

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Arts in Education Model Development and Dissemination Program CFDA Number 84.351D

CFDA # 84.351D

PR/Award # U351D140054

Grants.gov Tracking#: GRANT11637578

OMB No. , Expiration Date:

Closing Date: Apr 28, 2014

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="38-6004161"/>	* c. Organizational DUNS: <input type="text" value="9599409090000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="313-203-3761"/>	Fax Number: <input type="text" value="313-297-6525"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022514-001

* Title:

Office of Innovation and Improvement (OII): Arts in Education Model Development and Dissemination Program CFDA Number 84.351D

13. Competition Identification Number:

84-351D2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Thinking like an artist in core curriculum subjects.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,177,770.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,177,770.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on .

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Derrick Coleman</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>School District of the City of River Rouge</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: School District of the City of River Rouge

* Street 1: 1460 West Cooldige Highway * Street 2: _____

* City: River Rouge * State: MI: Michigan * Zip: 48218-0000

Congressional District, if known: MI-13

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Arts in Education CFDA Number, if applicable: 84.351
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a _____ Middle Name _____

* Last Name n/a _____ Suffix _____

* Street 1 n/a _____ * Street 2 _____

* City n/a _____ * State _____ * Zip _____

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

Prefix _____ * First Name n/a _____ Middle Name _____

* Last Name n/a _____ Suffix _____

* Street 1 n/a _____ * Street 2 _____

* City n/a _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Derrick Coleman

* Name: Prefix Mr. _____ * First Name Derrick _____ Middle Name _____
* Last Name Coleman _____ Suffix _____

Title: Superintendent of Schools Telephone No.: 313-297-9600 Date: 04/28/2014

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PR/Award # U351D140054

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPAStatement.pdf

Add Attachment

Delete Attachment

View Attachment

Equal Access

All services to be provided by the proposed project, and the strategies planned for program implementation, are developed to ensure equal access and treatment for all eligible project participants, including and especially all members of groups traditionally underrepresented based on race, color, national origin, gender, age or disability.

The following barriers to participation have been identified and addressed in the program design:

Economic Status – All project activities have been designed to address the needs of low-income students and their families. This will include scheduling classes and project activities at multiple times to accommodate student and/or work schedules.

Race and ethnicity – Project training will address the role of racial and ethnic identity in recruitment, training, and mentoring.

Gender – This project hopes to attract underrepresented people in the special education vocation, such as males and people in the military to be prepared to serve their communities where their assistance is needed in these populations.

Language – Project training will include a component on English Language Learners.

Disabilities – This underrepresented group will be a priority in the recruiting process. Provisions will be made to ensure that students with disabilities will have full access to materials, classroom instruction and clinical experiences. The planning committee for this proposal includes a person with a disability who is also a father of a child with a disability.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
School District of the City of River Rouge		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Derrick	Middle Name:
* Last Name: Coleman	Suffix:	
* Title: Superintendent of Schools		
* SIGNATURE: Derrick Coleman	* DATE: 04/28/2014	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Thinking Like an Artist in Core Curriculum Subjects (TLAA)

River Rouge School District, 1460 W. Coolidge Hwy, River Rouge, MI 48218

Derrick R. Coleman, (313) 212-6878, derrick.coleman@riverrougeschools.org

The goal of the proposed project is to enhance, expand, document, evaluate, and disseminate an innovative, cohesive model of standards-based arts education into elementary and middle school reading and mathematics instruction of low SES students of color. The project addresses the lack of awareness and implementation of arts-integration instruction by teachers and is based on the research of Catteral (2009) and Burnaford, Scripp, and Paradis (2012). A short-term outcome is to increase teachers' ability to integrate standards-based art (& media art) education into their ELA and math instruction. Evaluation to measure outcomes will come from quantitative and qualitative data. Eighty percent of project students will demonstrate proficiency in art, reading, and math compared to a control group of students. The members of the learning community will include art, English/Language Arts (ELA), math teachers, as well as art-integration and math methods instructors, Eastern Michigan University technologists, literacy, cultural competency, teaching artist faculty, and teams of elementary and middle school ELA and math interns. Professional development consists of weekly visits to schools by technology, art-integration and math methods instructors, EMU faculty who will work with small groups of teachers. There will be a summer art-integration institute, 5 artists workshops, and 20 lessons co-planned by teachers and project staff, and co-taught by art, ELA (or math) teachers, art-integration instructors, and ELA/math interns. The management team consists of River Rouge administrators and EMU project director who will disseminate the work and build a sustainability plan.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Thinking Like an Artist in Core Curriculum Subjects

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1. Need for Project

River Rouge borders Southwest Detroit. The town's population has decreased from 11,326 in 1990 to 7,903 in 2010 according the U.S. Census. Both the loss of business and individual jobs have contributed to the city's dwindling population. The local economy was driven by ship building, steel and the manufacturing industry. Consequently, the decreased tax base made it difficult to support schools. Between 1990 and 2010, the percent of White residents of the town's population has decreased from 62% to 39%; while African-American and Hispanics populations have increased from 36% and 3% to 56% and 11%, respectively. The high school graduation rate of River Rouge High School in 2012 was 60.9%, compared to 76.24% for Michigan. The population of adults over the age of 25 without a high school diploma is 27%. The median household income was \$25,641 (ACS 2007-2011). The unemployment rate is 16%, and the percent of individuals living in poverty is 40%. While there are still proud residents, these realities challenge the city to create a sustainable community. The district's student enrollment declined nearly 55% over a ten-year period. The enrollment decline was driven by long standing misconceptions over student achievement and safety concerns, racial tension, unemployment, and concerns over open enrollment.

River Rouge has one elementary school, Ann Visger; and one middle school, C.B. Sabbath. Both schools are Title I schools. The student population for the 2013-2014 school year was 542 at the elementary school and 279 for the middle school. In 2009, 45% of elementary students living in River Rouge and 23% of middle school students attended school in a different district. However, due to a door-to-door canvas of River Rouge, there was been an increase in the student population, especially Hispanic students. Since the 2011-2012 school year, the increase at the elementary school has been 405-542 and middle school, 220-279. Student race/ethnicity follows:

Table 1

Table	School	Male/ Female	African American	Caucasian	Hispanic	Native American	Multi Racial
2012- 2013	Ann Visger	53% 47%	55%	15%	19%	1%	10%
2012- 2013	C.B. Sabbath	55% 45%	65%	10%	21%	0%	4%

In the 2012-2013 school year, 97% of elementary students were eligible for free and reduced lunch, while 95% of the middle school students were eligible (Center for Educational Performance and Information (CEPI)). Ann Visger Elementary School had no clear leadership for three years, when the principal changed six times. Currently, Joseph Emery, Jr. is the principal. He has brought the passion, energy, and vision to lead the school. Sabbath Middle School made adequate yearly progress (AYP) in the 2011-2012 academic year. Teachers are highly qualified in their subject area at both the elementary and middle schools. Teacher turnover at the schools is low. However, teacher absenteeism is high. For example, at the elementary school, for the 22 FTE teachers during the 2011-2012 school year, there were 185 days of absenteeism due to illness.

Disparities in academic attainment are clear by the achievement gaps in the table below for Michigan Education Assessment of Proficiency (MEAP) reading and mathematics scores. The percent of students who were 4-Not Proficient in reading and mathematics on the MEAP in 2013 was as follows:

Table 2

Grade Level	Reading	Reading	Mathematics	Mathematics

	(River Rouge)	(State)	(River Rouge)	(State)
3 rd Grade	29%	9.3%	69%	36.0%
4 th Grade	38%	10.2%	80%	38.2%
5 th Grade	41%	9.1%	75%	35.9%
6 th Grade	32%	12.1%	86%	39.7%
7 th Grade	47%	15.1%	76%	37.7%
8 th Grade	28%	10.0%	86%	41.9%

An analysis of MEAP test results reveals that the most difficult concepts for students in reading were reading global themes, summarizing, and analyzing text. The most difficult mathematics concepts included relationships and meanings, meaning notation, place value and comparison, as well as fluency with operations and estimation. In both reading and mathematics, none of River Rouge’s Hispanic students were proficient and African-American students made up the majority of the bottom 30% of those who were not proficient. In both reading and mathematics, 35% of students who were non-proficient had disabilities. One explanation given by teachers for lack of proficiency is lack of student motivation to do homework.

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

The main areas of need that will be addressed in the proposed project are as follows:

Low-Income: Both Ann Visger Elementary School and C. B. Sabbath Middle School are populated with students who live in poverty. Research reveals a correlation between low academic achievement and poverty (Petrilli et al., 2006).

Achievement Gap: Reducing the academic achievement gap between minority students and their peers has been identified by the River Rouge School District as a major goal in the current strategic plan. Research shows that arts integration can have an impact on the academic performance of disadvantaged learners (Corbett et al., 2001). Through instruction that strengthens students' achievement of the national arts standards, students will be engaged by dual learning objectives as they work in the creative process to explore connections between an art form and ELA or math Common Core Standards. Thus, they will gain greater understanding in both (ArtSedge).

Social/Emotional Development: Early adolescent years are a time when students are grappling with issues of authority, autonomy, identity and self-actualization, which can lead to decreased motivation and increased behavior issues in school (Roeser, Eccles & Sameroff, 2000). Art-integrated instruction puts to use students' motivation to foster perseverance and achievement in reading and mathematics.

(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.

As indicated in Table 1, students in both elementary and middle schools need to improve their academic performance in reading and mathematics. Needs have been identified through teacher observations, interviews, and surveys. Both elementary and middle school principals said that core curriculum teachers "rarely" worked with the art teacher. In the elementary school, there is one certified art teacher, who meets with kindergarteners for two hours per week; while meeting with students in grades 1-5 for one hour every third day. In the elementary school's hallways, children's artwork appears on the walls, but there is no focus on thinking as an artist. In the

middle school, there is a cultural studies teacher (who is not certified in art) who teaches an art class to both 6th and 7th graders one hour per day for 10 weeks. The 8th graders receive no art instruction. Budget limitations mean that not all students in the district receive art instruction. Thus, our low-income students of color lack access to art-integrated instruction that develops creative thinking and is linked to improved academic outcomes.

According to the President's Committee on the Arts and the Humanities, (2011 cited in Kraehe & Acuff, 2013, p. 32), "students in schools that are most challenged and serving the highest need student populations often have the fewest arts opportunities." Recent studies have reported racial, economic, and gender gaps in art achievement (Keiper, et al., 2009) and access to learning opportunities in art (Rabkin & Hedberg, 2011). "Why art when my students need to know how to read and do math?" From research cited, we learn that art strengthens learning skills, increases a learner's attention to detail, incites the imagination, and encourages new perspective on the world. The importance of the arts, literacy, mathematics, and multimedia is immediately of interest to professional organizations such as the National Council of Teachers of English (NCTE), the International Reading Association (IRA), and National Council of Teachers of Mathematics (NCTM).

Art integration has been shown to be an ideal method of learning (Deasy, 2002; Eisner, 2002; Burnaford et al., 2007; Hetland et al., 2007). A survey of our elementary and middle school principals reveal the need for teacher training and integration of technology in instruction. Joseph Emery, Jr. reported that although all teachers use learning pads, there is no use of other technologies. Brandon Cox noted that 10% of middle school teachers used iPhoto and 30% used Wifi enabled cameras, but no other technologies.

Needs of River Rouge Teachers

1. Need to have a better understanding of the benefits that the integration of the national arts standards have for the achievement of low-SES students in ELA and math.
2. Need to explore ideas with art-integration and math methods instructors, teaching artists, literacy, technology, and cultural competency faculty.
3. Need a way to connect to art, ELA, math, and technology resources. Support in the development of curriculum across subject areas supports more complex teaching and learning (Lindsley, 2006).
4. Need to know how to integrate the national arts standards into Common Core Standards for in ELA and math, as well as strengthen the place of visual art as a core academic subject in the school curriculum.
5. Need to create innovative teaching lessons for ELA and math that focus on and integrate the national arts standards.
6. Need the knowledge and expertise to use innovative teaching strategies that integrate the national arts standards into ELA and math instruction in the elementary and middle schools.
7. Need the knowledge and confidence to integrate digital media into ELA and math instruction. Teachers need to develop lessons that include technology (Nobori, 2012). They need coaching to help ensure effective implementation (Saraniero & Goldberg, 2011; Knight, 2004, 2005). They need to give students access to the digital media skills in order to create, share, and present work that demonstrates high levels of learning (President's Committee on the Arts and Humanities, 2011).
8. Need the knowledge to assess students' work in art-integrated instruction. Our interviews with teachers reveal that they are unaware of high quality assessment tools to measure student learning in the arts (PCAH, 2011; Herpin, Quinn, & Li, 2012).

2) Significance

a) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Through this project, a variety of curriculum and instructional products as well as the artifacts of student learning will be created documenting “what works,” that can be used effectively by educators in other settings. These materials will appear on the project’s website. It will include lesson plans, summer institute/Saturday workshops materials and podcasts, teacher and students sketchbooks, digital media how-to tab, action research plans, lesson plans and assessments, student work gallery, links to journal, ERIC, and conference articles, as well as project blog, evaluation and sustainability plan. These products have high potential for effective replication in diverse settings because together they illustrate in detail program planning, implementation, and evaluation. The proposed project’s website will include the following:

- 1) High-quality, innovative lesson plans that integrate the national arts standards with Common Core ELA and math standards for grades K-8, with 21st Century Skills. Each lesson will be co-designed by art, ELA or math teachers, as well as project staff. These lesson plans will be revised for maximum effectiveness after implementation.
- 2) A digital media how-to tab constructed by the project’s elementary and middle school technology instructors that will offer educators step-by-step instructions on how to use digital media arts to facilitate deep learning.
- 3) Summer art-integration institute and Saturday teaching artist workshops instructional information, take aways and podcasts will be posted on the project’s website.

- 4) Action research plans and assessments by participating art, ELA, and math teachers (working with art-integration instructors) will be designed for each lesson. Other teachers may use them when replicating lessons, or to learn more about developing their own assessments. These assessments will be aligned with the 21st Century Framework, national arts standards, as well as ELA and math Common Core Standards. Documentation of student work will display their learning and growth. This will include student writing, visual art, alongside curricular rubrics used to assess student learning.
- 5) Student artifacts will be shared on the project's website in a student work gallery as well as on platforms such as Artsonia and YouTube.
- 6) Sample pages from teachers' and students' sketchbooks will be posted on the project's website. These will become an audit trail of art learning and offer an opportunity for reflection about growth (Vasquez, 2004).
- 7) The project's evaluation report will provide a summary of the project's outcomes, evaluation procedures, and assessment tools, and will include data collection tools such as surveys, focus groups formats, observation instruments, and student assessment rubrics.
- 8) Art, literacy, math, and technology journal and ERIC publications links will appear on the project's website. Manuscripts will be written jointly by faculty, teachers, art-integration and math methods instructors, teaching artists, and interns.
- 9) Papers presented at national and state arts, literacy, math, and technology education and research conferences will be posted in the project's website.
- 10) On-line community blog and common Facebook page for participating educators to enable sharing of curriculum, best practices and digital portfolios. At the end of the project period,

exemplars from the online community will be made available online globally; so that other educators may benefit.

11) Sustainability plan for the proposed project will offer a valuable model for building the capacity of low-performing schools for dissemination to include teachers and administrators, educational policy makers, as well as arts educators.

3) Quality of the Project Design

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

Proposed project title: **Thinking Like an Artist in Core Curriculum Subjects (TLAA)**

We define “thinking like an artist” as practicing idea generation, pushing for mental flexibility, exercising innovation capabilities and sharpening “What if?” skills.

Eastern Michigan University (EMU) is located 30 miles west of River Rouge. It has a wealth of well-respected teacher education faculty, teaching artists, and well-prepared interns. The proposed project will enhance, expand, document, evaluate, and disseminate an intensive, cohesive model, based on research that has demonstrated its effectiveness to integrate the national arts standards (including media arts) into elementary/middle school ELA and math instruction for students of color who live in poverty.

SUMMARY OF PROJECT

The following section outlines of how a partnership between River Rouge art, ELA, and math teachers, as well as art-integration and math methods instructors, EMU literacy, technology, cultural competency, teaching artist faculty, and teams of ELA or math elementary and middle school interns will form a learning community.

Winter 2015 Inform teachers about the project. Weekly visits by elementary and middle school technology instructors to work individually with teachers to demonstrate how to integrate digital media and technology into their instruction. One Saturday EMU teaching artist workshop with teachers and project staff.

Summer institute-Summer 2015 –12 days (9-1 at Ann Visger library)

Art-integration instructors will explain to teachers what the national arts standards are and how thinking like an artist motivates students to achieve in art, reading and math. School art, ELA, and math teachers will work together. They will experience art-integration rather than instruction that coexist with art. Art-integration instructors will walk teachers through Visual Thinking Strategies and then practice transferring that same level of thinking to reading text or math situations. They will walk teachers through art lessons in different media based on the national arts standards that connect to ELA or math Common Core Standards. Teachers will experience critical/creative thinking offered to ELA and math lessons. Teachers will bring their lesson plans and re-envision their instruction to integrate the national arts standards, in order for students to think like an artist. Teachers will write an action plan for their fall instruction.

Fall 2015

Weekly visits by technology instructors continue.

Monthly visits (weekly taking turns through the month): literacy, cultural competency faculty, as well as art-integration and math methods instructors to work with teachers individually or in small groups.

10 Fridays lessons planned by art, ELA and math teachers, EMU literacy, technology, cultural competency faculty as well as art-integration and math methods instructors. Co-presented by

teachers and teams of elementary (or middle school) ELA or math interns and art-integration elementary or middle school instructors.

2 Saturday artist workshops (9-3) EMU teaching artists (in the morning and one in the afternoon) will show their art, talk through the thinking they do to brainstorm ideas, problem-solve to make art, and the kind of thinking they wish of the viewers of their art. The teaching artist will walk teachers through an art-creating project using his/her media to experience this process. Then there will be a discussion in small groups (ELA or math, elementary or middle school) by art, ELA, and math teachers, teaching artists, art-integration and math methods instructors, as well as literacy, cultural competency, and technology instructors. They will discuss how to integrate the national arts standards into the ELA and math instruction and how to assess it.

All activities continue in years 2, 3, & 4 (10 Friday fall and 10 winter-spring lessons).

This project is based on up-to-date knowledge from research and effective practices in three areas:

- 1) Partnership infrastructure**
- 2) High quality professional development-from theory to practice**
- 3) Art-integration model**

In this section, the rationale for the project activities, based on evidence-based research and then the activities of the proposed project will be described.

1. Partnership infra structure

Sustained partnerships and professional development opportunities allow teachers to become comfortable making natural connections in the curriculum and turning routine activities into deep knowledge for learners (Werner & Freeman, 2001). The benefits of collaborative relationships

contribute to increased teacher satisfaction, interest, and success while leading to the development of a sense of community of practice in the school (Deasy & Stevenson, 2005). Teachers are more willing to take risks, both in their curriculum planning and in front of their students. They are innovative in their teaching, willing to experiment, persevere in integrating the arts despite barriers, and approach their classes in a more child-centered rather than adult-centered manner (Werner & Freeman, 2001) and decreased isolation from peers (Landel & Ohana, 2006).

In the proposed project, learning communities will be created at each school. Teachers will come together to reflect upon and improve their teaching practice. This structure has enhanced teachers' effectiveness, create a sense of responsibility for students' success, increase teachers' satisfaction and morale, contribute to a greater likelihood of systemic change, and impact student achievement (McLaughlin & Talbert, 2006).

This project employs a school-based coaching approach where EMU faculty work with small groups of teachers to improve classroom practice, as recommended by Tomlinson, Brimijoin, and Narvaez (2008). To build a professional learning community, teachers in small groups will meet weekly with EMU elementary or middle school literacy, technology and cultural competency faculty, as well as art-integration and math methods instructors. They will learn, plan, and reflect on their teaching and students' learning, with a special focus on looking at student work (Arts Education Partnership, 2005). Use of art-integration instructors who provide coaching and modeling for teachers has been shown to be more effective than occasional discrete professional development activities to enable teachers to adopt what they have learned (Saraniero & Goldberg, 2011). Recent school improvement research has revealed that high quality

professional development conducted within a professional community of learning teams is linked closely to improvements in student achievement in reading and math (Bryk, 2010).

2. High Quality Professional Development

In this section, research-based studies in semiotics, Visual Thinking Strategies, and Habits of the Mind disposition mapping across core curriculum will be discussed. Then, professional development strategies to integrate the national arts standards into ELA and math including the use of media arts and technology, as well as assessment methods will be described. The project's professional development will satisfy the critical features of effective professional development that have been outlined by Desimone (2009):

content focus, active learning, coherence-align with curriculum, duration sustained and intensive, as well as collective participation recruited teachers.

SEMIOTICS

This project will use semiotics as a theoretical framework. Semiotics is a study of how meanings get communicated. From semiotic theory comes four principles:

1. Representation of meaning occurs through the use of semiotic systems.
2. Sign systems offer potential for a range of meanings and alternative perspectives.
3. Semiotic texts are culturally and personally situated.
4. Inquiry-based learning offers flexible opportunities for semiotic expression.

Reading art means that a viewer comprehends a visual statement made by the text maker. The study of how meaning is made across semiotic systems, like art and language, will help students read and analyze, as well as create, messages from a number of media sources (advertisements, mathematical situations, and drawings). When teachers and students both learn to read art,

discussions may focus on critical readings of visual texts that make visible learned assumptions about gender, race, class, and other social issues.

Grounded in semiotics, an arts-and inquiry-based curriculum has as its core the importance of learners' interests and experiences. According to Burke (2004), learners bring their schema and experience to their learning, and it is this personal inquiry that drives their interest in a subject. Eisner (2002) argues that art builds students' imagination and encourages symbolic and metaphorical thinking. Through this project, students will develop habits of artistic, higher order thinking.

Specific higher order thinking and critical thinking skills are key aspects of the Common Core Standards, which ask students to interpret, assess, integrate, evaluate, persevere, critique, reason, as well as discern patterns and structures (National Governors Association Center for Best Practices, 2010a and 2010b).

VISUAL THINKING STRATEGIES

Responding to art is a valuable process and can be a useful strategy when integrating art into other content areas. Art has the power to stop us. Artists want a viewer to reconsider a world that may or may not have been seen before. Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images. It is perhaps the simplest way that teachers can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. Through VTS' rigor group 'problem-solving' process, students are motivated and enabled to present their own ideas, while respecting and learning from their peers. Murata (1997) reported that students when the visual arts were a part of learning were able to deal with language more effectively.

According to Klein and Stuart (2013), in art, we use what the artist gives us; while reading, we use what the author gives us; in mathematics, we use patterns and data given to us, and think on our own to create meaning. Thus, art may provide the scaffolding students need to move from a text-free environment to a text environment. Thus, in this project, during the summer institute and Saturday workshops, teachers will be walked through the Visual Thinking Process. First, they will view art work and be asked a variety of higher-order questions about it by the art-integration instructors. Then, they will be given short readings or mathematical situations and work together to transfer similar levels of thinking. During this time, teachers will experience also the Artful Thinking Approach (Ritchart et al., 2006), an approach to teach creative thinking that uses six avenues to explore artistic works across the curriculum and deepen art experiences: questioning & investigating, observing & describing, comparing & connecting, finding complexity, expanding viewpoint, and reasoning.

HABITS OF THE MIND

The Studio Habits of Mind framework (ShoM) (Hetland, Winner, Veneema, & Sheridan, 2013) describes eight habits of mind used in art practice and encourages learners to recognize their thinking behavior as they make art: *Observing, Envisioning, Reflecting, Expressing, Exploring, Engaging, and Persisting*, and *Understanding Arts Worlds*. The Studio Habits of Mind are in effect the common core in the visual arts, and teachers who have used them may map them onto the core standards developed for ELA and math. ELA and math teachers may have no idea about what constitutes a genuine arts experience. The Studio Habits of Mind can guide teaches' approach and thinking when using the national arts standards foster achievement in ELA or math.

During summer institutes, teachers will be asked to discuss questions related to Studio Habits of the Mind. For instance, “What habits of the mind do I tend to emphasize in my in my classroom? What habits are naturally built by particular approaches or assignments I already use? Which habits come up frequently in conversations with particular students?” Thus, this action research will be used to help teachers integrate the national arts standards into their teaching practice.

CHARACTERISTICS OF ART INTEGRATION

DeMoss and Morris (2002), note characteristics of arts-integrated teaching include clear activities, expectations, and outcomes that are communicated to students in regards to the academic and artistic content areas to be taught. During instruction, the art, ELA, and math teachers participate equally in teaching, they do not merely coexist. They explicitly connect and reinforce each other’s standards and instruction.

Art-Integration and ELA Instruction

The project staff and teachers will be informed by Albers (2007) in regards art-integration and ELA instruction. Albers argues that teachers and students need to know something about the systems of meaning that operate in the visual arts for the purpose of more effective production and how to read art critically. Thus, teachers in the summer institute and Saturday workshops will learn how to create art in different media while experiencing thinking like an artist.

An example of an art-integration/ELA lesson (Albers, 2007) is an Autobiographical Drawings/Figures lesson based on National Arts Standard-VA: Create 1-Gr 6. Formulate an artistic investigation of personally relevant content for creating art and IRA/NCTE Standards 1, 2, 8,12. Autobiography is an important genre for ELA learners to read, write, and respond. Autobiography, is not located in language only, but exists through paintings, photographs, and

artifacts. Inviting students to study artifacts from their own lives, listen to family stories, and to remember events in their lives that have meaning supports this inquiry (Harste, Short, & Burke, 1988).

The procedure is as follows: Students in art class, learn how to draw themselves in settings or with objects that have importance. In ELA class, they read excerpts from autobiographies and biographies and discuss authenticity, voice, and detail. Students are invited to collect artifacts from home and collect thoughts from their family about these objects. They write artifact vignettes. In art class, students draw and paint a life-size image of themselves using what they have learned about figure drawing. They put it on foam back so it will stand. In their ELA class, students share their life-size images and read aloud a vignette. Throughout the lesson, students focus on how identities are developed by authors and artists while comparing the identities of characters with their own identity development.

Art-Integration and Mathematics Instruction

The project staff will be informed by instructional strategies developed by the Philadelphia Arts in Education Partnership, ArtsEdge, Kennedy Center, Arts IMPACT, Edutopia, as well as the research of Dantrassy (2012). Media arts and critiques will be used in the summer institute and Saturday workshops as an avenue to integrate the national arts standards into ELA and math instruction. An example lesson follows. In order to motivate students to complete a math assignment regarding geometry, an option they will offered is photography and collage instruction of items at school that show a variety of angles (Visual Arts Standard 6th grade: Design or redesign objects). Students describe these angles to their classmates. An assessment example integrating media art (Media Arts Standard for 5th grade-Organize content and components to convey purpose) relating to a 7th grade Common Core Standard regarding the

subtraction of negative numbers is as follows. A student films a train going backwards (i.e., in the negative direction on a number line). The rewind button is pressed to show the train now moving in the forward or positive direction. The student writes about concept in a math digital journal. Critiques analogous to those used in studio art will be integrated into math instruction. For example, in Japanese math classroom described by Stigler and Hiebert in *The Teaching Gap* (1999), teachers assign a single problem for a class. Groups work to solve the problem, and then the discussion focuses not on the answer, but the process of problem solving.

ART-INTEGRATION AND TECHNOLOGY

A key focus of the project is to provide ongoing training of the application and use of digital tools and technology, in order to prepare teachers to use it effectively to enhance their instruction (Sandholtz, 2001; Silverstein et al., 2000). Engaging students in media arts will help students develop their sense of self-efficacy, motivation, and confidence, which are all directly linked to student achievement (Pajares & Urdan, 2006).

The project staff and teachers will be informed by the research of Lin and Bertram (2013) regarding the use of technology in art-integrated instruction. While digital media has now become a significant part of the experience of young people, the instructional use of digital media in urban schools has been undervalued due to a deficit viewpoint. Drawing upon the ideas of Dewey, technology instructors will focus on enhancing achievement through a community inquiry strengths-based approach. Based on the work of Bastos, Cosier, Hutzler (2012), the proposed project staff will disrupt reductionist understandings of urban school experience. We argue for a move toward a teaching praxis based on the work of contemporary artists, who often turn conventional wisdom on its head and create new ways to make meaning. Art engages

humans in meaning-making processes to explore, imagine, and criticize life as they know and live it.

Cultural competency and cultural responsive pedagogy will underlie the work in this project. Culturally responsive pedagogy is one of the most effective means of meeting the learning needs of culturally different students (Harmon, 2012, Gay 2010; Ladson-Billings, 1994). In order for teachers to accomplish this, it is necessary for them to become culturally competent (Harmon, 2012). Principles of culturally relevant teaching include high expectations, student-centered teaching, culturally mediated instruction, and learning within a cultural context (Teaching Diverse Learners, 2006).

Although 99% of all public schools report high levels of technology connectivity and classroom access, teachers continue having difficulty integrating technology into classroom instruction (Moeller & Reitzes, 2011). Teachers need assistance in the form of intensive content-related and thoughtful professional development if this transformation is to occur. Research has shown that traditional one-time workshops are ineffective to develop teacher confidence and abilities to design effective lesson plans that infuse technology (Darling-Hammond, 1998; Cradler et al., 2002). Based on this research, in the proposed project, elementary and middle school technology instructors will visit schools weekly to work with individuals or small groups of teachers.

This technology coaching is intended to increase student mastery of the national arts, ELA, and math standards; increase student understanding of media arts technology; and improve student skill in the use of technology for creating, sharing, and presenting work that demonstrates understanding. With the use of studio arts software and applications, students will draw, paint, and sculpt virtually. Using digital tools, students and teachers will upload work into programs

like Photoshop refine, share, and post online gallery for later review by others in this virtual environment. Teachers may customize learning, assess progress and provide feedback immediately. This is helpful for English language learners and those with special needs (New York State Education Department, 2010).

ART-INTEGRATION AND ASSESSMENT

An essential and integral part of this proposed project will be the assessment of students' motivation, thinking, and work. This project will be informed by *Assessment in Art Education* (Beattie, 1997). Teachers will design and conduct performance-based, authentic assessments that will show evidence of student learning outcomes that meet national and state arts, ELA and math standards. Students will have portfolios of their best work in order to illustrate improvement over time. Teachers will design rubrics to assess students' work (*Rethinking Curriculum in Art*, Stewart & Walker, 2007). Teachers will use the results of their assessments to drive their instruction. Equal attention will be placed on both the processes and products of learning in art, ELA, and math. Thus, teachers will assess students' Studio Habits of the Mind (Hetland et al., 2007).

3. Arts-Integration Model

The Kennedy Center's CETA program (Changing Education Through the Arts) defines arts integration as "an approach to teaching in which students construct and demonstrate their understanding through an art form. Students engage in a creative process, which connects an art form and another subject area and meets evolving objectives in both." Arts integration's objectives in one art form (visual arts) is matched with objective(s) in another subject area (ELA or math) and taught together in a meaningful way, making strong connections. The lessons in this proposed project address the National Visual Arts Standards, the Common Core Standards

for English and Language Arts, the National Reading Standards, as well as the National Council of Teacher's of Mathematics standards. The project staff will be informed by *Mosaic of Thought* (Keene & Zimmermann, 2007) and *Strategies That Work* (Harvey & Goudvis, 2007), regarding how children learn to be metacognitive, and enhance comprehension.

Art integration teaching methods, as well as the purpose, theory, and benefits of this pedagogy, will be made explicit to teachers (Borden, 2006) through the summer institute and Saturday workshops. All learning will be scaffolded to help teachers build on prior knowledge to enter lessons successfully (Graves, Graves, Braaten, 1996). The 21st Century Skills Framework offers guidance to teach and integrate multidimensional skills, literacies and knowledge that prepare students to meet 21st Century demands (Partnership for 21st Century Skills, 2013). Aligned with recent research (Vernez et al., 2006; Noblit et al, 2009), activities in the first year of the grant period will introduce teachers to the methodology and practice of art integration and help build their commitment to this approach. The first year will consist of building the implementation plan, solidifying the evaluation plan and related instruments. In the first year, a baseline assessment of teachers' skills in arts integration will be measured to inform professional development plans for years 2, 3, 4.

b) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Art integration is a rich and complex approach to teaching and learning that not only aligns with new initiatives in education that prioritize conceptual and procedural skills but will contribute to education's transformation (Marshall, 2014). The Common Core Standards in Language Arts and Mathematics emphasize understanding of core ideas and application of knowledge through higher-level thinking skills (Common Core Standards Initiative, 2012;

Kendall, 2011). Likewise, the Framework for 21st Century Learning stresses critical thinking, collaboration, communication, and creativity (Jacobs, 2010; Partnership for 21st Century Learning, 2012). Silverstein and Layne (2010) defined art integration as “an approach to teaching in which students construct and demonstrate understanding through an art form” (p. 3). Wilson and Cohen-Evron (2000) found that integration could connect subject areas by emphasizing inquiry processes and skills common to all disciplines. This research has shown the benefit that underserved students gain from challenging integrated content.

By offering high-quality, evidence-based integrated curriculum, evaluation, dissemination and sustainability planning that ensures impact, the proposed project will increase the achievement in reading and math of underserved students. The project will foster student achievement by building literacy and mathematical skills through enhanced visual and media arts knowledge. It will increase teachers’ capacity to plan and deliver art-integrated instruction through high quality, replicable teaching tools.

The proposed project is informed by research evidence that supports art-integration’s effect on achievement in art/ELA/math, students’ thinking, closing the standardized test score gap for low-income students, and other benefits. Research supports the benefit of focusing art integration deeply into one or two disciplines such as ELA and math as in the proposed project, rather than broadly across the curriculum (Ingram & Riedel, 2003).

Evaluations of various arts integration programs, have found positive impact of arts integration on many of critical thinking skills, including planning, representing ideas, understanding multiple viewpoints, hypothesizing, having extended focus, and displaying evidential reasoning (Goff and Ludwig, 2013). The Arts Education Partnership (2005) has found

significant gains in achievement, especially in struggling learners, in its study of an arts-integrated approach to learning in 10 urban schools. Rabkin and Redmond (2005) report on arts-based research conducted in Chicago and Minneapolis. Gains go beyond basic skills and students in these programs became better thinkers, developed higher order skills, and heightened their interest in learning.

Nevins (2002) found that the benefits associated with study of the arts are inclusive of all students, although they can be greatest for those who are educational or economically disadvantaged, as in this proposed project. An arts-rich learning environment can have far-reaching effects. A recent report from the National Endowment for the Arts (NEA) found a correlation between arts education and achievement of low-income students. By nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. In this national study using a federal database of over 25,000 middle and high school students, researchers from UCLA found students with high arts involvement performed better on standardized tests than students with low arts involvement. Moreover, the high arts-involved students also reported less boredom in school (Catteral, 2009).

Effective classroom arts integration can reduce or eliminate educational achievement gaps for economically disadvantaged students according to a Mississippi State University research report. A study compared results on language arts and mathematics Mississippi Curriculum Tests, fourth grade writing assessments and fifth grades science tests to scores of students not enrolled in arts integrated classrooms. The percentage of students who experienced art-integrated instruction scored ‘proficient or above’ on standardized tests increased significantly, when compared to

student performance statewide and to student performance in other schools within the school district.

Students and schools implementing arts integrated curriculum have been found to increase test scores, with scores increasing for every additional unit of arts integrated curriculum (Burnaford, Scripp, & Paradis, 2012; Catterall & Waldorf, 1999). CAPE project researchers 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).

c) 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.

Transforming a school's learning environment to include successful and sustained arts-integrated instruction requires participation by the whole school community (Betts, 1995). Supportive administrators, ranging from superintendents to principals, are needed to ensure the continuity and depth of any partnership or program (Borden, 2006). At a time when federal funding for the arts in school is being cut, and teachers and administrators must meet Adequate Yearly Progress (AYP), the visual arts at risk. When educators consider the potential of the visual and media arts to promote high-levels of thinking, they can assure stakeholders about the arts' significance to literacy as well as mathematical learning (Albers, 2007).

A goal of the proposed project is to forge strong links between art-integration curriculum and state/national standards while building "on a foundation of carefully-planned goals" (Chicago Public Schools, 2009). Lessons will be planned by art, ELA, and math teachers, art-integration and math method instructors, EMU literacy, and technology, and cultural competency faculty, as well as teams of well-trained ELA/math interns. The lessons will provide student-centered,

hands-on, personalized learning opportunities to enable students to make sense of what they know and to demonstrate their learning (Silverstein & Layne, 2010). In this proposed project, we will work in classrooms to keep our work refined, relevant, and effective in the evolving field of art-integration and education. Art-integration instruction will be scaffolded for art, ELA, and math teachers by art-integration and math methods instructors as well as literacy, technology, and cultural competency faculty. Lessons will go through an extensive research-design-assess cycle to ensure quality instruction.

Art-integrated lessons will inspire students to modify their behavior. For students who are accustomed to being classified as academic “failures,” art-integrated instruction will provide a means for success and enhanced self-esteem. In this way, students will become more motivated and take control over their own learning (Edutopia, 2007).

According to the Partnership for 21st Century Skills, learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st Century, from those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future (Partnership for 21st Century Skills). This intent is the focus of the **TLAA** project.

d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

The proposed project will create a sustainable and replicable framework for art-integration, which will support future district art-integration efforts and can be used by educators globally. The proposed project is designed to build capacity and yield results that will extend beyond federal funding in a number of ways. The River Rouge superintendent, lead teachers, and project PIs along with art-integration instructors will work throughout the grant to

support the resources needed to sustain this effort with clear goals and roles through biannual meetings.

1. Teachers will continue to integrate the national arts standards into their ELA and mathematics instruction.

Teachers will build their capacity to integrate the national arts standards into their ELA and math instruction. The quasi-experimental evaluation design of the program, together with the planned continuous-improvement cycle, will enable the project staff to identify effective practices and refine the model before broadly disseminating both the curriculum, accompanying lesson plans and assessments, ensuring quality beyond the end of the grant period. The project will establish a learning infrastructure that will offer replicable lessons plans, develop educators who can repeat the lessons and assessments, engage students in learning, raise student achievement, and narrow the achievement gap for African-American and Latino students after the grant concludes. Teachers will work with their school's sustainability leader (lead teachers) and project director to integrate ongoing art- integration professional development into the school's improvement plan.

2. The River Rouge school district will support the salary of the middle school art teacher through district funding after the grant concludes.

3. Project teachers will showcase students' work at a school art festival for parents and the community once per year during and after the grant period.

4. Project lesson plans, assessments, professional development YouTubes and podcasts, technology how-to tips, a gallery of student art work, as well as ELA and math lessons will be available on the project's website which will be part of the school district's website. This will be maintained after the grant period. There will be a blog and a common Facebook page for

teachers and project staff about the project which will be initiated at the beginning of the project and continued afterwards.

5. A learning community of teachers and university faculty, teaching artists, interns, as well as teaching artists will continue after the grant period. As a result of the partnership nurtured through this project, teachers and administrators will develop a wider network of professional art educators and university faculty resources.

6. Information regarding the evaluation of this project will be made accessible through national and state arts, literacy, mathematics, and technology conferences, as well as educational journal and ERIC articles.

7. An art-integration in core curriculum elementary and middle school instruction course will be developed and taught in the Teacher Education Department at EMU. River Rouge schools will continue to be a site for interns' field experiences.

(4) Quality of Project Personnel

(a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

“The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, genetic information, or any other legally protected characteristic, in its programs and activities, including employment opportunities.” (Board of Education River Rouge School District Policy).

(b) The qualifications, including relevant training and experience, of key project personnel.

Derrick Coleman, a Project co-PI, is the superintendent of schools of River Rouge. He is a graduate of Eastern Michigan University.

Dr. Peggy Daisey, Co-PI/project director, is a professor in the Teacher Education Department at EMU, where she teaches secondary content area literacy courses and practicum to interns (Daisey, 2012). In the past, she has written and/or been the co-PI of Eisenhower, GOALS 2000, and NSF grants integrating storytelling, math/science activities and writing, that have involved interns. These grants have totaled \$1.675 million. She is widely published in literacy, mathematics, and science journals. She is a member of the Cranbrook Academy of Art and The Burlington (Vermont) Center of Arts.

Dr. Deborah Harmon, co-PI, is a professor in the Teacher Education at EMU where she teaches elementary curriculum courses and practicum. She is the director of the Office of Urban Education and Educational Equity. She was the director of the DREAMS Program, (\$265K, DOE), and a Noyce/MARS grant (NSF, \$750K) that provided funding for secondary STEM majors who prepared to teach in urban schools, as well as a DOE grant (\$225K) to develop and teach on-line courses through the Charles Wright African American History Museum in Detroit. She is widely published.

Dr. Robert Carpenter, project evaluator, is a professor in Teacher Education at EMU where he teaches quantitative research courses and serves as the director of the doctoral program. He has served as an evaluator for DOE and NSF grants and is widely published. He is the project evaluator for the National Institute of Singapore.

Dr. Nancy Copeland, elementary technology instructor, is a professor of educational media and technology in Teacher Education at EMU. She has conducted many workshops, and participated as project manager for DOE, NSF, and state grants.

Dr. Linda Williams, elementary literacy instructor, is an associate professor in Teacher Education at EMU where she teaches elementary content area literacy courses and practicum. She has presented numerous workshops and is widely published.

Frank Norton, middle school technology instructor, is a graduate student in the College of Technology at EMU. He has a teaching certification from EMU in technology education. He is an associate affiliate director for Michigan-Project Lead the Way.

Claudia Burns, art-integration instructor, is a former art teacher. She holds a BFA from the University of Michigan. Her media specialty is printmaking. She is currently an assessment development developer/writer for Michigan's Model Arts Education Instruction and Assessment Project.

Trevor Stone, is an art-integration instructor. He has taught art-integration ELA and math inservices at EMU and Marygrove College. His art exhibitions include those at the Smithsonian American Art Museum and Museum of Contemporary Art in Chicago.

Kay Pentzien, is an art-integration instructor. She is a middle school art teacher and reading specialist. She holds a MFA from Cranbrook Academy of Art in fibers.

Anne Marie Nicoll Turner, is a mathematics middle school teacher. She has a master's degree from EMU and has taught elementary/middle school math methods courses there. She has presented at many workshops/conferences and served frequently as a consultant.

EMU Art Dept. Faculty- Teaching Artists	Media	Example of Their Artwork
Jason Ferguson Sculpture	MFA University of Delaware	
Chris Hyndman Painting	MFA Ohio University	
Ryan Molloy 3-D	MFA University of Texas	
Brian Lee Nelson Sculpture	MFA Michigan State University	
Carole Pawloski African Art	MFA California State University	
Chris Reilly Digital Media	MFA UCLA School of Arts & Architecture	
Amy Sacksteder Drawing & Painting	MFA Northern Illinois University	
Brian Spolans Printmaking	MFA University of North Texas	
Jason DeMarte Photography	MFA University of Oregon	

Trevor Stone Interactive Performance Art	MFA California College of the Arts	
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5) Quality of the Management Plan

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.

Project Staff and Responsibilities-River Rouge Staff:

Derrick R. Coleman, as superintendent of the River Rouge Schools, he will oversee the financial distribution of funds and the financial reporting for the grant. He will work with Dr. Daisey to unite art-integration instruction with the districts’ improvement and oversee the project’s sustainability plan. He will work with Robert Carpenter, the project evaluator to make data available.

Joseph Emery, Jr., as principal of Ann Visger Elementary, he will work with Dr. Daisey, the EMU faculty, and interns who work with teachers and students at the school. He will unite art-integration with the school improvement plan. He will work with Dr. Carpenter, the project evaluator to collect evaluation data.

Brandon C. Cox, as principal of Sabbath Middle School, he will work with Dr. Daisey, the EMU faculty, and interns who team with teachers and students at the school to fuse art-integration into instruction and the school improvement plan. He will work with the project evaluator to collect evaluation data.

Lead Teachers at C. B. Sabbath 6-8 Middle School Toni Falahee and the new art teacher will work with the ELA and math teachers and EMU staff. They will schedule weekly teacher

meetings with EMU faculty. They will advise the evaluator and Dr. Daisey about the sustainability of project.

Lead Teachers at Ann Visger Elementary School Tracy Jurek, Sabrina Rudy, and Robert Lewandowski (art teacher) will work with teachers and EMU staff. They will arrange teacher meetings for faculty. They will advise the evaluator and Dr. Daisey about the sustainability of the project.

Responsibilities-Staff from Eastern Michigan University:

All faculty will work together to write educational journal articles and post on the project blog, and present at national/state conferences.

Peggy Daisey, Ph.D., co-PI and project director will oversee the grant. She will bring together the staff and direct summer institute and Saturday workshops. She will work with middle school ELA, math, and art teachers, teams of middle school ELA and math interns to plan and present the 10 Friday workshops (fall and 10 winter-spring). She will work with middle school teachers as the middle school literacy consultant.

Deborah Harmon, Ph.D., co-PI will work to oversee the grant with Dr. Daisey and work with teachers in small groups regarding cultural competency and cultural responsive pedagogy at the summer institute, Saturday workshops, and monthly visits to both schools. She will present professional development at the control group schools.

Robert Carpenter, Ph.D., is the project director. He will oversee the collection and analysis of baseline, formative, and summative evaluation. He will write the analysis of the data for the final report.

Nancy Copeland, Ed.D., is the elementary technology instructor. She will visit Ann Visger Elementary School weekly to work with teachers. She will participate in the summer

institute/Saturday workshops. She will assist in ordering technology and offer methods for assessing students' digital media work. She will contribute to the project's website digital media how-to tips tab.

Frank Norton, is the middle school technology instructor. He will visit Sabbath Middle School weekly to work with teachers. He will participate at the summer institute/Saturday workshops. He will assist in ordering technology and offer methods for assessing students' digital media work. He will create and add to the project's website and blog. He will contribute to the project's website digital media how-to tips tab.

Linda Williams, Ph.D. is the elementary literacy consultant. She will attend Saturday artist workshops. She will go to the elementary school once per month and work with teachers. She will work with the 3 teams of elementary ELA interns to prepare lesson plans for 10 Friday presentations in the fall and 10 Fridays (winter-spring).

Anne Marie Nicoll-Turner is the elementary and middle school math method instructor. She will visit elementary and middle school teachers every other week to work with them in small groups or individually regarding math instruction. She will participate in the summer institute and Saturday workshops. She will work with the 3 teams of elementary math interns and 3 teams of middle school math interns to plan their 10 Friday lesson presentations in the fall and 10 (winter-spring).

Claudia Burns is an art-integration instructor during the summer institute. She will work with ELA, math, and art teachers, as well as teams of ELA and math middle school interns to plan and present 10 Friday lessons for Sabbath Middle School in the fall and 10 Fridays (winter/spring). She will participate in the Saturday workshops. Claudia will be the art integration assessment consultant.

Trevor Stone is an art-integration instructor who will work with Ann Visger Elementary School's ELA, math, and art teachers, as well as teams of elementary ELA and math interns to plan and present 10 Friday lessons for the fall and 10 Fridays (winter-spring). He will present his interactive performance art at a Saturday workshop.

Kay Pentzien is an art-integration instructor participating in the summer institute. She is a reading specialist and will work with teachers also in this respect.

Teams of Elementary Interns There will be 3 teams of two ELA and 3 teams of two math interns who will work with ELA (or math) and art teachers, Trevor Stone to plan and present 10 Friday lessons in the fall and 10 in the winter-spring. These interns have completed successfully a content area literacy course and practicum with Dr. Williams, as well as an ELA/math methods class. They will attend the summer institute. Each team will teach lessons either for K-1 lessons, grades 2-3 lessons, or grades 4-5 lessons.

Teams of Middle School Interns There will be 3 teams of two ELA and 3 teams of two math interns who will work with ELA (or math) art teachers, and Claudia Burns to plan and present 10 Friday lessons in the fall and 10 in the winter-spring. These interns have completed successfully a content area literacy course and practicum with Dr. Daisey, as well as an ELA or math methods class. They will attend the summer institute. Each team will teach either grade 6, 7, or 8 classes.

The management plan has been designed so that the program's objectives will be achieved on time and within budget, with clearly defined responsibilities, timelines, and milestones. The management team is composed of the project director, principal investigators, evaluator, art-integration instructors, as well as the superintendent, principals, and lead teachers. This group will meet quarterly to review timelines and milestones, monitor the budget, implement the

project plan, as well as review and modify the activities based on the formative evaluations. During the first year, this group will meet more often to plan the project.

Task 1: Create partnership infrastructure that connects River Rouge elementary /middle school teachers and administrators, EMU faculty, and art-integration and math method instructors to implement the TLAA model successfully.

Objective 1: Establish project management team & management procedures.

Timeline: Convene January 2015 then every 3 months until December 2019.

Milestones: Documentation of management team and procedures.

Responsibility: Superintendent, EMU faculty, evaluator, art-integration instructors

Objective 2: Establish leadership committees at schools.

Timeline: Convene January 2015 then meet formally quarterly and informally at Friday lessons in fall and winter/spring.

Milestones: Document conversations and decisions.

Responsibility: Principals, lead teachers, project director, PIs.

Objective 3: Contact staff and set dates.

Timeline: January of each year 2015-2019.

Milestones: Document dates on project website.

Responsibility: Project director, principals, teachers, EMU faculty.

Objective 4: Establish learning community at River Rouge schools.

Timeline: January 2015 and yearly after that if new teachers hired.

Milestones: Document trips to schools and meetings.

Responsibility: Project director, all staff, lead teachers, teachers, principals

Objective 5: Order art supplies and technology

Timeline: Beginning of January 2015 and each year after that through 2019.

Milestones: Document order

Responsibility: Project manager, art teachers, art-integration & technology instructors

Objective 6: Hire teams of elementary and middle school ELA & math interns.

Timeline: April/June/December 2015 & each year (end of EMU semester)

Milestones: Document hiring

Responsibility: Project director with advice from elementary literacy faculty.

Objective 7: Begin project activities.

Timeline: January 2015 until December 31, 2019

Milestones: Info for teachers, visits to school by technology instructors, 1st Saturday teaching artist workshop. Baseline evaluation data collected.

Responsibility: Project director, principals, lead teachers, tech instructors, math methods and art-integration instructors, literacy and cultural competency faculty, EMU teaching artists.

Task 2: Conduct professional development for teachers to increase their ability to create and deliver instruction that integrates the national arts standards into ELA and mathematics in alignment with state/national standards.

Objective 1: Project teachers receive professional development in art integration.

Timeline: June 2015, June 2016, June 2017, June 2018.

Milestones: Attendance will document majority of teachers participate in summer institute.

Responsibility: Project director, lead teachers, art-integration and math methods instructors, literacy and cultural competency faculty.

Objective 2: Project teachers receive professional development at school sites in technology as well as in art-integration, literacy and math methods, and cultural competency.

Timeline: Weekly visits by tech instructors begin 1/2015, and monthly visits (one person per week) by art-integration and math methods instructors, literacy and cultural competency faculty begins 9/2015 to work individually or with small groups of teachers.

Milestones: Documentation of technology, art-integration, literacy, math methods, and cultural competency topics taught and names of teachers receiving instruction

Responsibility: Art-integration & math methods instructors, technology, literacy, & cultural competency faculty.

Objective 3: Art-integration, Thinking Like an Artist workshops

Timeline: Saturdays beginning April 2015, then 2 in falls in 2 in winters

Milestones: Documentation that majority of teachers attend workshops.

Responsibility: EMU teaching artists (2 per Saturday), project director, art-integration instructors, PIs, and EMU faculty.

Objective 4: Teachers showcase their lesson plans at a Curriculum Share & submit them to project's website.

Timeline: May 2016, May 2017, May 2018, May 2019.

Milestones: Documentation that the majority of teachers present their lesson plans.

Responsibility: Project director, teachers, art-integration instructor, website manager.

Task 3: Provide art-integrated curriculum designed to enhance students' critical/creative thinking, Studio Habits of the Mind, in ELA and math, as well as students' social/emotional learning.

Objective 1: Students receive instruction in art-integrated lessons.

Timeline: Beginning fall 2015 (10 weeks), winter-spring 2016 (10 weeks) & continuing through 12/31 2019 and after project.

Milestones 825 K-8 students receive art-integrated instruction in art, ELA & math.

Responsibility: Art, ELA, math teachers, art-integration instructors, project staff.

Objective 2: Students showcase their learning and growth.

Timeline: May 2016, May 2017, May 2017, and May 2019

Milestones: The majority of students will present their work at a family arts festival & add their work to the project's website student gallery.

Responsibility: Art, ELA, math teachers, principals, art-integration instructors, evaluator.

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.

Time commitments of the co-project investigators, project director, and other key personnel have been considered carefully and are sufficient to achieve the goals of the proposed project. All of the major tasks described in part 5a have staff to see that that they are accomplished. Specific responsibilities are described in section 5a. The time allotment for key personnel is as follows. Derrick Coleman, superintendent, Co-PI (5%). Brandon Cox, middle school principal (2%). Joseph Emery, Jr., elementary school principal (2%), Dr. Daisey, Co-PI, project director, middle school literacy instructor (30%), Dr. Harmon, Co-PI (23.5%), Dr. Carpenter, evaluator (36%), Claudia Burns, art-integration and assessment instructor (24%), Trevor Stone, art-integration instructor (12 1/2%), Kay Pentzien, art-integration instructor (12 1/2%), Dr. Copeland, elementary technology instructor (23%), Frank Norton, middle school technology instructor (23%), Dr. Williams, elementary literacy instructor (12 1/2%), Anne Marie Nicoll-Turner, math method instructor (24%), and 9 EMU teaching artists/faculty (3 days each).

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

A variety of procedures will be used to collect feedback for continuous improvement of the project; so that the TLAA project will become a sustainable and replicable model.

An annual report based on the previous year's results will be studied to refine and improve the delivery of professional development to integrate the national arts standards into ELA and math instruction. Results of this feedback will be discussed during QUARTERLY LEARNING COMMUNITY MEETINGS, where teachers and project staff make improvements to future art-integrated ELA and math instruction and to their curriculum. This information will be shared at QUARTERLY MEETINGS with principals, lead teachers, and project staff to improve the project's professional development instruction, as well as to fuse art-integration into River Rouge's district improvement plan. The project management team will compare feedback to project objectives and milestones to ascertain if the project's tasks are being accomplished on time. This will support annual reporting requirements as well as further program modification as the project proceeds.

6) Quality of Project Evaluation

We propose using a variety of assessments to measure the effect of infusing arts education into the general education classroom with a particular interest in reading and math achievement of kindergarten through 8th grade students. The following narrative is structured to address the three main charges of the evaluation: 1) Objective performance measures; 2) Periodic assessment of progress; and 3) Evidence of promise.

Objective performance measures

(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. (p. 38)

Our overall goals align with the U.S. Department of Education Office of Innovation and Improvement's three main purposes in the RFP: 1) To support systemic education reform by strengthening arts education as an integral part of the elementary school and secondary school curriculum (p. 45); 2) To help ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts (p. 45); and 3) To support the national effort to enable all students to demonstrate competence in the arts (p. 45). Our specific intention is to unpack goal two by measuring how integrating National Arts Standards throughout the curriculum affects achievement in reading and math.

We are guided by the following outcomes:

- 1) Describe the resources allocated to and perceptions of the National Arts Standards in the district and evaluate whether the resources and perceptions improve over time.
- 2) Document student performance in art, reading, and math and decide whether the performance improves based on integrating National Arts Standards into reading and math instruction.
- 3) Investigate the level of National Arts Standards integration in reading and math pedagogy and determine whether the Standards become more integrated into reading and math pedagogy over the course of the grant.
- 4) Describe student motivation to learn art and core curricular subjects and whether this motivation improves as the result of integrating the National Arts Standards into reading and math.

Our quasi-experimental design will utilize a variety of assessments to operationalize our outcomes. Eighty percent of River Rouge students who participate in the project will demonstrate proficiency in reading and math on the Michigan Educational Assessment Program (MEAP) tests in comparison to a control group of students. We have identified comparable schools in the Beecher School District (near Flint, MI) – see letter of support from Dr. Joshua Talison, superintendent in appendix, with similar demographic and reading/math performance profiles, who will serve as a control groups for our evaluation. We will use objective performance measures, both from within and outside of the classroom context, to provide rich quantitative and qualitative measures of our outcomes. The evaluation schedule below provides an overview of how each outcome will be measured over the first half of the grant. We foresee a similar pattern of data collection over the final two years with minor changes based on what is learned in the first two years of the grant. Following the evaluation schedule table is a narrative description of how each outcome will be measured along with more detailed description of the connection between each instrument and the corresponding outcome.

Table 1. Evaluation Schedule

Outcome	Assessment	2014		2015				2016			
		Jul	Oct	Jan	Apr	Jul	Oct	Jan	Apr	Jul	Oct
		- Sep	- Dec	- Mar	- Jun	- Sep	- Dec	- Mar	- Jun	- Sep	- Dec
1) Describe the resources allocated to and perceptions of the National Arts Standards in the district and evaluate whether the resources and perceptions improve over time.	1) Review of district allocations to arts education.			X		X			X	X	
	2) Site review of resources in each classroom										
	3) Survey of Principals, teachers, and students 4) Teacher interviews			X				X			
2) Document student performance in art, reading, and math and decide whether the performance improves based on integrating National	1) MEAP		X								
	2) MME/ACT			X							
	3) ACCESS	X	X	X							
	4) NWEA	X		X	X		X		X	X	
	5) STAR	X		X	X		X		X	X	
	6) Smarter Balance				X				X		

Arts Standards into reading and math instruction.	7) Inquiry Bridge	X	X	X	X		X	X	X	X	
	8) Project-based student artifact			X		X		X		X	
3) Investigate the level of National Arts Standards integration in reading and math pedagogy and determine whether the Standards become more integrated into reading and math pedagogy over the course of the grant.	1) Classroom Observations			X		X		X		X	
	2) Project-based student artifact			X		X		X		X	
4) Describe student motivation to learn art and core curricular subjects and whether this motivation improves as the result of integrating the National Arts Standards into reading and math.	1) Student Efficacy and Motivation survey			X		X		X		X	

Outcome 1: Describe the resources allocated to and perceptions of the National Arts Standards in the district and evaluate whether the resources and perceptions improve over time. Our first step is to document the current state of arts education in the district through a review of resources and the perceptions of the principal stakeholders. The resource allocation data are provided by district materials and will focus on budget for arts education at each school. Arts resources in each classroom will be tallied in terms of quantity and quality. In addition, stakeholder surveys will document perceptions on the role of arts education, how arts are currently incorporated the curriculum, and whether the stakeholders envision a role for art and the National Arts Standards in the core curriculum. We will collect follow up data at the end of each academic year to document change over time (five times over the four years).

Research shows teacher beliefs are a powerful ally or hindrance in any school-wide reform movement (Adelman & Taylor, 2003; Blasé, 2005; Yerrick, Parke, & Nugent, 1997). We will collect teachers' initial beliefs about art-integration into core subjects and document whether these beliefs change over the course of the grant. Given current practices in preparing subject area teachers, particularly in middle school, our initial sense is there will be little consideration or experience in utilizing art while teaching core subjects. We will interview teachers on their belief about arts integration as well as their sense of efficacy to integrate art into their core subject teaching at the beginning of the grant as well as at the end of each academic year. Themes will emerge from each collection point and we will examine the change in themes across time to determine whether there is a developmental pattern or stages in teachers "becoming" highly skilled at integrating the national arts standards into the core curriculum.

Outcome 2: Document student performance in reading and math and decide whether the performance improves based on integrating National Arts Standards into Reading and Math instruction. We evaluate this outcome primarily through curriculum-based assessments and objective standardized test scores. The district administers a variety of standardized or external tests some required for state reporting and others for school improvement or as part of the curriculum. The state required assessments are likely to change over the course of the four years of the grant as the State of Michigan phases out the MEAP and moves to the Smarter Balance Assessments aligned with the Common Core. We will retrospectively analyze district MEAP trends to create effect-size change scores and compare these to effect-size changes in the new Smarter Balance Assessments. In addition, the district uses the MME/ACT in 11th grade which will not change. Given our 2019 11th graders will begin the grant in 7th grade we measure the impact of the program on MME/ACT scores by comparing results in years three and four to earlier cohorts of students who were not involved in program. We will also have MI ACCESS data on this cohort of students. The district also administers a variety of other standardized assessments and commonly used curriculum-related assessments in the areas of ELA and Math that will provide valuable objective measures of the impact of the proposed curriculum. The assessments include the NWEA and STAR (reading and math) at three time points across the academic year to all children in elementary and middle school and Inquiry Bridge every month to grades 9-12. Even though the focus of the grant is elementary and middle school the students will be matriculating into the high school in the fall of 2016. We will use paired *t*-tests, ANOVAs, and ANCOVAs to

document change over time while controlling for baseline differences between the experimental and control schools.

Outcome 3: Investigate the level of National Arts Standards integration in reading and math pedagogy and determine whether the standards become more integrated into reading and math pedagogy over the course of the grant. Classroom observations will be conducted at the beginning of the grant to document whether the national arts standards are integrated into teaching of core curriculum content. We will analyze the types of techniques/tools/activities teachers use to teach ELA and/or math content and code the pedagogy based on instructional technique (didactic vs. constructivist) and locus of control (student to teacher). We will conduct observations at the beginning and end of each academic year to document any change in teacher pedagogy as the result of infusing national arts standards into the core content with the goal of 100% integration by year four. Specifically we will examine whether the national arts standards are included in the instructional activities and if so whether it is integrated into the content, as defined in the RFP, “Integrating means (i) encouraging the use of high quality arts instruction in other academic/content areas” (p. 11), or simply art enhanced instruction. Subsequent observations are intended to examine whether the level and type of art involvement in reading and math changes over time. A second indicator to measure this outcome will be student artifacts in the core subjects to evaluate the level of integration shown in student products. The baseline materials will be collected at the beginning of the grant in January, 2015 and subsequent artifacts will be collected at three time-points across each school year. A rubric will be developed by the evaluation team to measure the level of art integration in the projects and products and we will compare

ratings from the beginning, middle and end of each school year and across years to evaluate change.

Outcome 4: Describe student motivation to learn art and core curricular subjects and whether this motivation improves as the result of integrating the National Arts Standards into reading and math. Students' interest and motivation are also important to successfully implementing any school reform movement. We will collect initial data to determine students' interest and motivation in art, reading, and math. At the end of each year we will re-administer the surveys to document whether students' interest and motivation shift over the duration of the grant. We will likely use one of the many instruments currently available with demonstrated reliability and validity to collect the data. Results will be analyzed by subscales at each time point and across time to determine if arts standards integration results in a change to motivation and if so whether the affect is consistent across all motivational domains or within subdomains.

6b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

The evaluation is designed to be conducted in phases and intended to evaluate the effect of the program on the key constructs described above. We will be gathering feedback data (described above) that will allow periodic assessment of progress toward achieving the intended outcomes. The collection and analysis schedule affords time between academic years to reflect on what was learned and how the program could improve practice. Annual reports each July are intended to collect and summarize this information and be available to the implementation team over the summer to allow for

changes in the upcoming academic year. We envision three phases of evaluation: 1) baseline; 2) implementation/reflection; and 3) codification elements of promise.

Phase one: Baseline. The first phase of data collection will provide the baseline information necessary to tailor the program to the perceptions and beliefs of the stakeholders, particularly teachers and students, during the summer and school year professional development sessions. The analysis of district resource allocation and classroom inventories will provide valuable information to anticipate the needs of classroom teachers and students. The initial surveys and interviews will provide a rich context for the program and stakeholder perceptions of integrating arts standards into the core curriculum. The first phase will also involve working through the logistics of accessing, storing, and analyzing the standardized assessment data needed to document the effect of the intervention on ELA and math achievement.

Phase two: Implementation/revision. The second phase begins of the first fall of implementation (fall, 2015) through the end of the second academic year (spring, 2017). During this period the implementation team will focus on initial professional development and teachers will begin to work with national arts standards in the classroom. Data, particularly from surveys and interviews, will provide valuable information to make adjustments to the implementation. This phase will provide initial indications on whether the program is changing teacher practice, improving student motivation, and increasing performance in art, reading, and math.

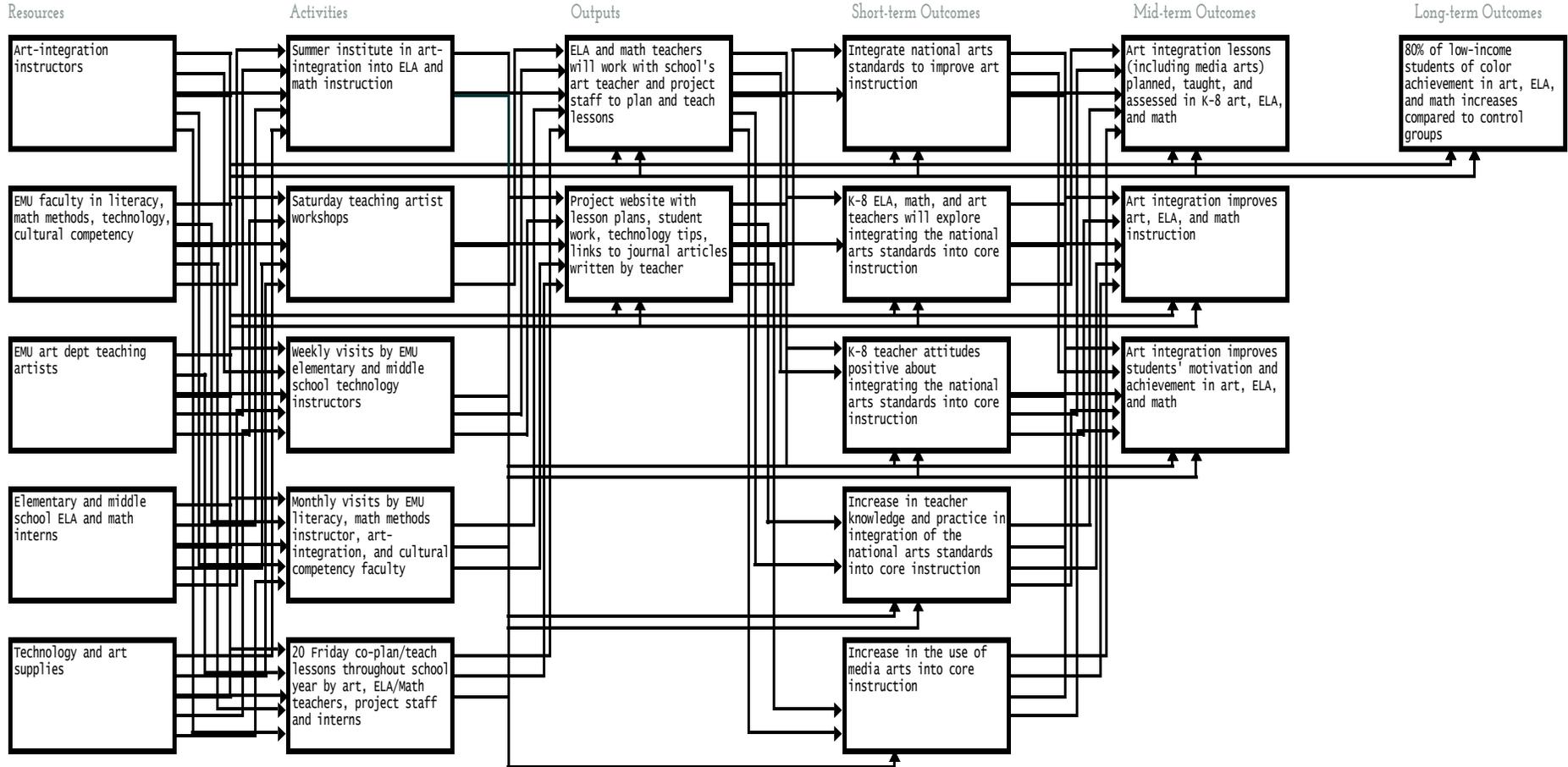
Phase three: Codifying elements of promise. The third phase will encompass the final fully academic year of the program beginning in the fall of 2017 and through the fall of 2018. Data on all indicators will be evaluated to determine if the goals of the

program affected change in teachers and students in the level of arts integration in the curriculum and academic achievement in reading and math. At this point we should have a clear idea of the elements of the program show evidence of promise and make recommendations for future programs.

6c) The extent to which the methods of evaluation will, if well-implemented produce evidence of promise (as defined in this notice).

Our intent is to provide data and analyses from a number of objective quantitative and qualitative sources to understand how integrating the national arts standards affects change in the academic achievement in core subject areas of reading and math of elementary and middle school students. We see schools as a community of learners and teachers who learn from one another. One what to measure the evidence of promise will be the degree to which teachers who are not directly involved in the project begin incorporating art into their lessons.

THINKING LIKE AN ARTIST IN CORE CURRICULUM SUBJECTS (TLAA).rel



Project Name - THINKING LIKE AN ARTIST IN CORE CURRICULUM SUBJECTS (TLAA)

Author - Robert Carpenter

School or organization - River Rouge

Description - Supports integration of national arts standards into common core subjects

Other Attachment File(s)

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PEGGY DAISEY, Ph. D.

B.A. 1975 Taylor University, Upland, Indiana; Major: Biology
M.A. 1982 Kean College, Union, New Jersey; Major: Reading
Ph.D (July 1991) Kansas State University; Major: Curriculum and Instruction

EXPERIENCE

Since fall 2003 Full Professor (tenure), Teacher Education, Eastern Michigan University
Instructor of undergraduate secondary content area literacy course and practicum
(Faculty member at EMU since 1994)

17 READING & SCIENCE CONFERENCE PRESENTATIONS - REGIONAL/LOCAL

Daisey, P., Liggitt, P., & Moore-Hart, P. (2001, November). *The WET Project: Integrating biographical storytelling, science and writing*. A workshop presented at the Best Practices Conference, Ypsilanti, MI.

56 LITERACY, SCIENCE & MATHEMATICS CONFERENCE Refereed PRESENTATIONS - NATIONAL

NRC, NARST, NSTA, IRA, AERA, NCTM, Association of Literacy Educators & Researchers (ALER)

Daisey, P., & Jose-Kampfner, C. (2004, April). *Se peude: After school science, biography and writing clubs for Adolescent Latinas*. A session presented at the National Science Teacher Convention, Atlanta, GA.

Daisey, P. (April, 2001). The rationale of biographical storytelling in middle school mathematics classrooms of Latinas. In Cristina Jose-Kampfner=s (Chair) *Latinas winning at mathematics: The promise of biographical storytelling and writing*. A minicourse presented at the annual convention of the National Council of Teachers of Mathematics, Orlando, FL.

Liggitt, P., Daisey, P., Moore-Hart, P. (March, 2001). *The WET project: Enhancing preservice and inservice Elementary science instruction by integrating biographical storytelling, wetland ecology concepts and exploration activities, and writing-to-learn*. A workshop presented at the annual NSTA Convention, St. Louis, MO.

Daisey, P. (1998, April). The rationale and use of story of diverse scientists to promote interest and achievement in of urban African-American children. In P. Daisey's (Chair) *The story of Alethia Browning Tanner: The power of biographies and oral storytelling to promote social justice through science education*. A performance session presented at the American Educational Research Association's annual convention, San Diego, CA.

9 LITERACY, SCIENCE & MATHEMATICS CONFERENCE PRESENTATIONS - INTERNATIONAL

Daisey, P., & Jose-Kampfner, C. (April, 2002). *Se peude mathematics after-school clubs. The value and use of biographies to promote interest and achievement of adolescent Latinas*. A paper presented to the International Society for Educational Biography, San Antonio, TX.

30 PUBLICATIONS-Refereed

Journal of Clinical Child Psychology, Adolescent & Adult Literacy, School Science & Mathematics, Math in the Middle, American Biology Teacher, Teacher Education Quarterly, Reading Researcher & Instruction

Daisey, P. (2012). The promise of secondary content area literacy field experiences. *Literacy Research and Instruction*, 51(3), 214-232.

Mallia, J., Pawlonski, D., Daisey, P. (2012). The write stuff: Producing a how-to book, *Math in the Middle*, 17(6), 366-371.

Liggit, P., Moore-Hart, M., & Daisey, P. (2004). Get WET: Bringing water and wetland education to after-school programs. *American Biology Teacher*, 66(2), 194-201.

Daisey, P. (2003). The value of writing a how-to books to decrease the writing apprehension of secondary science and mathematics preservice teachers. *Reading Research and Instruction*, 42(3), 75-118.

Merritt, M, Shajira, N., & Daisey, P. (2003). How to write how-to books in high school horticulture and ecology classrooms. *American Biology Teacher*, 65(6), 432-435.

Daisey, P., & Jose-Kampfner, C. (2002). The power of story to expand role models for Latina middle school students. *Journal of Adolescent & Adult Literacy*, (45)1, 578-587.

GRANTSWOMANSHIP

14 grants from Eisenhower, USAID, GOALS 2000, NSF

(2002-2005) She Does Math: Preservice and Inservice Mathematics Teachers, Teacher Education and Mathematics Professors, Mothers, and Women in Mathematics-Related Professions Supporting Adolescents Latinas= Achievement in Mathematics. (Cristina Jose-Kampfner, director). Eisenhower Professional Development Grant. (\$200,00 over two years). I developed and wrote the grant.

AWARDS

13 awards from Eastern Michigan University since 1996

2012 Eastern Michigan University College of Education Innovation Research Award

MEMBERSHIP

Cranbrook Art Museum, West Bloomfield Hills, Michigan

Burlington Art Center, Burlington, Vermont

Dr. Deborah A. Harmon Ph.D.

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Teacher Education
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Education

Ph. D, Colorado State University.
Major: Teacher Education
Supporting Areas of Emphasis: Multicultural Education, Gifted Education, Urban Education

Professional Positions

Academic

Professor, Curriculum and Instruction, Eastern Michigan University. (May 2010 - Present).

Director, Office of Urban Education and Educational Equity. (January 2006 - Present).

RESEARCH

Published Intellectual Contributions

Books

Grantham, T., Troutman-Scott, M., Harmon, D. (2013). *Young, Triumphant, and Black: Overcoming the Tyranny of Segregated Minds in Desegregated Schools.* Waco, Texas: Prufrock Press, Inc.

Grantham, T., Ford, D. Y., Henfield, M., Troutman, M., Harmon, D. (2011). *Gifted .and Advanced Black Students in School: An Anthology of Critical Works.* Waco, Texas: Prufrock Press, Inc.

Harmon, D., Jones, T. (2006). *Elementary Education: A Reference Handbook* (vol. 1). Colorado: ABC-CLIO.

Harmon, D., Jones, T. S. (2005). *Elementary Education - A Reference Handbook.* ABC Clío.

Book Chapters

Harmon, D., & Ford, D. Y. (2013). "Damned If You Are and Damned If You Aren't" In African American females: Addressing challenges and nurturing the future. (pp. 45-76). Lansing, MI: Michigan State University Press.

Harmon, D. (2012). Should all forms of ability grouping and tracking be eliminated in schools? In Debating Issues in American Education. In Charles J. Russo & Allan G. Osbourne (Ed.), (vol. 3, pp. 159-167). Thousand Oaks, CA: SAGE, Inc.

Refereed Journal Articles

Harmon, D. (2012). Culturally Responsive Teaching Through a Historical Lens: Will history repeat itself?. *Interdisciplinary Journal of Teaching and Learning* , 2, 12 -.

Harmon, D. (2008). The Underrepresentation of Culturally Diverse Gifted Students in the United States: Challenges and Choices. *Problemy Wczesnej Edukacji*, 1, 59-69.

Harmon, D., Jones, T. S., Copeland, N. (2007). Multicultural WebQuests for Gifted Students. *Understanding Our Gifted*, 19.

Presentations Given

Harmon, D. (Presenter Only), Annual National Association of Gifted Children Conference, "Frasier Scholars Seminar," National Association of Gifted Children, Denver, CO. (November 17, 2012).

Harmon, D., National Black Child Development Institute Annual Conference, "So You Think YOU Can TEach y Child: Preparing Teachers for African American Scholars," National Black Child Development Institute, Fort Lauderdale, Florida. (October 9, 2012).

Harmon, D. (Presenter & Author), 2012 Midwest Noyce Regional Conference, "Common Core, NGSS (New Generation Science Standards), Digital Learners: STEM Teaching at the Crossroads", "The DUETS Program: Highly Effective Urban STEM Teachers," National Science Foundation, Robert Noyce Scholarship Program, Indianapolis, ID. (October 4, 2012).

Harmon, D., Copeland, N., Harriet Tubman Underground Railroad Conference, "Journey to Freedom: Teaching the Underground Railroad to K-12 Students," Harriet Tubman Underground Railroad, Cambridge, MD. (June 1, 2012).

Harmon, D. (Presenter & Author), Seventh Annual NSF Robert Noyce Teacher Scholarship Program Conference Building Excellence in STEM Teaching, "The DUETS Program: Highly Effective Urban STEM Teachers," National Science Foundation, Robert Noyce Scholarship Program, Washington, DC. (May 23, 2012).

Harmon, D. (Presenter & Author), Faculty to Faculty Conference: STEM Education, "The DUETS Program: Supporting Students of Color in STEM Education," Eastern Michigan University College of Education, Ypsilanti, MI. (March 23, 2012).

Harmon, D. (Presenter & Author), Ann Arbor Schools Minority Teacher Achievement Recruitment and Retention, "Culturally Responsive Education," Ann Arbor Schools, Ann Arbor, MI. (February 17, 2012).

Harmon, D. (Presenter & Author), Consortium of African American Scholars Third Annual Conference, "Mentors Tomorrows Scholars," Consortium of African American Scholars, Nashville, TN. (January 30, 2012).

Harmon, D. (Presenter & Author), Ford, D. Y. (Presenter Only), 58th Annual National Association of Gifted Children Conference, "Gifted, Black, and Female: Blacked Out, Whited Out, and Cast Out," National Association of Gifted Children, New Orleans, LA. (November 5, 2011).

Copeland, N. (Presenter & Author), Jones, T. S. (Presenter & Author), Harmon, D. (Presenter & Author), Critical Questions in Education Conference, "Looking at technology through a multicultural lens," Missouri State University, Kansas City MO. (October 18, 2011).

Harmon, D. (Presenter & Author), Price, C. L. (Presenter Only), Ford, D. Y. (Presenter Only), National Association of Gifted Students Annual Conference, "Experiences of Gifted African American Females: Damned If We Do –And Damned If We Don't," National Association of Gifted Students, Atlanta, GA. (November 2010).

Harmon, D. (Presenter & Author), Farmer, N. (Presenter Only), Hodge, R. (Presenter Only), EERA Annual Conference, "Math is a Four-Letter Word – And So is Science!," EERA, Savannah, GA. (February 2010).

Harmon, D. (Presenter & Author), Price, C. L. (Presenter Only), Annual King-Chavez-Parks Equity Conference, "Light at the End of the Tunnel: MARS/KCP Bootcamp," King Chavez Parks, Lansing, MI. (November 2009).

Harmon, D., Price, C. L. (Presenter Only), 18th Annual King-Chaves-Parks (KCP) Equity Conference, "The MARS Program," King-Chaves-Parks (KCP), Big Rapids, MI. (October 2009).

Contracts, Grants and Sponsored Research

Grant

Finch, C. (Co-Principal), Harmon, D. (Co-Principal), Broughton, E. (Supporting), "Minority Achievement Retention and Success Program (MARS)," State.(October, 2001 – 2006).

Harmon, D. (Co-Principal), Hannon, G. (Co-Principal), Knapp, J. (Principal), "Noyce Scholars: DUETS Program," Sponsored by National Science Foundation, Federal. (September 1, 2008 - Present).

Harmon, D. (Principal), "Eastern Michigan University Minority Teacher Preparation Program: DREAMS – Developing Resilience and Education Achievement in Minority Students," Sponsored by Congressional Earmark - Department of Education, Eastern Michigan University. (July 2009 - 2011).

Harmon, D. (Co-Principal), Copeland, N. (Co-Principal), Williams-Boyd, P. (Supporting), Jones, T. S. (Supporting) "The Cooperative Underground Railroad Education Partnership," Sponsored by Department of Education, Federal. (August 2009 - Present).

Jones, T. S. (Co-Principal), Moore, M. Z. (Principal), Harmon, D. (Supporting), "Wayne County U.S. History & Geography Project: Building Competence in U.S. History Through the Use of Geographic Information Systems," Sponsored by WISD & EMU, State, \$200,000.00. (May 2013 - Present).

Consulting

Academic, Multicultural Academy, Ann Arbor, MI. (May 2013 - Present).

Academic, Riverside Acadmey - Global Excellence Education, Dearborn, MI. (February 14, 2013 - Present).

Academic, Global Educational Excellence Charter Schools, Ann Arbor, MI. (September 2011 - Present).

Academic, US Office of Civil Rights, Department of Justice, Washington, DC. (February 2009 - Present).

Academic, EAA Mary Bethune Academy, Detroit, MI. (December 2012 - June 2013).

Academic, White Academy - Global Education Excellence, Detroit, MI. (December 2012 - May 2013).

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Education

Ph.D. in Education and Psychology. December, 2003.
University of Michigan. Ann Arbor, MI

MS in Developmental Psychology. August, 2001.
University of Michigan. Ann Arbor, MI

BA in Elementary Education. December, 1989.
University of Michigan. Dearborn, MI
Major: Social Studies
Minor: Math

Professional Appointments

Eastern Michigan University, 2003-present
Professor of Education and Psychology
Department of Teacher Education

Eastern Michigan University, 2008-present
Doctoral Program Coordinator
Educational Studies

Eastern Michigan University, 2004-2009
Graduate Program Coordinator
Educational Psychology

Academic Honors and Awards

Outstanding Faculty Award, 2009
Dean's Award for Creative Scholarship, 2008
Faculty Research Award, 2005
Matilda Bookmiller Bickel Award, 2003
Wheeler Family Memorial Award, 2000, 2001 and 2002.
Margaret Wilker Johnson Award, 1999.

Research Interests

Research design, statistics, measurement, program evaluation, and urban schools. Of particular interest is the study of culture and assessment and the development of culturally relevant assessments.

Teaching Interests

Educational Psychology, Assessment, Statistics, Literacy Development, Teacher Education, Foundations of Education, Educational Policy, Developmental Psychology and Child Development

Publications

Simmons, R., Carpenter, R., Ricks, J., Walker, D., Davis, M., & Parks, M. (*in press*). African American male teachers and African American students: Working subversively through hip-hop and culturally relevant pedagogy. *The International Journal of Critical Pedagogy*.

Simmons, R., & Carpenter, R. (2011). Innovation in urban education: Two charter schools in Detroit lead the way. In L. Howell, C. Lewis, & N. Carter (Eds.) *Yes We Can!: Improving Urban Schools Through Innovative Educational Reform*. Charlotte, NC: Information Age Publishing (p. 3-21).

Carpenter, R.D. (2007). Empathetic evaluation. *Eastern Educator*, 24(1), 14. Ypsilanti, MI: Eastern Michigan University:

Carpenter, R.D., & Paris, S.G. (2005). Issues of validity and reliability in early reading assessments. In S.G. Paris & S.A. Stahl (Eds.), *Children's reading comprehension and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.

Paris, S.G., Carpenter, R.D., Paris, A.H., & Hamilton, E.E. (2005). Spurious and genuine correlates of children's reading comprehension. In S.G. Paris & S.A. Stahl (Eds.), *Children's reading comprehension and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.

Paris, S.G. & Carpenter, R.D. (2004). Children's motivation to read. In J. Hoffman & D. Schallert (Eds.), *Text matters in beginning reading*(p. 61-82). Mahwah, NJ: Lawrence Erlbaum Associates.

Paris, S.G., Pearson, P.D., Cervetti, G., Carpenter, R.D., Paris, A.H., DeGroot, J., Mercer, M., Schnabel, K., Martineau, J., Papanastaiou, E., Flukes, J., Humphrey, K., & Bashore-Berg, T. (2003). Assessing the effectiveness of summer reading programs. In G. Borman & M. Boulay (Eds.), *Summer learning: Research, policies, and programs*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Paris, S.G. & Carpenter, R.D. (2003). FAQs About IRIs. *The Reading Teacher*, 56(6), 578-580.
- Paris, S.G., Paris, A.H., & Carpenter, R. D. (2002). Effective practices for assessing young readers. In B. Taylor & P.D. Pearson (Eds.), *Teaching reading: Effective schools and accomplished teachers* (pp.141-160). Mahwah, NJ: Lawrence Erlbaum Associates.
- Paris, S.G., Paris, A.H., & Carpenter, R.D. (2001). *Effective practices for assessing young readers*. CIERA Report #3-013, Ann Arbor, MI.
- Paris, S.G., Paris, A.H., & Carpenter, R.D. (1999). The tyranny of educational testing and the ethics of responsibility: Review of *Fragile Evidence*. *Journal of Literacy Research*, 31(3), 383-390.

Presentations

- Wellinski, S. & Carpenter, R.D. (2014). *Cyber schools as a place of reconceptualizing the struggling reader: Insights from a secondary literacy practicum*. Paper presented at the meeting of the Annual meeting of the Eastern Educational Research Association, Jacksonville, FL.
- Carpenter, R. D., Hersi, A., & Simmons, R (2013). *From pedagogy to proof: Developing and implementing cultural relevant assessment systems* Paper presented at the Center for Culturally Responsive Evaluation and Assessment Inaugural Conference. Chicago, IL.
- Wellinski, S. & Carpenter, R.D. (2012). *Challenging secondary preservice teachers' literacy beliefs with a new literacies- Situated practicum*. Paper presented at the meeting of the Annual meeting of the Literacy Research Association, San Diego, CA.
- Simmons, R., & Carpenter, R. D. (2011). *Teaching is one-tenth of the job: Teaching in an urban high school during recessionary times*. Presentation at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Moore-Hart, P., & Carpenter, R.D. (2009, December). *Improving preservice teachers' attitudes toward writing: A comparison of two university courses* Paper presented at the National Reading Conference, Albuquerque, NM.
- Carpenter, R.D., Newman, S., & deMonte, J. (2009, April). *Measuring teacher practice in early childhood education: A valid, reliable, and cost effective approach to examining the enacted curriculum*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Nancy L. Copeland, Ed.D.
Professor of Educational Media & Technology
2013 Curriculum Vitae

Professional Preparation

Wayne State University	Ed.D. Instructional Technology, 2004
Eastern Michigan University	M.Ed. Business Education, 1990
Wayne State University	BA Business Administration, 1977

Appointments

2012-Present	Eastern Michigan University, Professor Educational Media & Technology
2007-2011	Eastern Michigan University, Associate Professor Educational Media & Technology
2002-2006	Eastern Michigan University, Assistant Professor Educational Media & Technology
1999-2002	Merit Network, Inc./University of Michigan, Project Manager, COATT PT3; Teach for Tomorrow Director/Trainer
1998-1999	Eastern Michigan University, Lecturer, Educational Media and Technology
1997-1998	Wayne State University, Lecturer, Instructional Technology
1995-1998	Wayne State University/Focus:Hope, Center for Advanced Technologies, Instructional Designer
1990-1994	Eastern Michigan University, Lecturer, Business Education

Products

- Jones, T. S. & Copeland, N. (2013). Engaging learners in online communication. *29th Annual conference on Distance Teaching and Learning Conference Proceedings*.
- Bednar, A. & Copeland, N. (2011). Enlisting the collaboration of the educational technology professional community to develop a knowledge management system of the field: edu-techKNOWiki. *Educational Media & Technology Yearbook 2011*, 35.
- Copeland, N. & Bednar, A. (2010). Mobilizing educational technologists in a collaborative online community to develop a knowledge management system as a wiki. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education (SITE) Conference 2010* (pp. 2689-2695). Chesapeake, VA: AACE.
- Jones, T. S. & Copeland, N. (2010). Access to technology in the 21st century. In V.C. Polite & E.M. Zamani-Gallaher (Eds.), *The state of the African American male in Michigan: A courageous conversation*. Lansing, MI: *Michigan State University Press* (Commissioned Paper).
- Jones, T.S. & Copeland, N. L. & (2009). The Michigan merit curriculum and Michigan's online learning requirement. *Michigan Association of Computer Users in Learning Journal*, 29(3), pp.32-34.
- Harmon, D. A., Jones, T. S., & Copeland, N. (2007). Multicultural WebQuests for gifted students. *Understanding Our Gifted*, 19(4).
- Copeland, N. & Jones, T.S. (2006). Assessing preservice teacher's technology capabilities against the national educational technology standards, *2006 Society for Information Technology & Teacher Education (SITE) Proceedings*, p. 1473.
- Copeland, N. L. & Jones, T. S. (Fall 2006). Preservice teachers & the digital revolution: technology integration capabilities. *Michigan Association of Computer Users in Learning Journal*, 27(1).
- Hoffman, E. & Copeland, N. L. & (2002). Michigan-COATT Pilot Program Recognizes Teachers for High Performance Teaching with Technology. *MACUL Journal*.
- Burton, L., Hoffman, E., Margerum-Leys, J., Rubio, R. & Copeland, N. (2002). Collaborating for change: Michigan's Consortium for Outstanding Achievement in Teaching with Technology. *2002 Society for Information Technology in Teacher Education (SITE) Proceedings*, pp. 1529-1531.
- VanTiem, D. M., Moseley, J. L., & Dessinger, J. C. (2001). *Performance Improvement Interventions: Enhancing People, Process and Organizations through Performance Technology*. Silver Spring, MD:

International Society for Performance Improvement. (case study author)

Copeland, N. L. (2004). The impact of technology-based professional development, environmental support, teacher background characteristics, and computer attitudes on technology integration in K-12 education. *ETD Collection for Wayne State University*. Paper AAI3202048.
<http://digitalcommons.wayne.edu/dissertations/AAI3202048>

Synergistic Activities

- Co-PI/Support Personnel - The Cooperative Underground Railroad Education Partnership – US Department of Education grant. Developing online instructional materials to help teachers integrate the Underground Railroad resources/exhibits of Detroit, Michigan's Charles H. Wright Museum of African American History into K-16 curriculum. (2009-2012).
- Co-PI - Developing Communities of Practice for K-12 Educational Technologists.
- Co-Program Evaluator - Michigan Champions program to determine impact of technology integration; evaluator on Michigan grant through Michigan Association of Computer Users in Learning (MACUL). (2008-2009)
- Co-PI - Assessing preservice teachers technology capabilities against the national educational technology standards, (2005-2008)
- Senior personnel - DL Connect: Connecting Underserved Teachers and Students with NSDL Learning Resources and Tools NSDL/NSF grant. Co developed curriculum and trained K-12 teachers to integrate NSDL resources into their curriculum. Held workshops for teachers in STEM areas in Michigan school districts including Washtenaw County and Southfield, Michigan. Assisted implementation of similar workshops for teachers in Utah Public Schools and undergraduate preservice teachers at Eastern Michigan University. (2004-2007)
- Faculty outreach - routinely conducts professional development on emerging technologies at conferences and in school buildings; currently collaborating with other faculty on development of wiki applications for use by K-12 teachers to support student collaborations beyond school walls (2002-present).
- Project Manager Developing an Ecology for Preparing Tomorrow's Teachers to Use Technology. U. S. Department of Education/Spring Arbor University, Preparing Tomorrow's Teachers to Use Technology (PT3), Department of Education grant Funded \$598,000, (2001-2002).

Collaborators & Other Affiliations

Bednar, A. Eastern Michigan University
Best, S. University of Michigan
Caniglia, J. Kent State University
Harmon, D. Eastern Michigan University
Hoffman, E. University of Hawaii
Jones, T. S. Eastern Michigan University
Lowenstein, E. Eastern Michigan University
Mardis, M. Wayne State University
Rubio, Ruben Spring Arbor University
VanDam, B. Merit Network/University of Michigan
Michigan Association of Computer Users in Learning, Teacher Education Special Interest Group
Vice President/Member – Consortium of Outstanding Achievement of Teaching with Technology

Frank Richmond Norton III

fnortoni@emich.edu

9 Oakwood Street
Ypsilanti, MI 48197
810-599-5766

100b Porter Building
Ypsilanti, MI 48197
734-487-6746

EDUCATION:

Eastern Michigan University

M.A. Educational Psychology - Research and Assessment

Ypsilanti, MI

Current

Eastern Michigan University

B.S. Technology and Design Education, Magna Cum Laude

Ypsilanti, MI

2013

PROFESSIONAL EXPERIENCE:

Michigan - Project Lead The Way

Associate Affiliate Director

Ypsilanti, MI

August 2013 to Current

- Consult with local school districts to determine the scope of Project Lead The Way educational program offerings, and prepare drafts of course schedules, descriptions, budgets, and staff training requirements.
- Assist the Affiliate Director in the coordination, scheduling, and implementation of Project Lead The Way and Engineering is Elementary teacher training.
- Consult with local school district administrators regarding the writing and submission of grant applications to local and state foundations.
- Assist in the planning of upcoming 2014 Core Training Institute and fall 2014 Counselor Conference.
- Maintain graphic communications materials and the Michigan Project Lead The Way Website and newsletter.
- Maintain the Project Lead The Way and Engineering is Elementary training materials organization system.

Michigan - Project Lead The Way

Affiliate Associate

Ypsilanti, MI

March 2011 to August 2013

- Designed, developed, and administered the Michigan Project Lead The Way Website.
- Developed and maintained the Project lead The Way Core Training Institute and Engineering is Elementary material organization system.
- Managed day to day operations of Project Lead the Way Core Training Institute and Engineering is Elementary training.
- Provided technical support, instruction on use of software, and other tasks as needed to support trainee success.
- Assisted State Director in the writing, review, and submission of grant materials and documentation.
- Design graphic communications materials to support needs of Michigan Project Lead The Way objectives.

Eastern Michigan University**Ypsilanti, MI***Program Assistant*

July 2012 to December 2012

- Wrote, designed, and produced a comprehensive advising manual for use by Technology/Engineering Teacher Preparation students.
- Performed related duties, such as advising students on academic and vocational curricula.
- Structured and maintained documentation of advising visits and outcomes for students and advisor.

Morton L. Scholnick & Associates Co.**Troy, MI***Maintenance Supervisor*

November 2009 to January 2011

- Manage the daily operations of maintenance, cleaning, groundskeeping, and sub-contractors working on the property (Carlton Apartments).
- Managed off-site operations of Sheridan Arms Apartments - approving purchase orders, negotiating with contractors and suppliers, monitoring financial status (i.e. rent roll, delinquency, new lessees), monitoring activities of maintenance and leasing staff to ensure proper completion of management assigned projects and priorities.
- Researching, negotiating, and servicing contracts with outside sub-contractors and suppliers for the timely and proper completion of work necessary on properties.
- Successfully renegotiated vendor contracts for initial savings of approximately 20% over previous year.
- Determined schedules, sequences, and assignments for work activities based on work priority, quantity of equipment, and skill of personnel.
- Recommended and initiated personnel actions, such as hires, discharges, and disciplinary measures.
- Trained employees on proper procedures for the maintenance and repair of buildings and systems.
- Repaired, replaced, maintained, and troubleshot electrical, mechanical, structural, plumbing, landscaping, heating (boiler and forced air), and all other systems located on properties.

Automatic Apartment Laundries, INC**Chicago, IL***Operations Support*

August 1999 to March 2004

- Installed, serviced, and maintained domestic and coin-operated laundry equipment in the Chicago metropolitan area.
- Professionally collected monies on a scheduled basis in accordance with company policies and accounting procedures.
- Installed, maintained, and repaired currency validation devices and currency exchange machines, i.e. coin drops, bill acceptor, coin change machines.
- Established operational procedures for activities, such as verification of incoming and outgoing shipments, handling and disposition of materials and keeping warehouse inventory current.

ADDITIONAL TRAINING:

Carnegie Mellon University - Robotics Training
RobotC and VEX Robotics Systems - August 2013

COMMUNITY:

- Skyline High School - Ann Arbor, MI
Volunteer 2010 - Current
Technology, Design, and Environmental Planning Magnet
Assist in classroom instruction, project development and implementation, classroom management, and assist in the development of student capstone projects.
- Skyline High School - Ann Arbor, MI
Volunteer 2012 - 2013
Theatre Department - Set Construction and Design
Worked with theatre tech students to design and construct theatre sets for various theatrical performances.
- Ann Arbor Parks and Recreation Department
CO2 Car Summer Camp - 2012
Taught CO2 Car Summer Camp with Mr. Tom Pachera to 2nd through 5th graders.

AFFILIATIONS:

Member of International Technology and Engineering Educators Association
Member of Association of Technology, Management And Applied Engineering
Member of Epsilon Pi Tau, Technology Education Honors Society

PUBLICATIONS:

The Relationship between Compensation and Selected Dimensions of Employee Engagement in a Mid-Sized Engineering Services Firm
The Journal of Technology, Management, and Applied Engineering (JTMAE) Vol 30, No. 1, 2014. Dr. Preet Gill, Dr. John Dugger, and Mr. Frank Norton.

REFERENCES: Available upon request

School District of the City of River Rouge

1460 West Coolidge Highway • River Rouge, Michigan 48218
(313) 297-9600 Ext. #1630 • Fax (313) 297-6525

Derrick R. Coleman
Superintendent of Schools

Board of Education

Valveta Reese	President
Deborah Harper	Vice-President
Dr. Ingrid Wilson-Johnson	Secretary
Darryl Folks II	Treasurer
Cornelius Cooper	Trustee
Vicki Dobbins	Trustee
Kevin Sabuda	Trustee

April 17, 2014

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Reviewers:

This is a letter of support of the collaborative effort involving River Rouge Public Schools and Eastern Michigan University to integrate the national arts standards into elementary and middle school reading and mathematics instruction.

A recent report from the National Endowment for the Arts (NEA) suggests that arts education can help narrow the achievement gap that exists between low-income students and their more advantaged peers. By nearly every indicator studied, a student from a low-socioeconomic background with a high-arts experience significantly outperformed peers from a low-arts, low-SES background, closing the gap that often appears between low SES students and their advantaged peers.

Research also demonstrates that partnerships between K-12 and higher education ultimately benefits students including understanding and appreciation of educational research, implementation of common practices, decreased isolation from peers, and increased focus on student learning.

Goals included in our district's school improvement plan include proficiency of all students in reading and mathematics. The River Rouge School district is committed also to providing classrooms with the technology hardware, software, as well as technical support and training to maximize student learning.

I whole-heartedly believe that through the integration of the national arts standards in core curriculum instruction our students will thrive. I appreciate the efforts of Dr. Daisey to bring together an outstanding group of literacy, mathematics, multicultural, technology faculty, and art faculty, as well as art teachers who are experienced with the integration of art in the core curriculum. I welcome them all along with art, ELA, and mathematics pre-service teachers into our schools.

I am personally invested in this project and am prepared to do whatever it takes to ensure River Rouge Public Schools (Ann Visger Elementary and C. B. Sabbath 6-8 Preparatory Academy) are an excellent partner. This collaboration will bring our efforts to establish our school achievement in art, reading, and mathematics a reality for our staff and students.

Sincerely,



Derrick R. Coleman
Superintendent

Ann Visger K-5 Elementary School

11121 West Jefferson, River Rouge, MI 48218

Phone: (313) 297-9648

joseph.emery@riverrougeschools.org

Fax: (313) 297-5694

Joseph Emery, Principal

April 17, 2015

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Reviewers:

This is a letter of support of the collaborative effort involving River Rouge Public Schools and Eastern Michigan University to integrate the national arts standards into elementary and middle school reading and mathematics instruction.

According to the Partnership for 21st Century Skills, learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

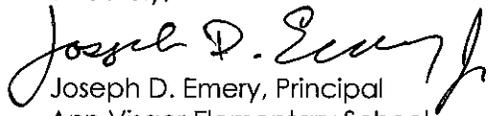
Research has shown also that the benefits associated with the study of the arts are inclusive to all students, although they can be greatest for those who are educational or economically disadvantaged. An arts-rich learning environment can have far-reaching effects that extend to the entire school and surrounding community.

At Ann Visger Elementary School, we are committed to quality education in partnership with parents and community using strategies and technology enabling children to succeed in a changing global environment. It is our goal that students become proficient readers and in mathematics.

I believe that through the integration of the national art standards in our core subjects, our teachers and instruction will be given new energy. I applaud the efforts of Dr. Daisey to bring together a remarkable group of literacy, mathematics, multicultural, technology faculty, and art faculty, as well as art teachers who are experienced with the integration of art in the core curriculum. I welcome them all along with art, ELA, and mathematics pre-service teachers into our school.

I am personally invested in this project and am prepared to do whatever it takes to ensure that Ann Visger Elementary School is an excellent partner. This collaboration will bring our efforts to establish our school achievement in art, reading, and mathematics a reality for our staff and students.

Sincerely,



Joseph D. Emery, Principal
Ann Visger Elementary School
River Rouge School District
JDE:rps

Clarence B. Sabbath 6-8 Preparatory Academy
340 Frazier Street River Rouge, Michigan 48218

Phone: (313) 297-9654

Fax: (313) 297-5695

Mr. Brandon C. Cox, Principal



April 17, 2015

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Reviewers:

This is a letter of support of the collaborative effort involving River Rouge Public Schools and Eastern Michigan University to integrate the national arts standards into elementary and middle school reading and mathematics instruction.

An analysis of data from the National Educational Longitudinal Study showed that students with high levels of arts participation performed better than their peers across a wide range of achievement variables. Research demonstrates that integration in particular shows a positive impact on students, teachers, and schools. Schools that implement arts integrated curriculum have been found to increase test scores.

C. B. Sabbath 6-8 Preparatory Academy's vision is to provide a stimulating learning environment where all children can master the skills necessary to achieve their full academic potential in a global society. At C. B. Sabbath 6-8 Preparatory Academy, we believe that student's success, whether it is academic, social, artistic, or physical contributes to self-esteem. Two of our goals are that all students will be proficient in reading and mathematics.

I believe that through this project of integrating the national arts standards into reading and mathematics instruction, our students will achieve at a higher level. I am thankful for the efforts of Dr. Daisey to bring together an exceptional group of literacy, mathematics, multicultural, technology faculty, and art faculty, as well as art teachers who are experienced with the integration of art in the core curriculum. I welcome them all along with art, ELA, and mathematics preservice teachers into our school.

I am personally invested in this project and am prepared to do whatever it takes to ensure that C. S. Sabbath 6-8 Preparatory Academy is an excellent partner. This collaboration will bring our efforts to establish our school achievement in art, reading, and mathematics a reality for our staff and students.

Sincerely,

A handwritten signature in blue ink that reads "Brandon C. Cox". The signature is written in a cursive style.

Brandon C. Cox, Principal

To Whom It May Concern:

This is a letter of support of the collaborative effort involving Beecher Community School District, River Rouge School District, and Eastern Michigan University in submitting the research proposal, *Thinking Like an Artist in Core Curriculum Subjects* (TLAA), to the Arts in Education Model Development and Dissemination Grant through the Office of Innovation and Improvement Programs in the U.S. Department of Education.

The vision of providing a transformation math, reading, and writing experiences that integrated with art experience to K-8 students is ambitious and exciting. The projects' goals of creating innovative teaching models for English Language Arts (ELA) and mathematics that focus on integrating the national art standards is sure to have a significant impact on student achievement.

Beecher Community Schools is pleased to participate in *Thinking Like an Artist in Core Curriculum Subjects* as a control group school district. We support the efforts of this collaboration and believe that it will facilitate the development of professional development, engaging curriculum, effective instructional strategies that will impact student learning.



Dr. Josha L. Talison
Superintendent of Schools
Beecher Community School District

JT/tas

File:Letter of Support-Thinking Like an Artist in Core Curr Subjects

April 15, 2014

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Derrick Coleman, Superintendent of River Rouge Schools:

As one of the nation's premier colleges of education, we have been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954. We are a community of teachers and learners and together we strive to support schools and other learning communities throughout Michigan as well as across the nation and globally.

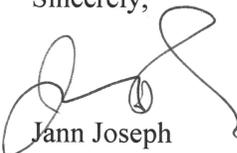
The College of Education at Eastern Michigan University has excellent programs in over thirty nationally recognized areas of teaching and learning. In nearly every area of teaching, special education, leadership, and counseling we offer a breath of programs from entry into the field to development opportunities for experienced professionals. Thousands of Michigan's finest teachers, special educators, counselors, and school administrators have graduated from our program. We are proud to have a strong influence on education not just in Michigan but throughout the nation.

The project is ambitious, but these are not times to be timid. I applaud the innovative approach of integrating the visual arts into reading and mathematics elementary and middle school instruction for low-SES students in River Rouge. Through this approach, I believe a broader range of students may be motivated to achieve. This approach will revitalize teachers in the important work that they do.

Dr. Daisey, the proposed Co-PI and project director, is well studied in interdisciplinary approaches to teaching and learning. I know that she is looking forward to returning to River Rouge to work with the elementary and middle school teachers. In the late 1990's, she was the co-PI of two GOALS 2000 grants and consultant for another Eisenhower grant that integrated biographical storytelling, science concepts and activities, as well as writing, for teachers and students. River Rouge teachers and students participated and benefited in and through these projects.

I am pleased to offer this letter of support and affirm the College of Education's commitment of faculty resources to this project. As a nation, we are searching for ways to bring students the means to enhance their critical and creative thinking and transform their education and future prospects.

Sincerely,



Jann Joseph
Dean, College of Education

April 15, 2014

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Derrick Coleman, Superintendent of River Rouge Schools:

In the Department of Teacher Education, we are proud of being teachers. We believe that teachers have the power and responsibility to make the world a better place. It is our goal to prepare teachers who will make a difference in the lives of their students, in their schools, and in their communities. We have prepared thousands of teachers across many disciplines that are now serving students throughout Michigan, the country, and indeed around the globe.

Eastern Michigan University's Teacher Education programs provide bridges between research, theory and practice. It draws upon partnerships with community businesses and schools. EMU Teacher Education faculty model best practices in teaching and learning. Our department's faculty fosters the ability to create intellectually challenging student-centered learning environments. We prepare students to teach diverse learners and have high, clear expectations and foster deep understanding. As a department, we strive to develop a professional imperative to career-long learning and to contribute to positive change in schools.

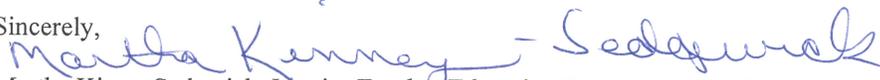
I am excited about the innovative approach of integrating the visual arts into reading and mathematics elementary and middle school instruction for low-SES students in River Rouge. Through this approach, I believe a broader range of students will be motivated to succeed. This approach will give new energy to teachers in the vital work that they do.

I have known Dr. Daisey, the proposed Co-PI and project director, for twenty years. As a secondary content area literacy professor, she is a passionate advocate of interdisciplinary approaches to teaching and learning. This can be seen by the impressive small army of art teachers, art faculty, educational technologists, mathematics and literacy educators, as well as those who research methods for teachers to build self-competency of low-SES minority students.

I know that she is looking forward to returning to River Rouge to work with the elementary and middle school teachers. In the late 1990's, she was the co-PI of two GOALS 2000 grants and consultant for another Eisenhower grant that integrated biographical storytelling, science concepts and activities, and writing, for teachers and students. River Rouge teachers and students participated in these projects.

I am pleased to offer this letter of support and affirm the Teacher Education department's commitment of faculty resources to this project. As a department, we continually search for ways to bring students the means to enhance their critical and creative thinking and transform their education as well as their lives. I hope that this intensive project will be funded to help address this national challenge.

Sincerely,


Martha Kinney-Sedgwick, Interim Teacher Education Department Head

April 15, 2014

RE: River Rouge's proposal to U. S. Department of Education's Arts in Education Model Development and Dissemination Program

Dear Derrick Coleman, Superintendent of River Rouge Schools:

The Art Department at Eastern Michigan University provides students and faculty in art history, studio art and visual art education with an environment that fosters excellence in teaching, creative work and research, and a department-wide focus on student-centered learning.

Students are provided with a range of academic and professional experiences in and beyond the classroom. These activities provide a solid foundation in the skilled use of materials, tools and techniques associated with a wide range of artistic and classroom practices. They promote interest in and knowledge of key issues and processes relating to contemporary and historical art, artists, and educators. They engender comprehension of visual language as a means of communication. They foster an understanding of the larger role that the visual arts and design play in society. They enable students to explore issues of diversity, especially in terms of the art world and its cultural influences and audiences. They also encourage experimentation, intellectual risk-taking, and critical reading/writing/thinking.

The Art Department consists of 25-full time faculty members teaching in four undergraduate programs. Our faculty members are experienced, practicing artists and scholars as well as dedicated instructors. I am delighted that so many of our faculty will be participating in this worthy project if funded.

Elementary and middle school teachers may ask themselves, "Why am I teaching art when my students need to know how to read and do math?" Through this innovative project, River Rouge teachers will be given the answer to this question, first through an opportunity to experience the process themselves and then through an avenue to by which to nurture their students to achieve by thinking and working like an artist.

I am pleased to offer this letter of support and affirm the Art Department's commitment of faculty resources to this project. As a department, we continually search for ways to bring students the means to enhance their critical and creative thinking and transform their education as well as their lives. I hope that this unique project will be funded to help address this national challenge.

Sincerely,



Colin Blakely, Art Department Head

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Thinking Like an Artist in Core Curriculum Subjects
River Rouge School District &
Eastern Michigan University
Budget Justification**

YEAR 1

Personnel

Salaries:

We request full year salary for a first year art teacher at C.B. Sabbath Middle School for teaching art. This person will provide art instruction at the Middle School which does not currently have an art teacher. We request approval for this level of support for this person during all four years of the project to ensure adequate effort for instruction of students in art education. We have included a 3% increase each year as the teacher's contract is in negotiation for this time period and an exact increase is unknown. Salary Year 1: \$ 35,971

We are requesting funding for the following River Rouge School District teachers as lead teachers to receive stipends of \$3,000 each: Sabrina Rudy, Toni Falahee and 4 others who are yet to be determined. Each will be provided with supplemental pay to assist with the planning and presentation of Saturday artist workshops. Salary Year 1: \$18,000

We are requesting funding for River Rouge School District teachers to be paid stipends for attending the Saturday and Summer teaching artist workshops. Each teacher of the 38 teachers will be provided with 30 hours of supplemental pay to attend the presentation of Saturday and Summer artist workshops. Salary Year 1: \$34,200

Fringe Benefits: We request funding for fringe benefits for the River Rouge School District employees at 37.65% of salaries, with the exception of the art teacher which would also receive health benefits at a rate of 46.1% of salaries as well. We have included a 4% increase as health benefits will increase during the duration of this grant. Fringe Benefits Year 1: \$49,786

Total Fringe Benefits Year 1: \$49,786

Other Direct Costs

Supplies and Materials

We request \$10,000 per year for art supplies for River Rouge School District teachers implementing more art into the classroom. We request \$23,000 for the purchase of tablets and apps. Total SS&M Year 1: \$33,000

Contractual

We request \$35,000 per year for technology support contracted to help with the implementation of the tablets and apps. Total Contractual Year 1: \$17,500

Eastern Michigan University

Personnel

Salaries:

We request two months of summer salary for Dr. Marguerite Daisey, PI for her effort in managing and oversight of the project, planning the summer institute and Saturday workshops,

as well as working with the art-integration instructors, faculty, teachers, and interns to prepare and present the Friday lessons. She will provide professional development to small groups of teachers or individual teachers once per month at the middle school regarding literacy. She will serve as the middle school literacy instructor. We request approval for this level of support for her during all four years of the project to ensure adequate effort for project management, oversight of students, implementation, and review. We have included a 2% increase each year per the AAUP contract currently in place at EMU. Salary Year 1: \$ 19,393

We request one course release during the academic year for Dr. Deborah Harmon, Co-PI and one month of summer salary for her effort in managing and oversight of the project as well as presenting professional development regarding cultural competency to small groups of teachers at the summer institute, Saturday workshops, and monthly at each school. She will present professional development also at the control schools. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for oversight of the project and professional development work. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 1: \$18,757

We request one course release during winter term and one course release during fall term the academic year for Dr. Robert Carpenter, and one month of summer salary for his effort in evaluation of the project. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from his teaching obligations during the AY. We request approval for this level of support for him during all four years of the project to ensure adequate effort for evaluation of the project. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 1: \$27,330

We request one course release during the academic year for Dr. Nancy Copeland (Key Personnel), and one month of summer salary for her effort as the elementary technology instructor. She will work with teachers individually or in small groups each week at the elementary school. She will participate in the Saturday workshops and summer institute. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for work as elementary technology instructor at weekly visits to elementary school to work individually and with small groups of teachers, also participation in the summer institute and Saturday workshops. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 1: \$18,857

We request two calendar months of salary for Frank Norton, III (Key Personnel), for his effort as the middle school technology instructor. We request approval for this level of support for him during all four years of the project to ensure adequate effort for weekly visits to the middle school to work with teachers individually and in small groups regarding technology, and also his participation in the summer institute and Saturday workshops. He will also create and manager the project's website, as well as order technology. We have included a 2% increase each year per

the UAW contract currently in place. Salary Year 1: \$9,180

We request funding for Dr. Linda Williams for 35 days of supplemental pay for her effort in as elementary literacy instructor. Dr. Williams is faculty at EMU, but this project is outside the normal scope of her work and her efforts for this project are limited to monthly visits to the elementary school to work individually with teachers or in small groups regarding literacy. She will work with elementary ELA interns to plan the Friday lessons. She will participate in the Saturday artist workshops as the elementary literacy instructor. The amount requested is based on the daily rate required per the AAUP contract currently in place, and the budget includes a 2% increase each year per the contract. Salary Year 1: \$14,902

We are requesting funding for the following EMU art faculty consultants to present Saturday teaching artist workshops: Jason Ferguson, Chris Hydman, Ryan Malloy, Brian Lee Nelson, Carole Pawloski, Chris Reilly, Amy Sacksteder, Brian Spolans, and Jason DeMarte. Each will be provided with 3 days of supplemental pay to assist with the planning and presentation of Saturday artist workshops. All of these people are EMU Art faculty who will be working across departmental and college lines to assist with this project. Salary Year 1: \$10,157

We are requesting funding for the following consultants to work as art-integration instructors in the summer institute, visits to elementary and middle schools to work individually or in small groups of teachers, and also plan and present Friday lessons with teams of elementary and middle school ELA and math interns. Anne Marie Nicoll-Turner will serve as the math methods instructor in the summer institute, Saturday workshops, and will visit both schools once per month to work individually or with small groups with teachers. She will also work with teams of elementary and middle school math interns to plan the Friday lessons. Trevor Stone, Anne Marie Nicoll-Turner, Claudia Burns, and Kay Pentzien. They will provide work as art-integration instructors or math methods instructor for the project. Salary Year 1: Trevor Stone: \$5,400; Anne Marie Nicoll-Turner: \$ 10,000; Claudia Burns: \$ 8,000; Kay Pentzien: \$5,000.

Total Salaries Year 1: 146,974

Fringe Benefits: We request funding for fringe benefits for the regular EMU employees at 40.5% of salaries, Eastern Michigan University's current DHHS-negotiated fringe benefit rate. The EMU benefit rate for the temporary employees and consultants is 8%. Fringe Benefits Year 1: \$52,049

Total Fringe Benefits Year 1: \$52,049

Travel

We request funding to rent vans to transport the ELA and math interns and EMU faculty to the participating schools for the summer workshop and the academic year professional development events. We will provide the van transportation for 20 days each year (12 during the summer workshops + 8 days during winter term and fall term). Travel van costs: \$13,200

We request mileage at the federal rate of \$0.56/mile x 58 miles RT x 175 trips for the PI, Co-PI, Evaluator, and elementary and middle school technology instructors, elementary and middle school art-integration instructors, math methods instructor, literacy faculty members, and cultural competency faculty to travel to the participant schools and the control schools to conduct the

workshops and other professional development activities, and collect data for the evaluation.
Travel mileage: \$5,684

Total Travel Year 1: 18,884

Participant Support

We request funding for stipends for participating ELA and math interns as part of the project. We plan to include up to 24 interns each year and will provide a stipend of \$70 per school visit x 20 visits. Total participant stipends Year 1: \$33,600

Other Direct Costs

Supplies and Materials

We request \$900 per year for art supplies for EMU faculty assisting in the summer workshops. We request \$360 per year for general supplies & services such as postage, copying, phone charges, etc. We request \$300 in Years 1 and 3 for external hard drives and video cameras and tripods for the evaluation of the project. Total SS&M Year 1: \$1,560

Indirect Costs

We have included indirect costs at EMU's current DHHS-negotiated Facilities and Administrative Costs rate of 45.5% of Modified Total Direct Costs, excluding the tuition and fees for the Graduate Assistants, participant costs, and all subcontracts in excess of \$25,000. Total Indirect Costs Year 1: \$99,857

Total EMU Direct Costs Requested Year 1: \$253,067

Total EMU Indirect Costs Requested Year 1: \$99,857

Total EMU Amount Requested Year 1: \$352,924

YEAR 2

Personnel

Salaries:

We request full year salary for a first year art teacher at C.B. Sabbath Middle School for teaching art. This person will provide art instruction at the Middle School which does not currently have an art teacher. We request approval for this level of support for this person during all four years of the project to ensure adequate effort for instruction of students in art education. We have included a 3% increase each year as the teacher's contract is in negotiation for this time period and an exact increase is unknown. Salary Year 2: \$ 37,410

We are requesting funding for the following River Rouge School District teachers as lead teachers to receive stipends of \$3,000 each: Sabrina Rudy, Toni Falahee and 4 others who are yet to be determined. Each will be provided with supplemental pay to assist with the planning and presentation of Saturday artist workshops. Salary Year 2: \$18,000

We are requesting funding for River Rouge School District teachers to be paid stipends for attending the Saturday and Summer teaching artist workshops. Each teacher of the 38 teachers will be provided with 30 hours of supplemental pay to attend the presentation of Saturday and Summer artist workshops. Salary Year 2: \$34,200

Fringe Benefits: We request funding for fringe benefits for the River Rouge School District employees at 37.65% of salaries, with the exception of the art teacher which would also receive health benefits at a rate of 46.6% of salaries as well. We have included a 4% increase as health benefits will increase during the duration of this grant. Fringe Benefits Year 2: \$51,293

Total Fringe Benefits Year 2: \$51,293

Other Direct Costs

Supplies and Materials

We request \$10,000 per year for art supplies for River Rouge School District teachers implementing more art into the classroom. We request \$13,000 for the purchase of tablets and apps. Total SS&M Year 2: \$23,000

Contractual

We request \$35,000 per year for technology support contracted to help with the implementation of the tablets and apps. Total Contractual Year 1: \$35,000

Eastern Michigan University

YEAR 2

Personnel

Salaries:

We request two months of summer salary for Dr. Marguerite Daisey, PI for her effort in managing and oversight of the project, planning the summer institute, Saturday workshops, and Friday lessons, as well as professional development to small groups or individual teachers during monthly visits to the middle school. She also will act as the middle school literacy instructor. We request approval for this level of support for her during all four years of the project to ensure adequate effort for project management, oversight of students, implementation, and review. We have included a 2% increase each year per the AAUP contract currently in place at EMU. Salary Year 2: \$ 19,780

We request one course release during the academic year for Dr. Deborah Harmon, Co-PI and one month of summer salary for her effort in managing and oversight of the project and professional development work regarding cultural competency to teachers in the summer institute, Saturday workshops, and monthly visits to both schools to work with teachers individually or in small groups. She will provide professional development also to the control school teachers. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for project oversight and professional development. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 2: \$19,131

We request one course release during winter term and one course release during fall term the academic year for Dr. Robert Carpenter, and one month of summer salary for his effort in evaluation of the project. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from his teaching obligations during the AY. We request approval for this level of

support for him during all four years of the project to ensure adequate effort for evaluation of the project. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 2: \$27,876

We request one course release during the academic year for Dr. Nancy Copeland (Key Personnel), and one month of summer salary for her effort as elementary technology instructor. She will work with teachers individually or in small groups weekly at the elementary school, as well as in the summer institute and Saturday workshops. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for her professional development work as the project's elementary technology instructor. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 2: \$19,234

We request two calendar months of salary for Frank Norton, III (Key Personnel), or his effort as middle school technology instructor. He will go out to the middle school weekly to work with middle school teachers individually or with small groups. He will also participate in the summer institute and Saturday workshops. He will create and management the project's website, as well as ordering technology. We request approval for this level of support for him during all four years of the project to ensure adequate effort for as middle school technology instructor and website manager. We have included a 2% increase each year per the UAW contract currently in place. Salary Year 2: \$9,364

We request funding for Dr. Linda Williams for 35 days of supplemental pay for her effort as the elementary literacy instructor She will provide professional development to small groups of teachers or individual teachers once per month at the elementary school. She will work with groups of elementary ELA interns to prepare Friday lessons. She will participate in the Saturday workshops. Dr. Williams is faculty at EMU, but this project is outside the normal scope of her work and her efforts for this project are limited to work in professional development as the project's elementary literacy instructor. The amount requested is based on the daily rate required per the AAUP contract currently in place, and the budget includes a 2% increase each year per the contract. Salary Year 2: \$15,200

We are requesting funding for the following EMU art faculty consultants to present Saturday artists workshops: Jason Ferguson, Chris Hydman, Ryan Malloy, Brian Lee Nelson, Carole Pawloski, Chris Reilly, Amy Sacksteder, Brian Spolans, and Jason DeMarte. Each will be provided with 3 days of supplemental pay to assist with presenting Saturday artist workshops. All of these people are EMU Art faculty who will be working across departmental and college lines to assist with this project. Salary Year 2: \$10,361

We are requesting funding for the following consultants to provide professional development as art-integration instructors: Trevor Stone, Anne Marie Nicoll-Turner, Claudia Burns, and Kay Pentzien. They will provide professional development at the summer institute, Saturday workshops, and monthly visits to the elementary and middle school to work with teachers in small groups or individually. They will work with teams of elementary and middle school ELA and math interns to prepare and present Friday lessons. for the project. Anne Marie Nicoll-

Turner will serve as math methods instructor at the summer institute and Saturday workshops, as well as work with teams of elementary and middle school math interns to plan Friday lessons. She will also visit both schools once per month to work with teachers individually or with small groups. Salary Year 2: Trevor Stone: \$5,508; Anne Marie Nicoll-Turner: \$ 10,000; Claudia Burns: \$ 8,000; Kay Pentzien: \$5,000.

Total Salaries Year 2: 149,453

Fringe Benefits: We request funding for fringe benefits for the regular EMU employees at 40.5% of salaries, Eastern Michigan University's current DHHS-negotiated fringe benefit rate. The EMU benefit rate for the temporary employees and consultants is 8%. Fringe Benefits Year 2: \$53,053

Total Fringe Benefits Year 2: \$53,053

Travel

We request funding to rent vans to transport the ELA and math interns and EMU faculty to the participating schools for the summer workshop and the academic year professional development events. We will provide the van transportation for 20 days each year (12 during the summer workshops + 8 days during winter term and fall term). Travel van costs: \$13,200

We request mileage at the federal rate of \$0.56/mile x 58 miles RT x 175 trips for the PI, Co-PI, Evaluator, and elementary and middle school technology instructors, math methods instructor, art-integration instructors, and literacy as well as cultural competency faculty to travel to the participant schools and the control schools to conduct the workshops and other professional development activities, and collect data for the evaluation. Travel mileage: \$5,684

Total Travel Year 2: 18,884

Participant Support

We request funding for stipends for participating interns as part of the project. We plan to include up to 24 interns each year and will provide a stipend of \$70 per school visit x 20 visits. Total participant stipends Year 2: \$33,600

Other Direct Costs

Supplies and Materials

We request \$900 per year for art supplies for EMU faculty assisting in the summer workshops. We request \$360 per year for general supplies & services such as postage, copying, phone charges, etc. Total SS&M Year 2: \$1,260

Indirect Costs

We have included indirect costs at EMU's current DHHS-negotiated Facilities and Administrative Costs rate of 45.5% of Modified Total Direct Costs, excluding the tuition and fees for the Graduate Assistants, participant costs, and all subcontracts in excess of \$25,000. Total Indirect Costs Year 2: \$101,306

Total EMU Direct Costs Requested Year 2: \$256,251

Total EMU Indirect Costs Requested Year 2: \$101,306

Total EMU Amount Requested Year 2: \$357,557

YEAR 3

Personnel

Salaries:

We request full year salary for a first year art teacher at C.B. Sabbath Middle School for teaching art. This person will provide art instruction at the Middle School which does not currently have an art teacher. We request approval for this level of support for this person during all four years of the project to ensure adequate effort for instruction of students in art education. We have included a 3% increase each year as the teacher's contract is in negotiation for this time period and an exact increase is unknown. Salary Year 3: \$ 38,906

We are requesting funding for the following River Rouge School District teachers as lead teachers to receive stipends of \$3,000 each: Sabrina Rudy, Toni Falahee and 4 others who are yet to be determined. Each will be provided with supplemental pay to assist with the planning and presentation of Saturday artist workshops. Salary Year 3: \$18,000

We are requesting funding for River Rouge School District teachers to be paid stipends for attending the Saturday and Summer teaching artist workshops. Each teacher of the 38 teachers will be provided with 30 hours of supplemental pay to attend the presentation of Saturday and Summer artist workshops. Salary Year 3: \$34,200

Fringe Benefits: We request funding for fringe benefits for the River Rouge School District employees at 37.65% of salaries, with the exception of the art teacher which would also receive health benefits at a rate of 45.9% of salaries as well. We have included a 4% increase as health benefits will increase during the duration of this grant. Fringe Benefits Year 3: \$52,875

Total Fringe Benefits Year 3: \$52,875

Other Direct Costs

Supplies and Materials

We request \$10,000 per year for art supplies for River Rouge School District teachers implementing more art into the classroom. We request \$13,000 for the purchase of tablets and apps. Total SS&M Year 3: \$23,000

Contractual

We request \$35,000 per year for technology support contracted to help with the implementation of the tablets and apps. Total Contractual Year 1: \$35,000

Eastern Michigan University

YEAR 3

Personnel

Salaries:

We request two months of summer salary for Dr. Marguerite Daisey, PI for her project oversight efforts, as well as planning the summer institute, Saturday workshops, and Friday lessons. She will work with teams of middle school ELA and math interns to plan and present Friday lessons. She will also visit middle schools monthly to work individually and with small groups of

teachers regarding literacy. She will also be the project's middle school literacy instructor. We request approval for this level of support for her during all four years of the project to ensure adequate effort for project management, oversight of students, implementation, and review. We have included a 2% increase each year per the AAUP contract currently in place at EMU. Salary Year 3: \$ 20,176

We request one course release during the academic year for Dr. Deborah Harmon, Co-PI and one month of summer salary for her effort in oversight of the project, as well as to serve as the cultural competency instructor. She will provide professional development at the summer institute, Saturday workshops, and monthly visits to both schools to work with teachers individually or in small groups. She will also provide professional development to the control group school teachers. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for her project contract currently in place. Salary Year 3: \$19,514

We request one course release during winter term and one course release during fall term the academic year for Dr. Robert Carpenter, and one month of summer salary for his effort in evaluation of the project. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from his teaching obligations during the AY. We request approval for this level of support for him during all four years of the project to ensure adequate effort for evaluation of the project. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 3: \$28,434

We request one course release during the academic year for Dr. Nancy Copeland (Key Personnel), and one month of summer salary for her effort as the elementary technology instructor. She will work with teachers individually or in small groups each week at the elementary school. She will participate in the Saturday workshops and summer institute. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for as the project's elementary technology instructor. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 3: \$19,619

We request two calendar months of salary for Frank Norton, III (Key Personnel), for his effort as the project's middle school technology instructor. We request approval for this level of support for him during all four years of the project to ensure adequate effort for his weekly visits to the middle school to work with teachers individually or in small groups regarding technology, and also his participation in the summer institute and Saturday workshops. He will create and manage the project's website, as well as order technology. We have included a 2% increase each year per the UAW contract currently in place. Salary Year 3: \$9,551

We request funding for Dr. Linda Williams for 35 days of supplemental pay for her effort as the project's elementary literacy instructor. Dr. Williams is faculty at EMU, but this project is outside the normal scope of her work and her efforts for this project are limited to monthly visits to the elementary school to work individually or with small groups of teachers regarding literacy. She will participate in the Saturday artist workshops as the elementary literacy instructor. She will work with teams of elementary ELA interns to plan the Friday workshops. The amount requested is based on the daily rate required per the AAUP contract currently in place, and the budget includes a 2% increase each year per the contract. Salary Year 3: \$15,504

We are requesting funding for the following EMU art faculty consultants to plan and present Saturday artist workshops: Jason Ferguson, Chris Hydman, Ryan Malloy, Brian Lee Nelson, Carole Pawloski, Chris Reilly, Amy Sacksteder, Brian Spolans, and Jason DeMarte. Each will be provided with 3 days of supplemental pay to assist with planning and presenting Saturday artist workshops. All of these people are EMU Art faculty who will be working across departmental and college lines to assist with this project. Salary Year 3: \$10,566

We are requesting funding for the following consultants to work as art-integration instructors in the summer institute, Saturday workshops, and visits to elementary or middle school to work individually or in small groups with teachers, and also plan and present Friday lessons with teams of ELA and math interns: Trevor Stone, Anne Marie Nicoll-Turner, Claudia Burns, and Kay Pentzien. They will provide professional development as art-integration instructors for the project. Anne Marie Nicholl-Turner will serve as the math methods instructor in the summer institute, Saturday workshops, and will visit both schools once per month to work individually or in small groups with teachers. She will also work with teams of elementary and middle school math interns to plan the Friday lessons. Salary Year 1: Trevor Stone: \$5,618; Anne Marie Nicoll-Turner: \$ 10,000; Claudia Burns: \$ 8,000; Kay Pentzien: \$5,000.

Total Salaries Year 3: \$151,982

Fringe Benefits: We request funding for fringe benefits for the regular EMU employees at 40.5% of salaries, Eastern Michigan University's current DHHS-negotiated fringe benefit rate. The EMU benefit rate for the temporary employees and consultants is 8%. Fringe Benefits Year 3: \$54,078

Total Fringe Benefits Year 3: \$54,078

Travel

We request funding to rent vans to transport the ELA and math interns and EMU faculty to the participating schools for the summer workshop and the academic year professional development events. We will provide the van transportation for 20 days each year (12 during the summer workshops + 8 days during winter term and fall term). Travel van costs: \$13,200

We request mileage at the federal rate of \$0.56/mile x 58 miles RT x 175 trips for the PI, Co-PI, Evaluator, and art-integration instructors, math methods instructor, elementary and middle school literacy instructors, elementary and middle school technology instructors, and cultural competency faculty instructor to travel to the participant schools and the control schools to conduct the workshops and other professional development activities, and collect data for the evaluation. Travel mileage: \$5,684

Total Travel Year 3: 18,884

Participant Support

We request funding for stipends for participating elementary and middle school ELA and math interns as part of the project. We plan to include up to 24 teachers each year and will provide a stipend of \$70 per school visit x 20 visits. Total participant stipends Year 3: \$33,600

Other Direct Costs

Supplies and Materials

We request \$900 per year for art supplies for EMU faculty assisting in the summer workshops. We request \$360 per year for general supplies & services such as postage, copying, phone charges, etc. We request \$300 in Years 1 and 3 for external hard drives and video cameras and tripods for the evaluation of the project. Total SS&M Year 3: \$1,560

Indirect Costs

We have included indirect costs at EMU's current DHHS-negotiated Facilities and Administrative Costs rate of 45.5% of Modified Total Direct Costs, excluding the tuition and fees for the Graduate Assistants, participant costs, and all subcontracts in excess of \$25,000. Total Indirect Costs Year 3: \$103,059

Total EMU Direct Costs Requested Year 3: \$260,104

Total EMU Indirect Costs Requested Year 3: \$103,059

Total EMU Amount Requested Year 3: \$363,163

YEAR 4

Personnel

Salaries:

We request full year salary for a first year art teacher at C.B. Sabbath Middle School for teaching art. This person will provide art instruction at the Middle School which does not currently have an art teacher. We request approval for this level of support for this person during all four years of the project to ensure adequate effort for instruction of students in art education. We have included a 3% increase each year as the teacher's contract is in negotiation for this time period and an exact increase is unknown. Salary Year 4: \$ 40,462

We are requesting funding for the following River Rouge School District teachers as lead teachers to receive stipends of \$3,000 each: Sabrina Rudy, Toni Falahee and 4 others who are yet to be determined. Each will be provided with supplemental pay to assist with the planning and presentation of Saturday artist workshops. Salary Year 4: \$18,000

We are requesting funding for River Rouge School District teachers to be paid stipends for attending the Saturday and Summer teaching artist workshops. Each teacher of the 38 teachers will be provided with 30 hours of supplemental pay to attend the presentation of Saturday and Summer artist workshops. Salary Year 4: \$34,200

Fringe Benefits: We request funding for fringe benefits for the River Rouge School District employees at 37.65% of salaries, with the exception of the art teacher which would also receive

health benefits at a rate of 45.3% of salaries as well. We have included a 4% increase as health benefits will increase during the duration of this grant. Fringe Benefits Year 4: \$54,536

Total Fringe Benefits Year 4: \$54,536

Other Direct Costs

Supplies and Materials

We request \$10,000 per year for art supplies for River Rouge School District teachers implementing more art into the classroom. We request \$13,000 for the purchase of tablets and apps. Total SS&M Year 4: \$23,000

Contractual

We request \$35,000 per year for technology support contracted to help with the implementation of the tablets and apps. Total Contractual Year 1: \$35,000

Eastern Michigan University

YEAR 4

Personnel

Salaries:

We request two months of summer salary for Dr. Marguerite Daisey, PI for her effort in managing and oversight of the project, planning the summer institute and Saturday workshops, as well as working with the art-integration instructors, faculty, teachers, and interns to prepare and present Friday lessons. She will provide professional development to small groups of teachers or individual teachers once per month at the middle school regarding literacy. She also serves as the middle school literacy instructor. We request approval for this level of support for her during all four years of the project to ensure adequate effort for project management, oversight of students, implementation, and review. We have included a 2% increase each year per the AAUP contract currently in place at EMU. Salary Year 4: \$ 19,551

We request one course release during the academic year for Dr. Deborah Harmon, Co-PI and one month of summer salary for her effort in managing and oversight of the project as well as presenting professional development regarding cultural competency to small groups of teachers at the summer institute, Saturday workshops, and monthly at each school. She will present professional development also at the control schools. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for oversight of the project and professional development. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 4: \$18,041

We request one course release during winter term and one course release during fall term the academic year for Dr. Robert Carpenter, and one month of summer salary for his effort in evaluation of the project. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from his teaching obligations during the AY. We request approval for this level of support for him during all four years of the project to ensure adequate effort for evaluation of the project. We have included a 2% increase each year per the AAUP contract currently in place.

Salary Year 4: \$29,003

We request one course release during the academic year for Dr. Nancy Copeland (Key Personnel), and one month of summer salary for her effort as the elementary technology instructor. She will work with teachers individually or in small groups each week at the elementary school. She will participate in the Saturday workshops and summer institute. Based on the contractually required AY teaching load (EMU's standard teaching load is 12 credit hours per term during the academic year (AY)), we are asking for release from her teaching obligations during the AY. We request approval for this level of support for her during all four years of the project to ensure adequate effort for as the project's elementary technology instructor. We have included a 2% increase each year per the AAUP contract currently in place. Salary Year 4: \$20,011

We request two calendar months of salary for Frank Norton, III (Key Personnel), for his effort as the middle school technology instructor. We request approval for this level of support for him during all four years of the project to ensure adequate effort for weekly visits to middle school to work with teachers individually or in small groups regarding technology, and also his participation in the summer institute and Saturday workshops. He will create and manage the project's website, as well as order technology. We have included a 2% increase each year per the UAW contract currently in place. Salary Year 4: \$9,742

We request funding for Dr. Linda Williams for 35 days of supplemental pay for her effort in as the project's elementary literacy instructor. Dr. Williams is faculty at EMU, but this project is outside the normal scope of her work and her efforts for this project are limited to visits to the elementary school to work individually or in small groups with teachers regarding literacy. She will work with elementary ELA interns to plan the Friday lessons. She will participate in the Saturday artist workshops as the elementary literacy instructor. The amount requested is based on the daily rate required per the AAUP contract currently in place, and the budget includes a 2% increase each year per the contract. Salary Year 4: \$15,814

We are requesting funding for the following EMU art faculty consultants to plan and present Saturday artists workshops: Jason Ferguson, Chris Hydman, Ryan Malloy, Brian Lee Nelson, Carole Pawloski, Chris Reilly, Amy Sacksteder, Brian Spolans, and Jason DeMarte. Each will be provided with 3 days of supplemental pay to assist with planning and presenting Saturday artist workshops. All of these people are EMU Art faculty who will be working across departmental and college lines to assist with this project. Salary Year 4: \$10,778

We are requesting funding for the following consultants to work as art-integration instructors in the summer institute, and visits to elementary and middle schools to work individually or in small groups of teachers, and also plan and present Friday lessons with teams of ELA and math interns: Trevor Stone, Anne Marie Nicoll-Turner, Claudia Burns, and Kay Pentzien. Anne Marie Nichool –Turner will serve as the math methods instructor in the summer institute, Saturday workshops, and will visit both schools once per month to work individually or in small groups with teachers. She will also work with teams of elementary and middle school math interns to plan the Friday lessons They will provide work as art-integration instructors or math methods instructor for the project. Salar Year 1: Trevor Stone: \$5,730; Anne Marie Nicoll-Turner: \$ 10,000; Claudia Burns: \$ 8,000; Kay Pentzien: \$5,000.

Total Salaries Year 4: \$151,669

Fringe Benefits: We request funding for fringe benefits for the regular EMU employees at 40.5% of salaries, Eastern Michigan University's current DHHS-negotiated fringe benefit rate. The EMU benefit rate for the temporary employees and consultants is 8%. Fringe Benefits Year 1: \$53,951

Total Fringe Benefits Year 1: \$53,951

Travel

We request funding to rent vans to transport the ELA and math interns and EMU faculty to the participating schools for the summer workshop and the academic year professional development events. We will provide the van transportation for 20 days each year (12 during the summer workshops + 8 days during winter term and fall term). Travel van costs: \$13,200

We request mileage at the federal rate of \$0.56/mile x 58 miles RT x 175 trips for the PI, Co-PI, Evaluator, and elementary and middle school technology instructors, elementary and middle school art-integration instructors, and math methods instructor, literacy faculty members, and cultural competency faculty to travel to the participant schools and the control schools to conduct the workshops and other professional development activities, and collect data for the evaluation. Travel mileage: \$5,684

Total Travel Year 1: 18,884

Participant Support

We request funding for stipends for participating elementary and middle school ELA and math interns as part of the project. We plan to include up to 24 teachers each year and will provide a stipend of \$70 per school visit x 20 visits. Total participant stipends Year 1: \$33,600

Other Direct Costs

Supplies and Materials

We request \$900 per year for art supplies for EMU faculty assisting in the summer workshops. We request \$360 per year for general supplies & services such as postage, copying, phone charges, etc. Total SS&M Year 4: \$1,260

Indirect Costs

We have included indirect costs at EMU's current DHHS-negotiated Facilities and Administrative Costs rate of 45.5% of Modified Total Direct Costs, excluding the tuition and fees for the Graduate Assistants, participant costs, and all subcontracts in excess of \$25,000. Total Indirect Costs Year 1: \$102,723

Total EMU Direct Costs Requested Year 4: \$259,365

Total EMU Indirect Costs Requested Year 4: \$102,723

Total EMU Amount Requested Year 4: \$362,088

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

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

Name of Institution/Organization

School District of the City of River Rouge

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	88,171.00	89,610.00	91,106.00	92,662.00		361,549.00
2. Fringe Benefits	49,786.00	51,293.00	52,875.00	54,536.00		208,490.00
3. Travel						
4. Equipment						
5. Supplies	33,000.00	23,000.00	23,000.00	23,000.00		102,000.00
6. Contractual	370,424.00	375,056.00	380,663.00	379,588.00		1,505,731.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	541,381.00	538,959.00	547,644.00	549,786.00		2,177,770.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	541,381.00	538,959.00	547,644.00	549,786.00		2,177,770.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mr.	First Name: Derrick	Middle Name:	Last Name: Coleman	Suffix:
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Address:

Street1:	1460 West Coolidge Highway
Street2:	
City:	River Rouge
County:	Wayne
State:	MI: Michigan
Zip Code:	48218-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
313-297-9600	313-297-6525

Email Address:
derrick.coleman@riverrougeschools.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available: 00000050 (EMU FWA # - for human subjects evaluation data collection)

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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