

# 21<sup>ST</sup> CENTURY SCHOOLS



*In partnership with Local Education Agencies  
Hayward Unified School District,  
West Contra Costa Unified School District,  
and San Francisco Unified School District*

Proposal to the U.S. Department of Education  
Office of Innovation and Improvement  
Arts Education Model Development  
and Dissemination Program

*April 22, 2013*

## **21<sup>st</sup> Century Schools Narrative**

Streetside Stories and our Local Educational Agency (LEA) partners West Contra Costa Unified School District, Hayward Unified School District, and San Francisco Unified School District meet the Absolute Priority by expanding and enhancing a model that has Moderate Evidence of effectiveness in improving the outcomes of primarily low-income Latino and African-American students. The 21<sup>st</sup> Century Schools project will foster 21<sup>st</sup> Century readiness for three districts, eleven schools, 95 teachers and 1,800 students. The use of high-quality digital tools, training and Common Core standards-based instruction that integrates the arts, English Language Arts standards and 21<sup>st</sup> Century skills will build local capacity to enable all students to meet challenging expectations and to improve student, school and district performance. Lead grantee Streetside Stories is a nonprofit literacy arts organization with more than 20 years of success in preparing educators to integrate visual and performing arts and 21<sup>st</sup> Century Skills with core school-day curricula to improve achievement among high-need youth. Streetside has successfully managed three Arts in Education Model Development and Dissemination Programs (AEMDD) grants for the US Department of Education.

The proposed project is intended to address Priority 1 in that its use of a rigorous quasi-experimental design and pre-post assessment with a matched comparison group will produce valid and reliable data on arts integrated instructional practices and strategies that help students improve performance on ELA Common Core standards. Further, the evaluation will use prior student achievement as statistical controls which allow evaluators to draw strong causal inferences about program impact when random assignment is not feasible (Shadish, Cook, Campbell, 2002). Because 21<sup>st</sup> Century Schools is an expansion and enhancement of prior USDOE projects that have demonstrated moderate evidence of effectiveness, it meets Priority 2.

21<sup>st</sup> Century Schools meets Priority 3 because it intends to provide services to, and improve the performance of, students at four SIG schools on state assessments, standards and other measures. Its tested model is centered on the use of digital tools and materials to improve teacher effectiveness and student achievement; thus the project meets Priority 4.

This transformational model has already been acknowledged by being chosen for inclusion in a Promise Neighborhood. Three San Francisco Unified SIG schools, whose students and teachers are being served as part of the Mission Promise Neighborhoods Project, are being included to enhance service to, and evaluate the model's effectiveness with, SIG schools.

### **1) Need for Project**

21<sup>st</sup> Century Schools will lead to improved reading, writing speaking and listening skills across the curriculum, 21<sup>st</sup> Century skills, and arts skills for some of the San Francisco Bay Area's most underserved students, including large numbers of African-American, Latino, English Language Learner, low-income students, and students who attend SIG schools. By building district, school, and educator capacity, the project will support increased student achievement for the most underserved students in severely underresourced pockets of the San Francisco Bay Area. In an area rich with technology innovation and jobs, low-income African-American and Latino families are concentrated in communities that have lost traditional manufacturing jobs, making educational equity and 21<sup>st</sup> century skills more important than ever. In West Contra Costa County Unified School District, a large district serving five small cities at the northeast end of the East Bay, per pupil spending is \$9,434 (compared to \$37,000 per pupil just across the Bay in the Sausalito Marin City School District). In the Hayward Unified School District, which encompasses urban Hayward and surrounding Alameda County unincorporated communities, two-thirds of students are socioeconomically disadvantaged. Within San Francisco

Unified, a high-performing urban school district, some of the lowest achieving schools in the state struggle with inadequate resources and dismal outcomes.

21<sup>st</sup> Century Schools outcomes will include: increased student achievement, including a narrowing of the achievement gap; increased literacy skills, visual and media arts knowledge, and 21<sup>st</sup> Century skills; increased teacher capacity to plan and deliver arts integrated instruction; and project components that can be successfully replicated.

*(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.*

21<sup>st</sup> Century Schools will offer high-quality, evidence-based learning opportunities to some of the Bay Area's most underserved elementary and middle school students; predominantly Latino and African-American students impacted by the achievement gap. The proposed project will support increased ELA achievement across the curriculum and build crucial 21<sup>st</sup> Century and arts skills for third through eighth grade students in the Hayward Unified and West Contra Costa Unified School districts, where large numbers of students are at risk of educational failure because of high levels of poverty, low levels of proficiency, and failing schools. As documented below in Section b, students lack access to arts, technology and 21<sup>st</sup> Century skills education; teacher preparation in these areas is also limited. All participating schools are Title I schools.

In the West Contra Costa Unified school district, 49% of schools qualify as Title I. The participating schools are some of the most challenged in a challenged district. Their standardized tests show significant achievement gaps between African American and Latino vs. Asian, and White students. At Grant Elementary, Asian scores for English Language Arts were triple those of their African American classmates and double those of Latino students. At Lake Elementary School, [REDACTED] of students are socioeconomically disadvantaged, 74% are Latino and 13% African-American; 68% are English Learners, and 70% score at or below basic level on

California literacy assessments. At Grant Elementary, █████ of students are socioeconomically disadvantaged, 7% are African-American, 88% Latino, with 83% English learners and 66% scoring at or below the basic level. At the project middle schools, which project elementary schools feed into, the situation is little better. At DeJean Middle School, 89% of students, who are 30% African-American and 69% Latino, are socioeconomically disadvantaged. 51% are English Learners, and 74% score at or below the basic level. At School Improvement Grant recipient Helms Middle School, 92% of students are socioeconomically disadvantaged; with 9% of students African-American and 82% Latino, 65% English language learners. 67% of Latinos, 59% of African Americans, and 50% of whites score at or below the basic level.

The Hayward Unified School District is characterized by a wide range of income levels. Hayward Unified also seeks to offer equitable, daily arts education for every student, but this is not currently a reality. The project supports Hayward Unified’s goal of meaningful technology integration for students at a time when only about 25% of teachers use technology even “once in a while” and only 6% of students use technology in class even once a week (HUSD Education Technology Plan, 2011-2014). 21<sup>st</sup> Century Schools will serve district students who lack equal access to resources and whose achievement is suffering. At Glassbrook Elementary, 66% of students are English learners, with 82% Latino and 8% African American students. 48% score at or below the basic level on state ELA assessments. At Cherryland Elementary, 85% of students are socioeconomically disadvantaged and 57% are English learners. 72% are Latino and 8% African-American, with 86% schoolwide scoring at or below basic for ELA. The partner elementary schools feed into the project’s partner middle schools, which host a more economically and ethnically diverse student body but still serve predominantly African-American and Latino students. At Winton Middle School, 69% of students are Latino and 14% African-American, with 28% English learners. Twice as many Latinos (62%) as white students

score at or below basic on ELA tests (31%). Bret Harte Middle School serves 45% Latino and 29% African-American students, with 16% English learners. 49% of African Americans, 47% of Latinos, and 33% of whites scored at or below basic.

The participation of three San Francisco Unified School District (SFUSD) SIG schools, which were chosen for the Mission Promise Neighborhoods project due to low student achievement and high need, will enhance the project's ability to evaluate the 21<sup>st</sup> Century schools model with students and teachers at SIG schools. The evidence-based 21<sup>st</sup> Century Schools model was included in MEDA's USDOE initiative. To avoid duplication, the 350 students and 15 teachers served will not be counted in overall student/teacher numbers. In order to conduct high-quality evaluation and strengthen both projects' outcomes, however, SFUSD students and educators will benefit from the project, and will be included in the evaluation.

While San Francisco Unified School District has been recognized as the state's highest performing urban school district, significant disparities are evidenced by the high rates of low test scores at the participating school sites. The three SIG schools that will be included in 21<sup>st</sup> Century Schools are in the Mission District, a rapidly gentrifying neighborhood with a large low-income population and lower-quality schools. The two elementary schools are feeder schools for the middle school. While the Mission Promise Neighborhood grant will offer significant education, health, and family supports, Streetside Stories offers the project's only school-based arts and technology programming.

At Chavez Elementary, 82% of students are Latino and 2% African American, 67% are English learners and 59% score at or below the basic level on California literacy assessments. At Bryant Elementary, 88% of students are Latino, ■ African American, with 71% English learners and 58% scoring at or below basic. Everett Middle School, long one of the lowest

performing schools in the state, serves 23% African American and 52% Latino students, with 36% English learners and 69% of ninth graders scoring at or below basic.

***(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.***

Partner districts lack teacher preparation resources and arts integration, 21<sup>st</sup> Century skills, and assessment support, and they need help integrating Common Core ELA standards across curriculum. Students lack access to arts, technology, 21<sup>st</sup> Century skills education, as well as high-quality integrated instruction, 21<sup>st</sup> Century Schools will provide 1,800 students and 95 teachers at participating schools with high-quality instruction that integrates the arts, language arts, technology and 21<sup>st</sup> Century Skills. By building 21<sup>st</sup> Century Skills, aligning to Common Core, and providing arts integration, 21<sup>st</sup> Century Schools fills key gaps in partner districts. Again and again, school districts have created arts education plans that call for student arts instruction every day. Unfortunately, few offer arts education at that level. 89% of California schools do not meet the state's own standards for arts education (Woodworth, Gallagher & Guha, 2007). The West Contra Costa School District does not even have an arts education plan. Meanwhile, 44% of educators say they lack access to technology training and access at a level that for-profit workers receive, and 70% say their students don't have adequate access to technology learning (Lepi 2013). Unfortunately, as indicated below, students at participating schools are receiving even less of the relevant, rigorous, integrated learning in arts, literacy and technology that they need to prepare for success in high school, college and careers. By investing in integrated teacher preparation that fosters sustainable results for students, teachers, schools and districts, 21<sup>st</sup> Century Schools will increase the achievement of promising students whose potential is not being fully cultivated.

For example, The West Contra Costa District school board encourages teachers to use the arts to facilitate learning and acknowledges the importance of arts professional development, without earmarking resources for this purpose. Tech integration also faces big obstacles. According to that district's Technology Plan 2011-2016, the estimate for fully functional computers available is 18 per 100 students at elementary schools and 19 per 100 at middle schools. It reports that most teachers are at introductory level for technology integration.

At the proposed sites, professional training for arts education, 21<sup>st</sup> Century Education, and Technology Instruction are weak. According to survey results, 25% of Hayward sites receive arts integration training once yearly and 75% none; 25% receive trainings on teaching 21<sup>st</sup> century skills once per year and 25% none; 50% receive training on instructional technology once or twice annually and 25% none. 75% of West Contra Costa sites lack any district-provided professional training in these areas. While San Francisco professional training is stronger overall, 50% of SF sites reported that teachers receive no arts integration training. Across all three districts, 40% rated school technology as "far less than adequate for student and teacher needs."

Statewide, 43% of students scored at or below the basic level on California literacy assessments in 2012. At the Bay Area's Albany Middle School, where higher income, predominantly white and Asian students are taught by experienced teachers and receive technology and arts integration, only 17% of students scored at or below basic ELA proficiency. At middle school sites we plan to serve, student scores at or below basic comprised 62% (Everett), 63% (Helms), and 45% (Bret Harte) respectively. (California Department of Education 2012). Clearly, the playing field must be leveled if the low-income students in our partner schools are to receive the education they need. In contrast, the nearby East Bay district of Albany, where higher-income, predominantly white and Asian students are taught by experienced teachers and receive the technology and arts integration lacking in partner districts,

scores for the same demographics are significantly stronger (e.g., 52% of disadvantaged African Americans scored at or below basic). Clearly, Title 1 schools in partner districts provide the least level playing field for low-income students to receive the education they need.

Repeatedly, research has shown the benefit that underserved students gain from challenging integrated content. (*see Project Design*) Unfortunately, participating teachers lack access to high-quality preparation and coaching; they receive limited, if any, preparation in arts integration, 21st Century learning, or assessment at most of the schools studied, and efforts to prepare teachers to use Common Core standards are not integrated with the arts.

In partner schools in the West Contra Cost Unified School District, 25% of sites provide training on formative assessment twice per year and 75% of sites provide none. At Hayward Unified School District, Formative Assessment training is very inconsistent, with sites reporting everything from none to once to three times per year.

By offering high-quality, evidence-based integrated curriculum, evaluation, dissemination and sustainability planning that ensures impact, 21st Century Schools will level the playing field for some of the Bay Area's most underserved students. The project will foster student achievement, including a narrowing of the achievement gap; build literacy skills, visual and media arts knowledge, and 21st Century skills; increase teacher capacity to plan and deliver arts integrated instruction; and high-quality, replicable teaching tools.

## 2) Significance

With the current focus on 21<sup>st</sup> Century learning and Common Core implementation in education, the products of 21<sup>st</sup> Century Schools will meet a growing need for tools and techniques that address the integration of arts, 21<sup>st</sup> Century and Common Core ELA educational practices. Because the implementation of Common Core has begun recently, and because technology integration in schools is still developing, few evidence-based products currently exist

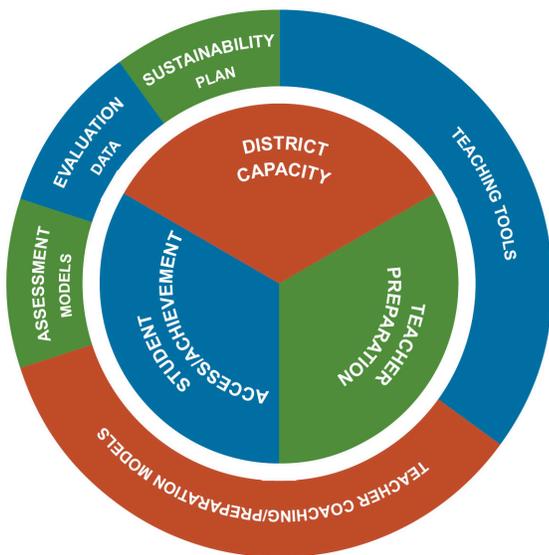
that meet this need. Streetside’s research tested training and coaching tools have been implemented, favorably evaluated, and continuously improved in two USDOE Professional Development for Arts Educators project and three AEMDD projects (see attachments, page 63). The information, materials, processes and techniques developed by Streetside Stories and employed in 21<sup>st</sup> Century Schools have already improved achievement for over 3,000 students while enabling over 100 teachers to offer integrated lessons to their students through the projects mentioned above. Overall, Streetside Stories has served over 19,000 students over more than 20 years, and trained hundreds of educators who have replicated our work with thousands more students. Using a continuous improvement process, we have developed, tested, and effectively implemented teaching tools in a variety of settings, such as public and charter schools, community settings such as school-based after school programs, community centers, and affordable housing communities. We have disseminated these tools via direct training, the web, curriculum guides, conference presentations, consulting, and postsecondary educational settings.

Our 21<sup>st</sup> Century Schools Project tools for students and educators will be available nationally. They are designed to be usable in a variety of settings by teachers, teaching artists, after school educators and others. They can easily be scaffolded for varying age and skill levels, and technology lessons are designed to provide a point of entry for all students and educators, no matter what their skill level. Information, materials, processes and techniques that will be continuously improved and disseminated in a variety of settings include:

### **Teaching Tools**

**High-quality, documented teacher lesson plans** that integrate VAPA and Common Core standards with the 21<sup>st</sup> Century Skills framework to teach innovative lessons to 3<sup>rd</sup>-8<sup>th</sup> grade students. Nationally, teachers will be able to use these integrated lessons directly in their classrooms. Each lesson plan will integrate project-specific modules designed by Streetside with

teacher-designed, standards-integrated lessons (see attachments, page 23). 21<sup>st</sup> Century Schools



*Products and Outcomes*

teachers will implement these lessons in their own classrooms throughout the project, and revise them for maximum effectiveness after implementation.

### **21<sup>st</sup> Century Arts Integrated Project Modules.**

These adaptable 21<sup>st</sup> Century and arts integrated lessons offer educators step by step instructions in using media arts to facilitate deep learning. They will break down the use of technology into the classroom into simple steps for teachers, after school educators and community educators across the nation. Designed

to stand alone or to support a larger standards-integrated lessons, four different modules, which provide points of entry for educators at different skill levels, will offer clear guidelines for completing media arts projects like a digital story, graphic novel, photovoice essay or podcast.

**Action Research Assessments.** Participating teachers, in concert with students and supported by Streetside’s 21<sup>st</sup> Century Coach, will design quality action research assessments for each lesson plan they develop. A sample of these assessments will be made available to teachers nationwide in tandem with the lessons; teachers can use them when replicating lessons, or to learn more about developing their own assessments. These assessments are innovative in their integration of the 21<sup>st</sup> Century Framework with VAPA, Common Core ELA, and other standards.

**Curriculum guide for after school Educators.** 21<sup>st</sup> Century Schools will result in high-quality, curricula that integrate the arts, 21<sup>st</sup> Century Skills, and Common Core language arts standards. These 4-8 hour curricula, which complement school-day lesson plans, will enable after school educators to align with, and support, their school’s learning goals.

**21<sup>st</sup> Century Media Lab and Manual.** Each school will receive a 21<sup>st</sup> Century Media Arts Lab that will enable them to offer integrated lessons. The contents of these labs, and a manual for their use, will be documented and shared nationally so that schools can create their own labs. An online manual will support educators as they use the projects' media arts labs, which include a minimum of 17 iPad tablets, projectors, recording equipment, and peripherals. The revisable manual, created by Streetside's 21<sup>st</sup> Century Coaches, will enable input from educators that supports peers and will also include instructions for purchasing and setting up a new lab.

**Online Community for Teachers.** 21<sup>st</sup> Century Schools will launch an online community for participating educators to enable sharing of curriculum, best practices and digital portfolios. The community will be open to teachers in the participating districts during the project to facilitate expansion of the project. At the end of the project period, exemplars from the online community will be made broadly available online so that educators nationally can benefit.

### **Teacher Preparation and Coaching Models**

**21<sup>st</sup> Century Integrated Teacher Preparation Curriculum.** Each project cycle launches with a 16-hour weekend training for teachers. This training curriculum will be made available to schools and districts nationwide through online resources and direct training consulting. Starting with earlier, successful evidence-based training curricula, 21<sup>st</sup> Century schools will develop and continuously improve, as part of an annual data review process, a curriculum that systematically builds teacher capacity to create, implement and assess integrated lessons.

**A Structured Coaching Curriculum,** based on three previous positively evaluated DOE projects, combines in-class support with pre-class meetings and helps teachers successfully pilot their lesson plans for future implementations. School-based educators, and arts education and technology organizations will be able to use this model to support their own teacher/teaching artist collaborations. The curriculum will be documented and updated by Streetside's project

team throughout the project as part of the continuous improvement process.

**Training Curriculum for After School Educators.** An abbreviated version of earlier evidence-based training, the four-hour training curriculum for after school educators will be documented and updated on an ongoing basis. It will be made available through direct training consulting and online resources so that school sites, afterschool sites, and nonprofits that collaborate with them, can replicate the training.

### Other Products

**Student media arts projects.** For more than 20 years, educators nationwide have integrated written and rich multimedia content by Streetside students into their own lesson plans. Exemplary individual projects by hundreds of participating students, from photovoice essays to digital stories, will be archived, tagged and shared with participating schools and districts by Streetside, published nationwide in our semi-annual student anthology, *Holler!*, and shared on the internet via rich content platforms such as Dublit and YouTube<sup>1</sup>.

**Action Research Assessment Documentation.** A five minute video will document students' and educators' collaboration on action research assessments. The video will be shared with participating schools and districts to support teacher preparation and sustainability, posted on Streetside's website, shown at trainings and conferences, and used to build partnerships and funding relationships that sustain the 21<sup>st</sup> Century Schools model after the project period ends.

**Nationally recognized research, development and service agency WestEd will evaluate the project. Evaluation data** from WestEd's research and ongoing formative assessment will provide key information about integrating the arts, Common Core standards and the 21<sup>st</sup> Century

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<sup>1</sup> To view content, please visit our anthology: [www.streetside.org/stories/holler01](http://www.streetside.org/stories/holler01), or YouTube channel: [www.youtube.com/playlist?list=FLREz5xuJgXZJX1i-gwr5eCA](http://www.youtube.com/playlist?list=FLREz5xuJgXZJX1i-gwr5eCA)

Skills Framework to foster student skills and achievement, impact the achievement gap, study the effectiveness of building schools' arts integration capacity and more. (*see Evaluation*).

**The Sustainability Consulting Plan**, which will also be evaluated by WestEd, will offer a valuable model for building the capacity of low-performing schools and districts to integrate the arts and 21<sup>st</sup> Century learning with core content. It will also offer a road map for districts to fund and sustain such efforts. (*see Project Design*)

**Audiences** for dissemination include: teachers and administrators at public and charter elementary and middle schools; educational policymakers; arts educators; 21<sup>st</sup> Century Skills educators; technology educators; and after school educators.

**Vehicles for dissemination include: District-Wide trainings** for at least 50 educators, led by Streetside staff and project educators, in partnership with each LEA. These half-day trainings, with takeaway materials, will foster integrated lessons throughout the participating LEAs, and help teachers and after school educators take project ownership. Streetside and partner teachers will also connect with district VAPA and Technology departments in order to integrate teacher preparation activities and project materials into district professional development activities.

Overall, at least 200 educators will receive preparation or materials.

**Appearances at three or more regional and national education, arts or educational technology-related conferences** by Streetside staff, WestEd, and participating 21<sup>st</sup> Century Schools teachers and administrators. Targeted conferences include: the Americans for the Arts Annual Conference, The Arts Education Partnership's Forums, The Conference for Community Arts Education, Technology Education Research Conference, as well as after school-related events like the California School-Age Consortium's annual conference.

**An Evaluation Report**, published by WestEd, to be posted on their website, distributed by Streetside through a press campaign and mailing, posted on Open Educational Resources and

submitted to ArtsEdSearch.

**A lesson planning and assessment guide** will include step-by-step, standards-based technology education modules, and will help teachers integrate them with Common Core and VAPA content. Curriculum guides will be distributed via our website, through partnerships, at conferences and at **nationally available trainings**.

**Streetside's website** ([www.streetside.org](http://www.streetside.org)) will provide a strong dissemination forum. Student projects and the project's action research video will be shared; trainings and programs will be marketed; evaluation data will be published online; and a guide for teachers with arts integration and partnership best practices will be developed. The guide will include a series of professional development podcasts that can be linked to via our website.

Lastly, Streetside's reach will ensure wide dissemination for 21<sup>st</sup> Century Schools' products. During the 12-13 fiscal year, Streetside will serve over 2,000 students and engage in deep partnerships with over 30 Bay Area schools and sites.

### **3) Quality of the Project Design**

21<sup>st</sup> Century Schools uses a research-based design (*see above*) that aligns with partner schools' improvement efforts and builds lasting capacity for increased student achievement, including a narrowing of the achievement gap; increased literacy skills, visual and media arts knowledge, and 21<sup>st</sup> Century skills; increased teacher capacity to plan and deliver arts integrated instruction; and project components that can be successfully replicated.

95 teachers, 40 after school educators, and 1,800 students will benefit from 21<sup>st</sup> Century Schools. Beginning with a pilot in spring 2014 and launching into three years of programming from 2014-2017, educators in the two districts will receive 10 initial 16-hour trainings, and two Streetside coaches will provide 40 hours of in-class coaching, twice a week for ten week periods,

in 95 classrooms. Additional SFUSD SIG Schools will receive 21<sup>st</sup> Century Schools services as part of a Promise Neighborhood, and will enhance study the model with SIG schools.

The project aligns with partner districts' goal of technology integration for teachers and students at a time when districts are struggling to meet these goals. It also aligns with their stated, but unmet, goals of offering crucial access to arts education. Lastly, it offers access to robust training in Common Core standards integration at a time when this training is urgently needed for the 2014 full implementation of these standards in California. The project will:

- Improve and sustain educator preparation in planning, implementing and assessing lessons that integrate literacy, arts, and 21<sup>st</sup> Century skills
- Increase the capacity of participating districts to offer integrated learning
- Build 21<sup>st</sup> Century skills for students
- Lessen achievement gaps between African American/Latino students and others
- Integrate challenging California VAPA standards with Common Core standards in English Language Arts
- Increase literacy, visual and media arts skills for all participants

Project elements include:

- **Hands on training** that strengthens schools by helping teachers and after school educators integrate Common Core standards in language arts, California Visual and Performing Arts (VAPa) standards, and 21<sup>st</sup> Century skills
- Intensive support in **creating and implementing effective lesson plans and assessments**
- **In-class teacher coaching** that ensures effective implementation
- **Sustainability consulting** that helps schools use project technology and skills school-wide after the grant period ends
- **LEA-wide** training that leads to adoption of project tools throughout each school district

- **National dissemination efforts** that further expand 21<sup>st</sup> Century Schools’ impact

*(a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.*

Partner school districts Hayward Unified, West Contra Unified and San Francisco Unified are united in their desire to provide teachers with high-quality preparation in, and students with access to, arts integration, technology integration, and Common Core ELA standards. However, these districts have been unable to meet their goals, especially at partner schools. Streetside Stories, with many years of working with districts that serve high-need students to offer high-quality arts and technology integration, and our early adoption of Common Core in our own programs, is well-placed to build district capacity by offering our evidence-based model.

The project’s design is built on up to date research and effective practices from internal and external sources. First, evaluation research conducted by **WestEd for Streetside** and our partners for prior US DOE AEMDD and PDAE has continuously improved our model, leading to 21<sup>st</sup> Century Schools’ practices. Second, **research and scholarship on theory and best practices** in arts education, literacy development, 21<sup>st</sup> century skills and teacher preparation underpins 21<sup>st</sup> Century Schools’ pedagogy. **Streetside’s evaluation research** (*See attachments, page 63 for full results*) has confirmed our excellence in arts integration curriculum, instruction, teacher preparation, and coaching. The project’s design is based on a successful teacher professional development model developed and improved during one US DOE AEMDD grant (awarded in 2010), and two PDAE grants (2005, 2008). Numerous positive outcomes for teachers and students, based on quasi-experimental and descriptive studies, were associated with participation in these three projects, including:

- Improved performance on completion of a writing prompt versus a comparison group in the areas of: expressive detail (66% increase for treatment pre to post versus 1% for

comparison), character development (66% increase for treatment pre to post versus no change for comparison), well developed plot (17% increase for treatment pre to post versus 6% for comparison), sequence of events (23% increase for treatment pre to post versus 1% for comparison), proper sentence structure (66% increase for treatment pre to post versus 1% for comparison), and style (13% increase for treatment pre to post versus 10% for comparison)<sup>2</sup> (Bojorquez 2012)

- Improved academic performance for participating students (38% treatment students proficient after participating versus 25% of students in comparison group) (Bojorquez et al. 2007)
- Improved performance on ELA subtest of the California Standards test vs a comparison group (347.05 adjusted scale score for treatment versus 340.12 for comparison)<sup>3</sup> (Bojorquez, 2012)
- Improved student engagement and classroom-based oral communication skills as reflected in classroom observations and teacher feedback (teachers reported improvements in 16%<sup>4</sup> and 18%<sup>5</sup> of treatment students compared to 11% and 4% of comparison students, respectively)
- Increased teacher confidence in their ability to design and implement lessons that integrate arts and technology into the core curriculum (increase from 2.08 to 3.17 for designing lessons and 2.17 to 3.17 for implementing media arts lessons on a four point scale). (Bojorquez & Li 2012)

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<sup>2</sup> Descriptive analysis based on a small sample of treatment and comparison students.

<sup>3</sup> Results were not statistically significant,  $p=.07$

<sup>4</sup> Based on results for The Storytelling Exchange program.

<sup>5</sup> Based on results for Tech Tales program.

- Proficient to advanced teacher skills in designing technology and arts integration lessons (45% increase in teachers indicating improvements in understanding how to integrate visual arts standards and media arts skills with core content curriculum) (Bojorquez & Li 2012)
- Retention of tools and skills to continue implementing arts and technology integration lessons after the project's end (Bojorquez & Li 2012)

21<sup>st</sup> Century Schools includes numerous successful curriculum tools used with English learners and mainstream students, tested using quasi-experimental research, developed during 2007 and 2010 AEMDD evaluations. WestEd found that when these tools were used:

- A significantly greater proportion of Streetside students scored proficient or above on the English-Language Arts portion of the California Standards test (Bojorquez et al. 2007)
- Streetside students were more attentive and participatory in class than students in comparison classrooms, scoring higher on following oral and written directions, listening actively and without interruptions, articulating thoughts, and using appropriate vocabulary (Bojorquez et al. 2007; Bojorquez et al. 2010)
- Streetside students were more confident and skilled with technology than comparison students. (Bojorquez et al. 2007)

Streetside students were also more enthusiastic and confident about arts participation, and scored higher on achievement motivation and feelings of closeness to peers. (Bojorquez et al. 2007)

**Scholarship and research** in arts education, literacy development, 21<sup>st</sup> century skills and teacher preparation has also informed the project. **The 21<sup>st</sup> Century Skills Framework** offers guidance in teaching and integrating multidimensional skills, literacies and knowledge that prepare students to meet the demands of the 21<sup>st</sup> Century (Partnership for 21<sup>st</sup> Century Skills 2013). All learning is **scaffolded** to help learners build on prior knowledge to successfully

“enter” lessons. An educator creates a learning structure in which students reach for the next stage of learning until it is mastered and supports can be removed (Graves, Graves & Braaten, 1996). **Project-Based Learning** engages “students in a sustained, cooperative investigation,” (Bransford & Stein, 1993). Learning centers on an overarching problem and employs cognitive tools such as technology labs. Each unit ends in a culminating product (Brown & Campione, 1994). Streetside programs are built around a project-based framework. **Culturally Relevant Teaching** recognizes the centrality of students’ cultural references to teaching (Ladson-Billings, 1994). Principles of culturally relevant teaching include high expectations, student-centered teaching, culturally mediated instruction, and learning within a cultural context (Teaching Diverse Learners, 2006). **Action Research** is an inquiry-based process which helps educators develop their teaching practice through evidence-gathering in order to foster improvement. 21<sup>st</sup> Century Schools’ teachers will use action research to develop student-centered assessments (University of Plymouth 2006).

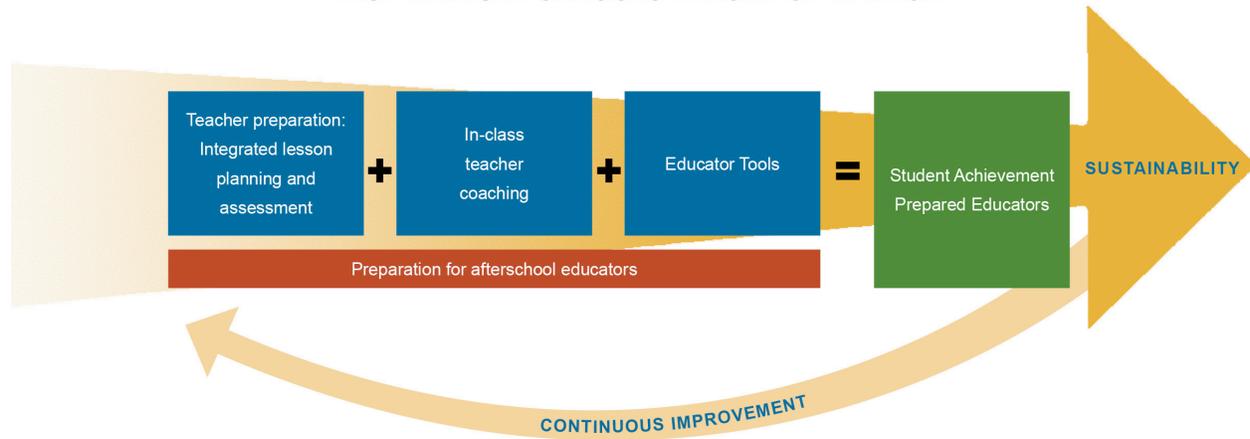
**Scholarship and research** in arts education, literacy development, 21<sup>st</sup> century skills and teacher preparation has also informed the project. **The 21<sup>st</sup> Century Skills Framework, a key element of the project’s model**, offers guidance in teaching and integrating multidimensional skills, literacies and knowledge that prepare students to meet 21<sup>st</sup> Century demands (Partnership for 21<sup>st</sup> Century Skills 2013). All learning is **scaffolded** to help learners build on prior knowledge to successfully “enter” lessons, to support English learners and low-performing students. An educator creates a learning structure in which students reach for the next stage of learning until it is mastered and supports can be removed (Graves, Graves & Braaten, 1996). **Project-Based Learning, another key element of 21<sup>st</sup> Century Schools**, engages “students in a sustained, cooperative investigation,” (Bransford & Stein, 1993). Learning centers on an overarching problem and employs cognitive tools such as technology labs. Each unit ends in a

culminating product (Brown & Campione, 1994). Streetside programs are built around a project-based framework. **Culturally Relevant Teaching, a hallmark of our student-centered learning approach**, recognizes the centrality of students' cultural references to teaching (Ladson-Billings, 1994). Principles of culturally relevant teaching include high expectations, student-centered teaching, culturally mediated instruction, and learning within a cultural context (Teaching Diverse Learners, 2006). **Action Research** is an inquiry-based process which helps educators develop their teaching practice through evidence-gathering in order to foster improvement. 21<sup>st</sup> Century Schools' teachers will use action research to develop student-centered assessments (University of Plymouth 2006).

The project's core teacher preparation and coaching modalities are also supported by numerous **evidence-based research studies** that explored their efficacy. Evidence from CAPE's PAIR AEMDD project found that when a teaching artist and classroom teacher integrated the arts into core subjects with support from action research, as in the proposed project model, student standardized test scores improved, the achievement gap was closed, and teacher efficacy increased (Burnaford & Scripp, 2012). In a series of research studies compiled by Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012), after school arts participation, such as the integrated lessons proposed in the proposed project model, was found to lead to higher writing and science achievement, higher college aspiration and matriculation, and the choice of professional careers (Catterall et al. 2012).

Geier et al. (2004) showed that intensive support for project based learning, integrated with core subjects, that included teacher preparation and in-class coaching such as 21<sup>st</sup> Century Schools', led to higher student achievement. Strobel & van Barneveld (2009) indicated that project-based learning leads to the skill development and long-term retention that aligns with 21<sup>st</sup> Century skill-building. Zucker and Light (2009), Bebell and O'Dwyer (2010), and Innovative

## 21ST CENTURY SCHOOLS THEORY OF CHANGE



Teaching and Learning Research, 2011 found that, in alignment with 21<sup>st</sup> Century Schools’ Project design, the technology integration that is part of 21<sup>st</sup> Century learning is most successful when paired with changes in curriculum, teacher preparation, and assessment. The use of laptops in classrooms, akin to 21<sup>st</sup> Century Schools’ Media Arts Labs, had positive impacts on technological fluency and literacy (Fleisher 2012; Zucker and Light 2009; and Edutopia 2013).

*(b) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.*

Evaluation research attests to Streetside’s impact on teaching and student achievement. Streetside has proven success at preparing educators to integrate visual and performing arts and 21<sup>st</sup> Century skills with core school-day curricula to improve achievement by low-income youth, including African American and Latino students. Extensive evaluation by highly regarded researchers at WestEd has shown that our programs raise achievement in arts and language arts and help teachers integrate the arts and technology to foster learning.

21<sup>st</sup> Century Schools supports rigorous academic standards by preparing third to eighth grade teachers to create and implement challenging lesson plans that integrate **Common Core language arts** and California VAPA standards with the **21<sup>st</sup> Century skills framework**.

**Common Core.** Common Core standards give the arts a central place and integrate engagement with the arts with technology and literacy skills. Through scaffolding, and project-based learning, educator lessons will help low-income third through eighth graders master the hallmarks of Common Core; including a focus on writing processes and application, analysis, reasoning, and synthesis of technical and complex information.

**21<sup>st</sup> Century Skills.** Common Core instruction is aligned with, and strengthened by, integration of the 21<sup>st</sup> Century Skills Framework (*see attachments, page 34*), with emphasis on creativity, critical thinking, communication, and development and flexible application of technology skills.

**California Visual and Performing Arts standards (VAPA).** 21<sup>st</sup> Century Schools will strengthen teacher awareness of VAPA standards in visual arts, including media arts. Most importantly, the project will build teacher capacity to support students in creating works of traditional and media arts and analyze, respond to, and place in context works of art.

21<sup>st</sup> Century Schools program elements include:

- **Hands-on teacher preparation** in the creation and assessment of integrated lessons taught using an iPad media arts lab
- **School-Day coaching** as teachers implement and assess integrated lessons
- **Preparation of after school educators** to design integrated out-of-school-time lessons that support school-day instruction
- **Sustainability and dissemination planning** that builds ongoing school and district capacity to support the integrated learning that 21<sup>st</sup> Century Schools offers (*see Design, section c*)

**Hands-on teacher preparation.** For the 95 third through eighth-grade educators at eight partner schools, the project begins with an initial 16-hour training in which a district cohort of teachers form a learning community to create and assess integrated, standards-aligned lessons.

(Additionally, 15 teachers receiving training and coaching as part of the Mission Promise

Neighborhoods project at San Francisco will be trained and evaluated). In the weeks before the 16-hour training, teachers will choose the content standards they wish to address. Each teacher will receive access to an online community that contains a technology manual, lesson plans developed by project learning community colleagues, and curriculum modules for other culminating projects, to provide impetus for the ongoing development of integrated lessons. Supported by experienced Streetside 21<sup>st</sup> Century Coaches and Project Consultants Joe Lambert of the Center for Digital Storytelling and Ed Coughlin of the Metiri Group, teachers will engage in 16 hours of preparation, including:

<b>TEACHER PREPARATION ACTIVITY</b>	<b>HOURS PER TEACHER</b>
Teachers explore key learnings in planning integrated lessons	1
They explore Common Core language arts, VAPA, and other applicable standards their lesson will meet, examine the intersection between them, and set objectives to meet project goals	1.5
Practice traditional visual arts lessons that can be used with an array of lessons.	2
Complete an assessment of their technology skills, leading to the selection of a project that aligns with their readiness, such as a digital story, graphic novel, or podcast.	.5
Develop an integrated lesson plan	2.5
Use hardware and software in the 21 <sup>st</sup> Century Schools Learning Lab, which includes iPads, projector, and other peripherals, to create a sample artwork.	7
Explore key concepts and skills in action research assessment.	1.5

Total	16
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At the training’s end, teachers will schedule the project’s in-class coaching phase with Streetside’s 21<sup>st</sup> Century Coach. **School-Day Coaching.** A one on one intensive coaching and professional development partnership between a Streetside 21<sup>st</sup> Century Coach and a classroom teacher is at the heart of the project. As one classroom teacher Streetside worked told us:

“Classroom teaching can be a very isolating and lonely job, but when Streetside Stories is here, I feel like I’m on a real team. I wish all classrooms and teachers could have that gift: the security of knowing you have help from someone who knows what they’re doing!”

During the project, 95 teachers will partner with a 21<sup>st</sup> Century Coach to pilot, assess, and finalize 95 unique integrated lessons. (15 San Francisco Mission Promise Neighborhood teachers from SIG schools will also participate in the project, enriching the project evaluation).

The 21<sup>st</sup> Century Coach, after developing a strong connection with teachers as a leader of the training segment, will partner with teachers for ten weeks as they implement and assess the integrated lesson they developed during the training. The process contains three key components:

TEACHER COACHING ACTIVITY	HOURS PER TEACHER
Teachers hold post-class meetings with their 21 <sup>st</sup> Century Coach	20
Educators and students design and implement student centered assessments.	2.5
Teachers and the 21 <sup>st</sup> Century implement integrated lessons with students	17.5
Total	40

Classroom teachers will meet with their Streetside Stories 21<sup>st</sup> Century Coach once a week, after a co-taught class. Teacher and coach will evaluate the past week and plan for the next

week. The coach will provide a mini-workshop of 21st Century Skills for classroom teachers. In these coaching meetings, a coaching tool developed for Streetside's current AEMDD project (see attachments, page 29) will be used that prompts conversation about the following: 1) evaluating the success of the past week's lessons in meeting learning goals for both classroom teachers and students; 2) determining the classroom teacher's learning goals for the following week and how they will be met; 3) determining learning goals for students for the following week and how they will be met; 4) determining how the classroom teacher and 21st Century Coach will co-lead the class, and share responsibilities for the following week; 5) having the classroom teacher select and develop one or more 21st century skills needed to teach the following week's lesson. For instance, depending on the week, teachers may focus on developing and implementing classroom assessments, writing, visual, or technical skills, how to incorporate more collaboration within a piece of the project, or strategies for how to revise or give feedback about a digital story. At the project's end, teacher and coach review assessment data that leads to revisions in lesson planning designed to improve the lesson's effectiveness during its next implementation. The coach and teacher also plan for independent lesson implementation by the teacher, formulating the technology utilization and classroom management strategies that will enable future use of the lesson. One month later, the teacher uploads his or her final lesson plan to the online project site.

**Assessment.** To continuously support student learning and create shared understanding, teachers, the 21<sup>st</sup> Century Coach, and students will team up to develop formative action research assessments. Students and educators will:

- Examine the lesson plan to choose key standards to assess
- Jointly develop rubrics that measure the quality of classroom processes and projects
- Choose the means of assessment: for instance, students could interview each other about their projects, critique videotapes of their performances of key skills, or hold a student exhibition

with accompanying discussion.

Assessments will be used to empower students and engage them in learning, improve the quality of lesson plans and teaching, and identify areas in which students and classrooms need follow-up support.

During **implementation**, the teacher and 21<sup>st</sup> Century Coach pilot the integrated lesson to at least one classroom of 20-30 third to eighth graders. 20 hours of instruction, including assessment, take place over ten weeks, with hour-long classes twice a week.

21 <sup>ST</sup> CENTURY SCHOOLS IMPLEMENTATION PROCESS	
Teachers Will	Students Will
Teach an integrated lesson plan	Learn 21 <sup>st</sup> Century, Arts, technology and other subject learning and skills
Use Common Core literacy standards to strengthen writing, reading and oral communication	Strengthen literacy skills in alignment with Common Core standards
Learn to employ a media arts lab in their classroom	Use the lab to create one or more rich content arts integrated projects, such as a digital story, graphic novel, or photovoice essay
Receive co-teaching support from Streetside's 21 <sup>st</sup> Century Coach	Receive in-class support from 21 <sup>st</sup> Century Coach
Assess student work using action research assessment	
Celebrate student success with a culminating event such as a film festival or art exhibit	
Publish student work for a wider audience	

After the in-class lesson, the teacher and coach review what they learned from the pilot

and the teacher prepares to teach the lesson independently in the future.

**Preparation of after school educators.** Hands-on training and curriculum for after school educators at participating school sites will enhance the project and support school-day success. Streetside Stories has provided integrated after school education programming for thousands of low-income students, and been chosen by the City of San Francisco as an agent of quality improvement for partner sites. Each participating school hosts a comprehensive, school-aligned after school program. In order to further integrated learning through wraparound, whole-day education, 40 after school educators at participating schools will receive a four-hour training in implementing integrated lessons, from a curriculum guide tested by Streetside in after school classrooms, that synch with lessons developed by teachers. A one hour follow-up visit by the Streetside trainer will answer questions that arise during implementation to ensure sustainability.

These lessons will bring standards-based arts, Common Core and 21<sup>st</sup> Century skills instruction into the after school hours, allowing students to continue to practice arts, technology and literacy skills using the same technology modules used during the school day while building after school program capacity. This training will also enable schools to make full use of the 21<sup>st</sup> Century Media Arts Lab that each school will receive as part of the project. A curriculum guide, based on successfully implemented and positively evaluated Streetside lessons, will integrate common core literacy standards with 21<sup>st</sup> Century curriculum to help students practice art making and produce rich content through projects such as podcasting and photovoice essays.

A 21<sup>st</sup> Century Media Arts lab will facilitate both cutting edge instruction in 21<sup>st</sup> Century skills and ongoing instruction by providing high-quality, portable technology assets. Each school will receive a lab that is included in the project budget, which contains at least 17 Apple iPad tablets and the iLife creative suite, a projector, voice recording equipment, and other peripherals such as digital cameras, hard drives, mice, and headphones. Funds for replacement

equipment will be included in the grant, and upgrading the lab after the project will be part of ongoing sustainability efforts.

	YEAR 1	YEAR 1 HOURS	YEAR 2	YEAR 2 HOURS	YEAR 3	YEAR 3 HOURS	YEAR 3	YEAR 4	TOT
Teacher Preparation and Coaching	5 teachers	280	30 teachers	1680	30 teachers	1680	30 teachers	1680	9 teachers 5,3 ho
Direct Service to Students	95 students	1900	570 students	11400	570 students	11400	565 students	11300	18 students 36, ho
After school Educator Preparation	4 educators	20	12 educators	60	12 educators	60	12 educators	60	4 educators 200
Total Hours									41,5

As addressed in the *Need* section, African American and Latino students at participating schools perform far below white and Asian peers. In order to support all students, including African American and Latino students of color, we will foster teaching and learning that makes learning relevant to diverse students. Students will learn in a safe, community building setting characterized by cooperative learning; partner with educators who will act as empowering

instructors, facilitators, and advocates; and experience valuing of diverse experiences.

*(c) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.*

Currently, partner schools offer limited educator training in arts, technology or 21<sup>st</sup> Century skills integration, and largely inadequate training in integrating Common Core ELA standards across the curriculum. During the grant period, 21<sup>st</sup> Century Schools will help Title 1 schools, 1/3 of which are also SIG schools, build capacity to integrate the arts, Common Core standards, and the 21<sup>st</sup> Century Framework. The project also will establish an integrated learning infrastructure that will offer reusable replicable curriculum modules, develop educators who can—repeat that implement and assess integrated lessons, engage students in learning, raise student achievement, and narrow the achievement gap for African American and Latino students after the grant period. 21<sup>st</sup> Century Schools will level the playing field for underserved students by supporting educators and students and strengthening schools’ capacity to use an innovative, research-based model. The project will use successful, tested models to meet these outcomes:

- Improved student performance on standardized tests
- Lessening of the achievement gap
- Increased literacy skills
- Increased visual and media arts skills
- Increased 21st Century skills
- Prepared, confident teachers who can create integrated lessons and action research assessments
- High-quality, effective dissemination tools
- An effective sustainability plan

During Years 3 and 4, Streetside will create a sustainability plan with two tiers—one for district

sustainability, and one for school-specific sustainability. At the **district level**, Streetside will hold three meetings with the schools' ELA, VAPA, and instructional technology personnel to create and implement a plan whose objectives will include continued and expanded educator training in integrated instruction at the district level, and continued provision of needed equipment to implement integrated lessons. At the **school level**, Streetside and our partner schools will plan for the following sustainability activities: Integrated lessons, assessments, and ongoing training will be included in each school's **site plan**; 80% of participating educators will plan **continued integrated lessons** activities after the project period; 21<sup>st</sup> Century Schools curriculum modules will remain in use at each school, both during and after school. Schools will plan for at least fifteen hours of ongoing, **arts integration professional development** each year. Ongoing **partnership with Streetside Stories** will occur at each site, and will include PD and/or direct service to students during or after school. The following processes will support sustainability planning:

- A school administrator or lead teacher will co-lead the sustainability effort with Streetside project staff
- A fundraising plan to fund ongoing activities, including equipment, professional development and partnerships with Streetside, will be created by the leader of the sustainability effort, Streetside Stories' Development Director, and relevant school personnel
- A school-specific plan for continuing arts integration will be created by Streetside's Project Director and the sustainability leader, with clear goals and roles
- Commitments from partner schools and Streetside around allocation of resources for sustainability, including money, staffing, and time, will be defined
- Already-trained teachers will partner with the sustainability leader and Streetside's
- Project Director to integrate ongoing arts integration PD into the school's plan.

The project's sustainability plan will provide districts and schools with a road map for continuing to provide crucial project activities to participating students, and students throughout the district. Additionally, Streetside's dissemination activities will impact other educators through training for partner schools, district teachers, and a national audience that accesses Streetside through online resources, conferences, and trainings (*See Significance*).

#### 4) Quality of Project Personnel

Streetside Stories places diversity at the center of our work. We encourage applications from members of underrepresented groups and enforce a nondiscrimination policy that addresses race, color, national origin, gender, age, and disability. 14% of our staff are male, 86% female. 36% of our staff are Caucasian; 28% are Asian; 14% Latino; 7% African American, and 14% multiracial. 63% of our project team are members of underrepresented racial groups – 25% are Latino/a and 38% are Asian. 100% of the project staff have deep experience working with education projects in under-resourced communities of color.

Streetside Stories project personnel have over 20 combined years' experience managing and evaluating USDOE grants; and more than 94 years combined experience designing and implementing quality arts education, technology, and literacy programs for youth. The project team is intensely engaged in fostering opportunity for youth who live in low-income families and are limited by the achievement gap to exercise their full potential. (*See attachments, page 36 for complete resumes and bios.*)

**Linda Johnson, Executive Director**, will serve as Project Director and has ten years' experience implementing five USDOE grants. Linda has been involved with organizations that educate youth for more than 18 years and holds a BA in English and a Masters in Social Work.

**Luisa Leija, Director of Programs**, will serve as Project Manager and has managed Streetside's USDOE PAL grant during the current school year. A writer and dedicated youth worker for

eleven years, Luisa has extensive experience developing programs and facilitating training for youth leaders and teaching artists. Luisa holds an MFA, Writing and a BA in Chicano/a Studies.

**Mona Chitkara, Education Manager**, will serve as the Project Education Manager and has managed curriculum design and implementation for Streetside’s USDOE PAL grant during the current school year. Mona has been an arts educator for ten years, and holds a teaching credential and a Masters in Education where her research focused on culturally relevant curriculum and instruction.

**Van Nguyen-Stone, Teaching Artist**, will serve as a 21<sup>st</sup> Century Schools Coach on the project, where she will bring thirteen years’ experience as an independent filmmaker and video production instructor for nonprofit organizations throughout the San Francisco Bay Area. She holds a BA in Film and Digital Media and a MFA in Cinema Production.

**Samantha Sencer-Mura, Teaching Artist**, will also serve as a 21<sup>st</sup> Century Schools Coach on the project where she brings more than three years’ experience as a youth educator and classroom teacher. She holds a BA in Critical Theory & Social Justice, and a MA in Teaching.

**Juan Carlos Bojorquez, Senior Research Associate at WestEd**, will serve as the Project Evaluator where he brings more than ten years’ experience designing and leading five USDOE grant evaluations. This is in addition to his myriad evaluation projects during the past twelve years at WestEd and eighteen years in the field of research. Juan Carlos holds a BA in criminal justice and psychology and an MA in psychology.

**Joe Lambert, Founder & Director – Center for Digital Storytelling**, will serve as a Media Arts Consultant for the project, which will build upon his two years’ experience consulting for Streetside’s USDOE STAR! grant. He has been active in the Bay Area arts community for the last 25 years as an arts activist, producer, administrator, teacher, author, and director. Lambert

and the Center for Digital Storytelling have taught more than 2,000 workshops across the US and internationally, and he has authored and produced curricula in many contexts. He holds a BA in Theater and Political Science.

**Ed Coughlin, Senior Vice President/Partner – Metiri Group**, will serve as the 21st Century Curriculum Design/Assessment Consultant for the project. Ed serves as Metiri’s lead designer of assessment tools for measuring student engagement and for the impact of learning technology in K-20 education. Ed has over 20 years of experience in learning technology leadership at the local, state, and national levels. He has specialized in design and evaluation of effective professional development programs at scale. Ed holds a BS degree in Social Science and a MS in Education, Administrative Leadership.

### **5) Quality of the Management Plan**

A Streetside Stories team whose members have worked on multiple successful US DOE Arts Education grants will implement a collaborative management plan focused on educator preparation and coaching, student achievement, school and district capacity building, and sustainability.

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

Streetside Stories is a San Francisco Bay Area nonprofit that teaches storytelling through writing, the arts, and technology. Over more than twenty years, Streetside Stories has helped more than 19,000 Bay Area youth access the arts, improve their literacy skills, and tell the true stories of their lives. We have partnered with over 125 schools and after school programs to provide innovative, culturally relevant in-school and after school programming for K-12 youth. We focus on the needs of underserved youth, including low-income students, English Language

Learners, and students of color. Since 2003, we have implemented five successful US DOE Arts Education projects, valued collectively at \$4 million dollars. Extensive evaluation by highly regarded researchers at WestEd has shown that our programs raise achievement and prepare teachers to integrate the arts and technology to foster learning (*See Project Design, appendices*). Every member of 21<sup>st</sup> Century Schools' management and evaluation teams have evaluated, directed, managed, or provided professional development as part of at least one successful AEMDD project, and the Project Director and Evaluator have been involved with five AEMDD and PDAE projects. With tested teaching and coaching tools, a strong team, and an innovative project design, Streetside Stories is prepared to achieve the project's objectives,, which include successful educator preparation and coaching in planning, implementing and assessing lessons that integrate common core literacy standards, arts, and 21<sup>st</sup> Century skills; increased capacity of partner LEAs to offer integrated learning; increased 21<sup>st</sup> Century, arts and language arts skills for participants, and a lessening of the achievement gap. (*see project design for complete objectives*)

### **Project Responsibilities**

The Streetside project team will lead management efforts, holding convenenings thrice-yearly with district/school teams and other project personnel in order to assess the project's effectiveness in meeting objectives, timelines and milestones.

Lead agency **Streetside Stories** will be responsible for coordination of the partnership and project, fiscal management and reporting, interfacing with the US DOE, project reporting, overseeing continuous improvement and making changes to project design, equipment selection, evaluation logistics (with WestEd), and coordination of sustainability planning and dissemination. Project Director Linda Johnson will be responsible for project hiring, structure, and oversight. Project Manager Luisa Leija will manage the project's day-to-day logistics evaluation. Project Education Manager Mona Chitkara will supervise teaching artists and

coordinate project training and coaching. 21<sup>st</sup> Century Coaches Van Nguyen-Stone and Samantha Sencer-Mura will engage in training, coaching, documentation and assessment.

**Partner Elementary and Middle Schools** within partner districts Hayward, West Contra Costa, and San Francisco Unified School Districts, will be responsible for committing to full participation in the project, aligning the project with whole-school reform efforts, freeing teacher time, supporting the evaluation, assessment and quality improvement processes, providing input on curriculum and assessment design, supporting the implementation logistics, managing equipment at the school, and engaging in sustainability planning. One Point of Contact at each school, a teacher or administrator who will receive a yearly stipend, will partner with Streetside to coordinate the school efforts listed above. They will receive individual training from the Project Manager on goals and procedures. A sustainability leader will spearhead sustainability planning in Years 3, 4, and beyond. **Partner Districts** will also engage in and coordinate sustainability planning, training and expansion activities with Streetside Evaluator **WestEd** will be responsible for design of evaluation instruments and data collection procedures, coordination, with Streetside, of data collection, analyzing and reporting on data, and disseminating, with Streetside, evaluation results.

**Consultants** Joe Lambert and Ed Coughlin will provide bring 43 years of combined experience to the project. Joe will use his pioneering new media expertise to consult on the design of curriculum modules and use of technology in the project. Ed, a nationally-known 21<sup>st</sup> Century skills consultant, will shape the design of teacher preparation workshops and integrated action research assessments.

### **Project Timeline: Key Milestones and Roles**

***Project Timeline: Key Milestones and Roles (milestones in bold)***

Roles are listed using the following key: SS=Streetside Project Director and staff

C=Educational Consultant SP=School Partner Project Leads WE=WestEd Evaluator D=District Personnel

### **Planning, Design and Pilot (First 6 months of Year One – July-Dec 2013):**

July-Sept: **Update curriculum, coaching model, and project modules.** SS, C Hire project Program Assistant. SS Sept: Launch online community for educators. SS Launch evaluation planning. SS, WE July-Sept 2013- Plan first training. Oct-Dec 2013 - Convene district meetings. SS, SP, D **Schedule pilot trainings and coaching cycles.** SS, SP **Purchase media arts lab, launch lab manual.** SS

### **Programming and Evaluation (Second Half of Year One: Jan-June 2014)**

Jan 2014: **Launch online community.** SS, C Install Media Arts Lab at school #1 SS, SP, Pilot training for 10 teachers, SS, SP January-June: **School-Day Coaching cycles for 10 teachers** SS, SP; February: Train five after school educators April: Follow-up visits for after school educators, meet with district/school team. SS, SP, D June: Publish students' finished products in semi-annual publication *Holler*. SS Continue evaluation planning. SS, WE Assess educator preparation and coaching curriculum, modules. SS, WE Collect exemplars of high-quality, documented teacher lesson plans and assessments. SS, SP

### **Programming and Evaluation (Year Two: July 2014-June 2015):**

August: **launch evaluation.** Purchase and install four Media Arts Labs at partners schools. SS, SP September-June: Three trainings for 28 teachers. School-Day coaching cycles for 28 teachers. Four trainings for 20 after school educators including follow-up visits for after school educators. SS, SP 3 project convening's. SS, SP, D. Publish students' finished products in semi-annual publication *Holler*. SS June: **Data review of project products and processes, make**

**revisions.** SS, WE, SP Collect exemplar high quality, documented teacher lesson plans and assessments at end of school year. SS, SP

### **Programming and Evaluation/Sustainability and Dissemination (Year 3: July 2015-June 2016)**

Yearlong: **Plan appearances at conferences.** SS, SP, WE, D. August: **Analyze year two data, make project revisions.** SS, WE. Purchase and install three Media Arts Labs. SS. Plan improvement year activities. SS, WE September-June: Three trainings for 24 teachers. School-Day coaching cycles for 24 teachers. Four trainings for 20 after school educators including follow-up visits for after school educators. SS, SP 3 project convenings. SS, SP, D Publish students' finished products in semi-annual publication *Holler*. SS January: **Launch sustainably and dissemination process.** SS, D, SP. June: **Data review of project products and processes, make revisions.** SS, SP, WE, C Collect exemplar high-quality, documented teacher lesson plans and assessments at end of school year. Produce action research video. SS

### **Programming and Evaluation/Sustainability and Dissemination (Year 4: July 2016-June 2017)**

Yearlong: Plan appearances at conferences. August: **Implement improvement year changes.** SS, C, SP, WE Purchase and install replacement equipment. SS Plan evaluation activities. SS, WE September-June: Three trainings for 33 teachers. School-Day coaching cycles for 33 teachers. Trainings for after school educators including follow-up visits for after school educators. 3 project convenings. SS, SP **Schedule and hold four district-wide trainings.** SS, SP, D Publish students' finished products in semi-annual publication *Holler*. Data review of project products and processes, make revisions. **SS, C, WE Continue sustainability and dissemination process, planning training, holding sustainability meetings, and preparing**

**products for release.** SS, SP, DJune: Collect exemplar high-quality, documented teacher lesson plans and assessments at end of school year. **SS Review and release evaluation report. SS, WE**

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

More than ten years of experience implementing USDOE AEMDD and PDAE grants has led to strong project planning, with solid time commitments at all levels of the project.

PROJECT STAFF TIME COMMITMENTS	# HOURS	PROJECT YEAR	TOTAL
Project Director (30% FTE)	12/week, 52 weeks	All	2,496
Project Manager (37.5 % FTE)	15/week, 52 weeks	All	3,120
Project Ed Manager (37.5 % FTE)	15/week, 52 weeks	All	3,120
21 <sup>st</sup> Century Coaches (2)	40/wk	All	16,640
Project Evaluator	8/wk	All	1,664
Project Media Arts Consultant	30	1, 3	60
Project 21 <sup>st</sup> Century Integration Consultant	30	1, 4	60
Classroom Teachers (95)	36	1, 2, 3 or 4	5,320
After School Educators (40)	8	1, 2, 3 or 4	320
		Total	32,680

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

Streetside Stories' experienced Project Team will gather multiple forms of data to ensure feedback and continuous improvement, with review occurring multiple times each year. **External evaluation data**, which will include summative reports with formative feedback, will be gathered at least once each year using varied methods, including student test data, student and teacher surveys, principal interviews, and teacher lesson plans and assessments. **Internal assessment tools** will include action research assessments, qualitative internal student surveys, teacher, administrator and consultant feedback, internal staff observations, and 21<sup>st</sup> Century Coach self-assessments will be gathered for analysis multiple times each year. **Partner school inputs**, which will include district strategic plans and school site plans, will be gathered at the beginning of each project year.

The Project Manager manages input, and uses it to coordinate continuous improvement. **Continuous Improvement Process.** Following are the program elements continuously improved using the above feedback, and how feedback is used for improvement: **Teacher Preparation Curriculum.** Both formative data from external evaluation and internal assessment, and summative data from external evaluation, are used to inform adjustments to teacher preparation by Streetside's Project Team each year, along with two smaller curriculum revisions at each semester's end. During Year 3, planning and revision will be an intensive focus. Key data include consultant and teacher feedback, student achievement and other language arts-related data, and portfolio assessment. **After School Educator Training.** The 21<sup>st</sup> Century Schools Project Team will examine educator and administrator feedback, and student-related evaluation data to continuously improve this component of the project. Adjustments will be made once each year that strengthen training effectiveness and alignment between after school and in-school components. **Teacher coaching model.** Streetside's Project Team review and revise the coaching and PD model at each semester's end, with special attention during Year 3. They

review formative and summative evaluation; other key data include teacher and administrator feedback, action research assessments, and teacher observation feedback. Data is used to strengthen the model, as well as to focus on areas of improvement for individual teachers through coaching and observation. **21<sup>st</sup> Century Coach Performance.** Formative and summative evaluation data are used yearly to assess instructional success during training and coaching, along with student and teacher feedback, observation, and action research assessments. Feedback is used to strengthen professional development and focus supervision and observation on areas of improvement. **Evaluation design and action research assessment protocols.** Streetside’s evaluator, Project Director and Manager, with school administrators’ input, will revisit evaluation and assessment tools at least once in years 1 and 3 to monitor 1) Accurate measurement of project objectives. 2) Usability by subjects and those administering them, including cultural relevance. 3) Emerging trends in the project or external environment that affect evaluation and assessment. **Management Plan.** All feedback will be monitored to ensure that the management plan is on track to meet project objectives on time and within budget. Years one, two and four evaluation reports will be reviewed by the Streetside Project Director and school administrators to make modifications to the management plan that strengthen teaching and learning and improve project logistics. All qualitative input will be used by the Project Director and Manager to monitor satisfaction of project stakeholders on a monthly basis in order to make ongoing adjustments, and to proactively address issues that could become barriers to success. **Project and dissemination materials and tools.** All materials, including teacher preparation and coaching models, technology instruction modules, conference presentations, and material showcasing youth work will be examined throughout the project for usability by multiple audiences. The Project Director will focus on teacher/administrator surveys, evaluation data, partner school inputs, and consultant feedback, focusing on dissemination design in years

three and four. **Sustainability Plan.** In Year Four, Streetside Project Director and Manager School Leaders, Sustainability Leaders, and Evaluator will form a team to review a compilation of project feedback created by the Project Manager. The compilation will be used to assess barriers to project sustainability at school sites and make adjustments to the Sustainability Plan.

## **6) Quality of the Project Evaluation**

WestEd, a research, development, and service nonprofit, will conduct the evaluation of 21<sup>st</sup> Century Schools. WestEd has a successful history of arts education evaluation. The evaluation team proposed for the 21<sup>st</sup> Century Schools evaluation has conducted five AEMDD and PDAE evaluations, and contributed to multiple evaluations for the National Endowment for the Arts and California Arts Council.

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

WestEd will conduct a summative and formative evaluation of the 21<sup>st</sup> Century Schools project examining the impact of arts integrated teaching tools and programming on student performance at the 3<sup>rd</sup> through 8<sup>th</sup> grade levels. The summative evaluation will examine 1) impact on student achievement; 2) impact on literacy skills, visual and media arts knowledge, and 21<sup>st</sup> Century skills; 3) impact on teachers' capacity to plan and deliver arts integrated instruction; and 4) and necessary components for replication of an elementary school arts integrated program. The evaluation will assess impact by examining students' standardized test scores, arts knowledge, and 21<sup>st</sup> Century Skills; teacher lesson plans, assessments, and self-reported feedback on instructional practices; observation data; and principal feedback. Collecting data on program impact from multiple sources (e.g., students and teachers) using multiple methods (e.g., standardized test, lesson plans, surveys, and observations) allows us to test

whether the impact of the program is consistent across data sources (data triangulation) increasing the validity of findings. Formative evaluation activities will rely heavily on continuous feedback, which will begin in year one during the planning and pilot phase and continues throughout the project. Continuous feedback will incorporate information from professional development observations, classroom observations, student surveys, and teacher and principal feedback.

Following we provide a list of evaluation questions addressed in this evaluation (see Table 1 in appendix for additional details, including sub-questions, data sources, and methods).

1. *What is the impact of 21<sup>st</sup> Century Schools on achievement in language arts?*
2. *What is the impact of 21<sup>st</sup> Century Schools on literacy skills and visual and media arts knowledge?*
3. *What is the impact of 21<sup>st</sup> Century Schools on students' 21<sup>st</sup> Century skills?*
4. *How effective is 21<sup>st</sup> Century Schools at increasing teacher capacity to plan, implement, and assess lessons that integrate arts and 21<sup>st</sup> Century skills with Common Core English language arts standards?*
5. *How does the impact of 21<sup>st</sup> Century Schools differ in school that received SIGs?*
6. *What are the necessary components to effectively replicate the program?*
7. *What changes need to be made to 21<sup>st</sup> Century Schools in year four based on findings from year two?*

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

**Evaluation Design.** The evaluation will employ a quasi-experimental design with a matched comparison group of non-participating schools to examine overall impact on student achievement. Using the same quasi-experimental design, we will examine the program's impact

on additional student outcomes measured by surveys: literacy skills, visual and media arts knowledge, and 21<sup>st</sup> Century Skills. Well-designed quasi-experimental studies with matched comparison groups and the use of students' prior achievement as statistical controls can allow evaluators to draw strong inferences about program impact when random assignment is not feasible (Shadish, Cook, & Campbell, 2002). Comparison schools will be matched to treatment schools (within respective districts) on school enrollment, percentage of English language learners, percentage of students on the Free or Reduced Lunch program, number of students, and school level academic performance. The treatment group will consist of 11 schools and approximately 1800 students. We will use a one-to-one match for the survey component of the design and a one-to-two match for achievement outcome analysis (i.e., a second matched comparison school will be identified for each treatment school for analysis of achievement data in order to improve statistical power).

Proposed analyses will assess program impact on student achievement by examining standardized test data collected through state assessments, specifically the English language arts subtests of the California Standards Tests (CST)<sup>6</sup>. We will assess students' arts knowledge<sup>7</sup>, literacy skills, and 21st Century Skills through student surveys, which will be developed for this study. (Prior to developing surveys, however, an extensive literature review will be conducted to search for existing surveys that have been validated and shown reliable for outcomes of interest.

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<sup>6</sup> The evaluation will use the standardized test administered by the state.

<sup>7</sup> Knowledge items come from a pool of more than 700 visual arts, literary arts, and theater items used by WestEd to evaluate the National Endowment for the Arts' Summer Schools in the Arts program, 2004-07. Attitude items come from instruments used in numerous previous arts evaluations, including evaluations of Streetside programs.

Where possible, the evaluation will use previously validated measures.) In a pre- (start of school year), mid- (after intervention), and year-end manner. The three-part survey collection allows us to examine immediate and long-term program impact. Student surveys will be collected from the comparison group in a pre- (start of school year) and year-end manner. We will survey teachers at the end of years two and four to examine changes in teacher practices, teacher knowledge, and teacher perception of student changes. We will also observe a sample of six to eight randomly selected classrooms from across participating schools in years two and four. Classrooms will be observed for one class period (approximately 45 minutes) pre-and during program implementation.<sup>8</sup> Observations allow us to examine student engagement and teacher practices while also providing rich data on school context that is helpful when interpreting results. During each project year, we will document program activities’ strengths and weaknesses in order determine necessary components for successful implementation and replication in other settings. Analysis to examine the relative contributions of various program components will take place during the final year of the grant.

In the following table, we provide an overview of data collection activities by year.

**Table 2: Data collection schedule**

	Year one Pilot	Year two	Year three	Year four
Standardized test data	√	√		√
Student surveys	√	√		√
Teacher surveys	√	√		√
Program improvement			√	

<sup>8</sup> Observations will use a structured protocol developed for previous arts evaluations.

Teacher lesson plans		√		√
Teacher-developed assessments		√		√
Teacher-developed assessment results		√		√
Principal interviews		√		√

**Year one: Planning and Pilot.** Evaluation activities will begin with the refinement of the program logic model (preliminary logic model is presented in Appendix XX). Program and evaluation staff will refine the logic model collaboratively, including the identification of measureable outputs. Logic models are critical to program implementation, improvement, and replication because they outline the program’s theory of action; delineate specific program activities, outcomes, and outputs; provide guidance when engaging in program revision and improvement; and provide a “road map” for future replication. Evaluation data collection activities during year one will be formative in nature and limited to a sample of classes in one pilot school. Information from program design activities occurring during the pilot year will contribute to revision and development of evaluation instruments, including surveys, and a rubric assessment for lesson plans and teacher-developed assessments. All instruments will be piloted and reviewed with program staff and provided to program staff during year one, and if necessary, revised. Providing evaluation tools to program staff during development phases assist program staff by providing concrete guidelines, benchmarks, and criteria by which progress is measured. Also during year one, we will collaborate with school and district staff in order to ensure access to student data necessary to effectively evaluate the program.

Development of the rubric to rate teacher lesson plan and teacher-developed assessment in particular, will be a critical step during year one. These two tools, along with the project modules, are key components to developing teacher capacity and represent a critical foundation

to the program's theory of action. We will develop these instruments relying heavily on existing measures with established validity and reliability.

**Years Two and Four: Evaluation Activities.** Evaluation activities during years two and four will focus on assessing program impact across participating schools. We will examine impact on student achievement using state administered standardized tests. We will collect pre- and post-student surveys to examine impact on literacy, visual arts, and media arts knowledge, as well as on 21<sup>st</sup> Century Skills. Classroom observation data will allow us to examine students' engagement, and provide insight on implementation and classroom context. Teacher surveys will allow us to assess the impact of professional development and coaching activities on teachers' capacity to integrate arts instruction, teacher development and use of assessments, and teacher implementation of project modules. Additionally, teacher surveys will provide information regarding any program implementation that takes place throughout the school year. This information will be critical in interpreting findings. We will also correlate student performance as measured by standardized test with student performance as measure by teacher created assessments.

In year four, we will examine whether 21<sup>st</sup> Century Schools has a differential impact at SIGs. Given the heightened level of accountability associated with SIGs, understanding fidelity of implementation will be critical in these schools. During year two, we will develop a measure of implementation fidelity to be used during year four analysis. In year four we also will assess schools' capacity to sustain arts integrated instruction and examine which 21<sup>st</sup> Century Schools components are most critical for program replication. We will interview principals and collect and examine school sustainability plans.

**Year Three: Concentrated Program Improvement.** Year three evaluation activities will include additional and in-depth analysis of student and teacher data in order to provide feedback

for program improvement based on evaluation data from the pilot year and first year of implementation. The program’s logic model will provide a framework during improvement activities. Evaluation staff will work closely with program staff in reviewing evaluation finding and identifying strengths and areas of improvement. Evaluation and program staff will work on a program improvement plan to be implemented before the final grant year.

**Data Analyses and Report.** Data for the evaluation of 21<sup>st</sup> Century Schools will be interpreted and analyzed using appropriate statistical and non-statistical methods. Quantitative data will be analyzed using t-tests (pre- to post-assessments) and analysis of covariance (ANCOVA), where appropriate, in order to control for any differences between the treatment and comparison groups. Qualitative data will be synthesized and summarized. Qualitative data will provide additional insight on program impact and provide rich context for interpreting findings.

We will submit a progress report at the conclusion of the planning year (July, 2014) that will include findings and recommendations from pilot activities. We will submit annual progress reports with preliminary findings by September 30<sup>th</sup> of each year. Annual progress reports will include a summary of findings along with recommendations for program modification. We will submit a final evaluation report by September 30, 2017.

Table 1: Evaluation questions, sub-questions, data sources, and methods

Evaluation Questions	Data Sources	Method
<i>1. What is the impact of 21<sup>st</sup> Century Schools on achievement in language arts?</i>		
<ul style="list-style-type: none"> <li>• Does participation improve students' performance on standardized tests?</li> <li>• What percentage of participating students demonstrate increased performance on standardized tests compared to the</li> </ul>	Student standardized test data	Data analyses

<p>comparison group?</p> <ul style="list-style-type: none"> <li>• How does 21<sup>st</sup> Century Schools contribute to closing the achievement gap?</li> </ul>		
<p>2. <i>What is the impact of 21<sup>st</sup> Century Schools on literacy skills and visual and media arts knowledge?</i></p>		
<ul style="list-style-type: none"> <li>• Do participants demonstrate greater increases in literacy skills and visual and media arts knowledge than a comparison group?</li> <li>• Are increases in literacy skills and visual and media arts knowledge related to language arts achievement?</li> </ul>	Students	Knowledge survey
	Student standardized test data	Data analyses
	Teachers	Knowledge survey
<p>3. <i>What is the impact of 21<sup>st</sup> Century Schools on students' 21<sup>st</sup> Century skills?</i></p>		
<ul style="list-style-type: none"> <li>• Do participating students demonstrate greater increases in 21<sup>st</sup> Century skills than a comparison group?</li> <li>• Are increases in 21<sup>st</sup> Century skills related to language arts achievement?</li> </ul>	Students	Knowledge surveys
	Student standardized test data	Data analyses
	Teachers	Survey
<p>4. <i>How effective is 21<sup>st</sup> Century Schools at increasing teacher capacity to plan, implement, and assess lessons that integrate arts and 21<sup>st</sup> Century skills with language arts?</i></p>		
<ul style="list-style-type: none"> <li>• How prepared and confident are teachers at integrating arts</li> </ul>	Teachers	Survey

<p>and 21<sup>st</sup> Century skills with language arts lessons?</p> <ul style="list-style-type: none"> <li>• Are/How are teachers using assessments to improve integrated lessons?</li> <li>• What changes occur in teachers' language arts lesson planning and instruction?</li> <li>• Do language arts lesson plans reflect integrated California Visual and Performing Arts standards?</li> <li>• To what degree do results from teacher-created assessments correlate with knowledge surveys and standardized test results?</li> </ul>	Lesson plans	Document review
	Teacher-created assessments	Document review
	Teacher-created assessments	Data analyses
	Student attendance	Data analyses
<p><i>5. How does the impact of 21<sup>st</sup> Century Schools differ in school that received SIGs?</i></p>		
<ul style="list-style-type: none"> <li>• To what degree are SIGs able to implement 21<sup>st</sup> Century Schools?</li> <li>• Does participation improve students' performance on standardized tests in SIGs?</li> <li>• What percentage of participating students in SIGs demonstrate increased performance on standardized tests compared to the comparison group?</li> </ul>	Student standardized test data	Data analyses
	Teachers	Survey
<p><i>6. What are the necessary components to effectively replicate the program?</i></p>		
<ul style="list-style-type: none"> <li>• How critical are professional development, lesson plans, integrated project modules, assessments, media lab manuals, and online community to successful program implementation?</li> <li>• How extensively are teachers using project modules and</li> </ul>	Teachers	Survey
	Streetside facilitator	Interviews

assessments?		
7. <i>What changes need to be made to 21<sup>st</sup> Century Schools in year four based on findings from year two?</i>		
<ul style="list-style-type: none"> <li>• How much and what type of support do teachers need in order to integrate 21<sup>st</sup> Century Schools programs with language arts curriculum?</li> <li>• What modification to 21<sup>st</sup> Century Schools programs could increase collaboration between Streetside Stories and schools to improve program impact?</li> </ul>	Teachers	Survey
	Streetside facilitator	Interviews