will support the process of change and implementation. Final network meetings will require each school to share and report on activities, challenges and successes.

Aligned with the requirements of the AEMDD grant, reports will be filed each May with November updates (allowing for test results to be analyzed). Reports for CAE and schools will also be prepared at the end of each academic year.

Program evaluation and supplementary reports (videos / power points of school results) will be shared on-line and at conferences as noted in the dissemination plan within the boundaries of protecting privacy regulations and good sense. CAE will also share progress with their partners including the NYC DOE, UFT, CSA and New York City Council, and others as noted in the dissemination plan, all of whom share an interest in programs that can effectively improve school and student outcomes.

VII. Evaluation - Management Plan: Tasks, Benchmarks, Milestones, Leadership

(a) Table 5 below aligns the project evaluation and program objectives, to be achieved on time and within budget, including clearly defined responsibilities, timelines & benchmarks.

Major Tasks	Years				Benchmarks and Milestones for Accomplishing Tasks	Leadership Responsibilities
	1	2	3	4		
Program Component 1. Program Development Rubrics, Tools and Resources (Priority 1)						
<i>Quality Control Rubrics</i> for Ongoing professional training to support AEI classroom teachers, teaching artists, and arts specialists	X	X	X	X	Annual evidence of high quality arts/arts integration-based teaching practices, incorporating action research-based documentation & assessments. By year 4, 90% of educators will be rated as advanced practitioners.	CAE Project Team (Director T&L, Project Director and Coordinator, Principal Investigator, Coaches)
<i>Grade-level benchmarks</i> for arts integration-based learning from Pilot Phase 2 and Refined in Implementation Year 1	X	X			Arts integration-based learning benchmarks reflect CCSS in the language arts, math, and multiple arts literacy benchmarks in classrooms. By year 2 all benchmarks will be completed and assigned as criteria for high quality arts <i>plus</i> arts integration practices.	CAE Project Team
AEI Curriculum and Embedded Assessment Unit <i>Exemplars</i>	X	X			Evidence of high-quality integrated curriculum units, with criteria for performance tasks & rubrics. By year 2 all arts plus arts integrated units of study will include field-tested embedded learning documentation components	CAE Project Team, School Educator Teams
Adaptation, Development, and Refinement of <i>Arts Integration Assessment Instruments</i>	X	X			By year 2, 90% of artists and staff are trained to administer multiple measures assessing domains inside/outside of arts integration learning processes.	CAE Project Team, School Educator Teams
Adaptation, Development,	X	X			By year 2 all teaching artists and	CAE Project Team,

and Refinement of <i>Arts Literacy Skills Tests</i> (Music, Visual and media Arts, Theater, Dance)					research team members are trained to administer arts assessment tasks	School Educator Teams
<i>AEI Portfolio Development Quality Rubrics</i>	X	X	X	X	By year 2 ongoing protocols and criteria for student digital portfolios in the context of arts integration learning processes have been established. (Priority 4)	Principle Investigator, (and researchers: Digital Portfolio Staff Specialist, Documentation Coordinator
<i>Internal Quality Indicators</i>	X	X			By year 2 codification of instruments and creation of sequential benchmarks for program quality.	Principle Investigator, CAE project team
<i>Assessment Plan Approval Benchmarks</i>	X	X			By year 1 and assessment tools are developed and presented for review by an Internal Review Board (IRB). By year 2 tool refinements are resubmitted to IRB for approval.	Principle Investigator
Major Tasks	Years				Benchmarks and Milestones for Accomplishing Tasks	Leadership Responsibilities
	1	2	3	4		
Program Component 2. Professional Development Program Events (Priority 1)						
Team Quality Control Rubrics for Developing leadership and expertise within AEI Educator Teams at Treatment Schools	X	X	X	X	By year 2 assessments will show significant increases in disposition toward high-quality arts plus arts integrated teaching practices for school leaders	CAE Project Team
<i>Summer Institute Professional Development Rubrics</i>	X	X	X	X	At every phase of the project survey data will be examined for evidence of increasingly effective professional development outcomes in arts	CAE Project Team

					integration-based instruction, teaching for transfer, action research, and student work documentation	
<i>Grade-level Professional Development Rubrics</i> for teachers at school sites		X	X	X	During the three implementation years, survey data will be examined for evidence of increasingly effective peer-professional development outcomes in arts integration-based instruction; teaching for transfer, action research, and student work documentation	CAE Project Team
<i>Differentiated Professional Development Rubrics</i> for all educator team members		X	X	X	During the three implementation years, survey and expert observation data will be examined for evidence of high-quality integrated curriculum units and teaching practices in different subject areas	CAE Project Team
<i>Reflection Sheets for Network</i> meetings with CAE consultants and arts and community groups (2-3/year)	X	X	X	X	During all four years, project team members will document and evaluate school leaders (and school team members) as they share best practices and preliminary findings.	CAE Project Team
<i>Reflection Sheets Curriculum planning sessions</i>	X	X	X	X	In all phases of the project, teams will meet regularly to design and review arts <i>plus</i> arts integration units of study, and reflect on the quality of student portfolio work.	CAE Project Team, Classroom teachers, Arts Specialists, Teaching artists

Major Tasks	Years				Benchmarks and Milestones for Accomplishing Tasks	Leadership Responsibilities
	1	2	3	4		
Program Component 3. Student Learning Data Collection						
<i>Baseline (from previous year) and First Implementation Year-End</i> Longitudinal data collection focused on grades 6		X			Grade 6 large sample/high intensity. Other grades: small sample/low intensity large sample=9 students/class small sample=6 students/class	AEI Research Coordinator; Coaches, Documenters
<i>Second Implementation Year-End</i> Longitudinal data collection focused intensively on grade 7			X		Grades 7: large sample/high intensity. Other grades: small sample/ low intensity (60% of students will be expected to show significant increases in Grade Level Benchmark ratings compared to the previous year)	AEI Research Coordinator; Coaches, Documenters
<i>Third Implementation Year-End</i> Longitudinal data collection focused intensively on grade 8				X	Grade 8: large sample/high intensity. Other grades: small sample/ low intensity (60% of students will be expected show significant increases in Grade Level Benchmark ratings compared to the previous year)	AEI Research Coordinator; Coaches, Documenters
Arts Literacy Theater, Dance, Music, Visual and Media Arts Skills Test (mirroring the sequence of the academic skill tests) (Priority 1 & 3)		X	X	X	Administered to only the students designated in large sample longitudinal groups (80% of students will be expected show statistically significant increases from each previous year)	AEI Research Coordinator; Coaches, Documenters

Collect teacher/ student survey & student data from control schools		X	X	X	Administered to all students (grades 6-8)	AEI school and CAE Project Team members
Program Component 4. Educator Action Research and School Documentation & Assessment Process Rubrics (Priority 1)						
<i>First Implementation Year-End Program Quality</i> <i>Rubrics for A+AI teaching artist units of study in two arts disciplines</i>		X			6 th grade classes engage in arts <i>plus</i> arts integrated studies which may be accompanied by professional performances, field trips, and culminating events	Master teaching artists, Classroom teachers, Arts Specialists, Arts Liaison, Coaches
<i>Second Implementation Year-End Program Quality</i> <i>Rubrics for A+AI teaching artist units of study in two arts disciplines</i>			X		7 th grade classes engage in arts <i>plus</i> arts integrated studies which may accompanied by professional performances, field trips, and culminating events	Master teaching artists, Classroom teachers, Arts Specialists, Arts Liaison, Coaches
<i>Third Implementation Year-End Program Quality</i> <i>Rubrics for A+AI teaching artist units of study in two arts disciplines</i>				X	8 th grade classes engage in arts <i>plus</i> arts integrated studies which may accompanied by professional performances, field trips, and culminating events	Master teaching artists, Classroom teachers, Arts Specialists, Arts Liaison, Coaches
<i>Rubrics for End of Year Culminating Event</i> student performances and exhibitions		X	X	X	Participating students share work with parents, peers and school community	Master teaching artists, School arts teams, Parents
Launch and maintain blog project (Priority 4)		X	X	X	Beginning in the first implementation year, classroom teachers, arts specialists, and teaching artists develop online platform for engaging students during the course of the project	Master teaching artists, Classroom teachers, Arts specialists, Arts Liaisons, project coordinator
Student digital portfolio system (Priority 4)		X	X	X	Beginning in year 2 documentation and assessment of students ability to discuss and	Master teaching artists, Classroom teachers, Arts specialists

					reflect on evidence of their learning across arts disciplines, moderated by educators	
<i>Rubrics for monitoring collaborative action-research based program implementation methods</i> Grade 6-8 Educator Teams		X	X	X	AEI teachers maintain records and analyses of benchmarked goals that are assessed for quality of program implementation and discussed in team review sessions.	AEI Research Coordinator; Documenters
Whole-school exhibition of student/teacher/artist work (Priority 3)		X	X	X	Annual exhibition assessed for evidence of the quality of arts and arts integration-based arts teaching & learning	AEI Research Coordinator; Documenters, arts liaison
Workshops for parents (Priority 3)		X	X	X	Annual workshops will be designed and assessed for quality implementation, parent attendance and engagement and their effectiveness to address school needs and goals	Master teaching artists, CAE project team, select school arts team
External evaluation presentation of findings to project schools (Priority 3)	X	X	X	X	Timely program modifications are made based on findings	Principal Investigator, CMIE consultant, CAE project team
Electronic and Paper Publications (print and online) documenting the impact of the project (Priority 4)		X	X	X	Annual conferences and papers to disseminate early findings. In post implementation year, an AEI website will be created to provide access to reports , exemplary practices, and research findings (for internal and external dissemination).	CAE project team, AEI Teachers, Students, Documenters,

Table 5: AEI Program Research and Evaluation Management Plan Flow Chart

Conclusion

If we do not restore and in fact strengthen a coherent and complete curriculum that includes the arts, we will lose the spirit of innovation, inquiry, imagination, and dissent that has contributed powerfully to the success of our society in many different fields of endeavor.^{xxiv} Diane Ravitch

The Arts Engage Initiative (AEI) grew out of CAE's prior AEMDD programs that focused on the potential of the arts as a catalyst for middle school transformation. In those projects, comprehensive arts programming directly addressed arts experience and opportunity gaps and had positive effects on school leadership, school culture, and student performance on New York State math and ELA tests. However, without designing for sufficient individual student assessment data, the impact of arts learning on academic achievement and social/emotional development could not be fully determined.

The Arts Engage Initiative, therefore, will document and analyze teaching and learning at the classroom level, where teams of classroom teachers, arts specialists and teaching artists will collaborate with CAE's project staff to implement "arts *plus* arts integration" units of study. Improving on prior designs, AEI will incorporate action research-based professional training, digital documentation of student progress, and multivariate measures of the program's effectiveness. Aligned with the Common Core State Standards and proposed National Core Arts Standards, the Arts Engage Initiative is intended to be a sustainable, replicable and fully accountable model that by addressing experience, achievement, and research gaps, will provide a robust, high-quality arts *plus* arts integrated education that prepares middle school students in underserved urban communities for success in school and in life.

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- ⁱ The White House Office of the Press Secretary. March 10, 2009. www.whitehouse.gov/.../Fact-Sheet-Expanding-the-Promise-of-Education-in-America
- ⁱⁱ Informed by connections between NYC Blueprint for Arts Learning
- ⁱⁱⁱ U.S secretary of Education Arne Duncan, correspondence to school and education community leaders (Washington, DC: Author, August 2009)
http://www.caenyc.org/sites/default/files/docs/Arne%20Duncan_Arts_Education_Letter.pdf
- ^{iv} Schwartz and Silin, Putting the Arts Front and Center: A SASI Evaluation 2007-2011 (New York, Sept. 2012)
- ^v Fast Company, January 2011, Diane Ravitch, *NYU education historian and author of The Death and Life of the Great American School System*
- ^{vi} "At-Risk" students, as defined by the U.S. House Education Committee, include those that qualify for free lunch. According to the January 2, 2007 Report of the At-Risk Students Subcommittee:
- ^{vii} NYC DOE "Summary Report on the 2007 New York City Results of the State English Language Arts Assessment (Grades 3-8)," May 22, 2007; NYC DOE "Summary Report on the 2007 New York City Results of the State Mathematics Assessment (Grades 3-8)," June 12, 2007
- ^{viii} Alliance for the Arts, "Opening Young Minds to the Arts and Sciences: Establishing an Informational Baseline About Arts Education Service Delivery in New York City," 2005.
- ^{ix} Kathleen Kennedy Manzo, "More Time for Math and Reading Equals Less for Other Subjects, Study Finds," *Education Week*, 20 Feb. 2008.
- ^x Common Core and Farkas Duffett Research Group Sponsored by the Ford Foundation and the American Federation of Teachers, Learning Less: Public School Teachers Describe a Narrowing Curriculum, <http://www.commoncore.org/ourreports.php>
- ^{xi} Aarons, Dakarai I. *Education Week*, March 11, 2010
- ^{xii} Catterall, Norc, Teaching Artists and the Future of Education (University of Chicago, 2011)
- ^{xiii} NYC Coalition for Educational Justice, "Our Children Can't Wait: A Proposal to Close the Middle-Grades Achievement Gap," Jan. 2008.
- ^{xiv} <http://www.youtube.com/watch?v=C1Fuou6oHP4> MS223: The Power of Arts Education. (Magic Box Productions, New York 2010).
- ^{xv} Prepared by M. Christine Dwyer, RMC Research, Presidents Committee on the Arts and the Humanities *Reinvesting in Arts Education, Winning American Future Through Creative Schools*, (Washington DC, May 2011)
- ^{xvi} Cranton, P. *Understanding and promoting transformative learning* (Jossey-Bass, San Francisco, 1994)
- ^{xvii} Hetland, Winner, Veeneman, Sheridan *Studio Thinking* (Teachers College, Columbia University, New York 2007)
- ^{xviii} Webb, Norman L.. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.
- ^{xix} Burnaford, G. (2007) *Arts Integration Frameworks, Research & Practice: A Literature Review*. Washington, DC: Arts Education Partnership.
- ^{xx} Charleroy, The College Board, Office of Academic Initiatives (College Board, New York 2012)
- ^{xxi} Prepared by M. Christine Dwyer, RMC Research, Presidents Committee on the Arts and the Humanities *Reinvesting in Arts Education, Winning American Future Through Creative Schools*, (Washington DC, May 2011)
- ^{xxii} Center for Children and Technology, "Sustainability in The Center for Arts Education Partnership Program: 1997-2003," November 2003, <<http://www.cae-nyc.org/downloads/reports/sustainabilityinthecenterfo.pdf>>, accessed 10 Mar 2008.
- ^{xxiii} Steve Siedel, Shari Tishman, et.al; *The Quality of Qualities: Understanding Excellence in Arts Education*; Project Zero Harvard Graduate School of Education (Cambridge., Mass 2009)
- ^{xxiv} *Ibid.*, pg 226