U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (U351C030016)

(See Instructions)

The Northside Independent School District (NISD) was awarded and began implementing the Striving for Excellence in Fine Arts (SEFA) grant program in 2003. The four-year (three years plus an extended year) program was designed to target the 7,200 students and teachers at twelve Title I elementary campuses made up of at least 75% students from low-income families. The focus of this program was to develop and implement a model program across the NISD. The objectives of this program was to support professional development for teachers and exposing students to community Fine Arts while improving student achievement and involvement through technological arts instruction. Over the four-year grant term, the program has provided many benefits to the NISD by providing teachers access to first-class professional development opportunities; it has provided students with opportunities and high-poverty schools the ability to improve fine arts education. As a direct result, students are able to express themselves and explore the many different mediums associated with the expression of fine arts.

Program highlights of the project's goals include the following:

- 100% of the Fine Arts teachers, at the grant schools participated in at least 10 master level in-service training programs. A total of 56 in-services were offered totaling 332 training hours. In-service trainings covered subjects such as ceramics, differentiated instruction, fibers, digital photography, drumming, string and various other musical programs.
- At least five music and five visual art teachers are currently enrolled in certification (Kodály or visual arts) and/or master degree programs. Summary of certification and master degree programs enrollments:
    - Four teachers have received their Master Degree;
    - Nine teachers have completed at least one level of Kodály Certification;
    - Three teachers have completed three levels of the Orff Certification;
    - Twelve art teachers from the grant schools are working towards the ceramics certification;
- 100% of the 4th and 5th grade students and teachers at the grant schools had the opportunity to attend at least two performances by the San Antonio Symphony and two museum visits. Summary of concert and museum visits:
    - Teachers and students attended theatre performance;
    - Students at each grant school attended one San Antonio Symphony concert with grant school teachers offered the opportunity to attend two San Antonio Symphony concerts each year;
    - All 4th and 5th students at the grant schools were given the opportunity to attend 34 visual arts field trips such as San Antonio Museum of Art, Witte Museum, and the McNay Art Museum.
- 100% of the participating schools hosted a campus Fine Arts Day, exceeding the objective of 50%, where community artists visited campuses for interactive fine arts experiences. The grant schools participated in a Fine Arts Day/Evening which featured artists of many mediums including airbrush, cartoons, pottery, commercial art, sidewalk art, musicians and dancers.
- Each project year, 100% of the grant schools students participated in the NISD Central Office Elementary and Northside Activity Center Art Display. Student's artwork was exhibited and on display for the general public's viewing at the Art Fest Program and Los Leones Art Festival. Elementary choirs, string ensembles, jazz groups and mariachi groups performed during these festivals.
- Two students from each of the grant schools participated in the All-District Elementary Choir. In addition to choral programs, the students have sung in several operas and were featured in a special presentation at a convention in Houston, TX.

- 39 Elementary Music Teachers have been trained during the grant period to teach the Beginning String Class.
- Students from seven grant schools attended outside-of-school visual art activities taught by grant school art instructors. After school art clubs met regularly during the school year at three of the grant schools. Summer art camps were held two weeks in June at four grant schools.
- Each grant school received a technology package at their campus which is being utilized in fine arts classroom technological arts instruction. The technology packages consist of a smartboard, projector, two digital cameras and art/music software.
- 100% of instructors from grant schools attended regular monthly NISD in-services. Five instructors from grant schools presented the monthly in-services to NISD elementary art instructors.

As a direct result of the successes of this grant program, NISD has developed, piloted and implemented an internal ceramics certification program. This program, The Ceramics Enterprise, opened in the fall of 2006 to arts educators across the entire State of Texas. Additionally, NISD has implemented district-wide fine arts initiatives. Some of these initiatives include the addition of software and hardware packages to all elementary music departments throughout the NISD, technology training in software and hardware to all elementary art departments and the implementation of SEFA grant-related activities at all 59 NISD elementary campuses. The success of the elementary string program has resulted in increased number of students in the secondary school string program. Many campus administrators are sending their art instructors to professional development opportunities that were developed as a direct result of grant funded opportunities. Many teachers have developed networks with other fine arts teachers NISD has experienced less attrition in fine arts staffing as a result of the grant.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective [ ] Check if this is a status update for the previous budget period.

By the end of the four year grant term (three years plus one year extension), 100% (24) of the Fine Arts teachers, at participating schools will have participated in at least 10 master level in-services per project year.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music – Presented 22 master level in-services for elementary music teachers to improve their teaching skills in the classroom. Subjects covered included Differentiated Instruction, teaching strategies, recorder tips, manipulative, and make-conscious lessons. (Some of these are 1 hour in length: some are 3 to 6 hours in length.) 95 hours of training were offered that include world music drumming.

Visual Arts – 24 total in-services (2 hours, 2.5 hours, or 6 hours in duration) were offered to art instructors during this time-frame totaling 84.5 hours of training. A total of 844 teachers (duplicated) attended these sessions from across the school district. The workshops that have been developed as a result of this grant are very popular among teachers; the workshops continue to grow and serve more teachers.
100% of grant school art instructors participated in more than 10 master level in-services in areas such as ceramics, differentiated instruction, fibers, digital photography, classroom strategies, printmaking, inter-disciplinary units and technology.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective [ ] Check if this is a status update for the previous budget period.

By the end of the 4-year grant period (three years plus one year extension), at least 5 music teachers and 5 visual arts teachers will enroll in certification (Kodaly or visual arts) and/or masters degree programs (music education or fine arts/education specializing in visual arts). Kodaly certification, including 120 hours of musicianship, pedagogy, conducting and folk song collection per year is available at the Schools of Music Southwest Texas State University. Master's degrees from pre-approved accredited institutions of higher learning will be acknowledged. NISD will offer Visual Arts Certification based upon completion of required hours or pre-approved training, including 18 hours of ceramics, 6 hours of photography, and 23 hours of fibers.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music – During this period Northside teachers participated in three different Kodaly Certification Programs. Teachers participated in the Summer Kodály Programs: Texas State University in San Marcos, North Texas University, and the San Antonio ISD program. In addition to assisting teachers with the registration for these programs, the grant purchased books and materials for each applicant. During the fourth year, three teachers were involved in Kodaly Training and two completed an additional level of Orff Certification. Two teachers received their Masters degrees

Visual Arts – In this time period, three teachers worked on developing their skills as ceramic specialists to provide training in ceramics. Two instructors participated in Ceramic Training at the Southwest School of Art & Craft. The Northside Ceramic Enterprise graduated eight more district instructors in 2006-2007 at Level I, one district instructor at Level II, and two district instructors at Level III; one instructor from a grant school completed Level I training during this time period.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective [ ] Check if this is a status update for the previous budget period.

Each project year, 100% of the 4th and 5th grade students and teachers at the participating schools will have the opportunity to attend at least 2 performances of the Young Peoples' Concert by the San Antonio Symphony and 2 museum visits to San Antonio art institutions.

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music – During this period no grant money was used to purchase tickets for students to attend the San Antonio Symphony, theater, or dance programs. Transportation expenses were paid. As a result of the relationships developed during the SEFA Grant, eight of the twelve SEFA Grant schools attended the San Antonio Symphony with free tickets for one performance per 4th or 5th grade student. One of our teachers from Linton Elementary, Leticia Chapa, organized six SEFA schools to attend a Dance Concert at Our Lady of the Lake University in San Antonio during the month of December 2006. The program included several forms of dance with some live musicians and other recorded music. Several children's plays were presented to SEFA schools because of previous arrangements with the high school theatre programs in their attendance area.

Visual Arts – 12 visual arts field trips were taken by 4th and 5th grade students to the following places: San Antonio Museum of Art, , McNay Art Museum, Paul Taylor Field House ArtFest, and Dragon Fire Glass Blowing Studios. 100% of the grant schools were given the opportunity to take their students to the Paul Taylor Field House ArtFest. 83% of the grant schools were successful in taking 4th and 5th grade students on grant offered field trips during this time period.. Students received pre and post field trip educational study. The fieldtrip planning in-service provided to these teachers in the previous years was again utilized and beneficial both to grant schools and non-grant schools.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective [ ] Check if this is a status update for the previous budget period.

Each project year, 50% of the participating schools will host a campus Fine Arts Day, where community artists visit campuses for interactive fine arts experiences.

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

100% of the grant campuses hosted Fine Arts Day activities.

Music – No Fine Arts Days in the 4th year of the SEFA Grant were funded but as a result of the effectiveness of the grant, three campuses staged and funded their own Fine Arts Day with assistance from their principals, PTAs, and community groups. Those SEFA schools are Cable Elementary, Esparza Elementary, and Westwood Terrace Elementary. They brought in musicians, dancers, visual artists, and potters.

Visual Arts – The extended year 06-07 did not have enough funding for fine arts day, however three grant campuses, Cable, Esparza, and Westwood Terrace held fine arts days utilizing volunteers and contributions; sessions included: drawing, painting, pottery wheel throwing, and sidewalk chalk art competitions. Significant grant influence is seen in the desire of campuses to continue previously grant funded projects.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective [ ] Check if this is a status update for the previous budget period.

Each project year, selected student works from the participating schools will be exhibited in an all Elementary Art Exhibit or in partnership with community exhibits, such as Los Leones Arts Festival.

5.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music - Elementary choirs, string ensembles, jazz groups, vocal jazz ensembles, dance and mariachi groups performed outside during at the Los Leones Art Festival. Performing groups were also featured throughout Art Fest.

Visual Arts - The following opportunities were provided to students to display their work:

Art Fest - 100% (12) of the grant schools participated in the NISD Art Fest Program. This is an annual program where teachers and students can exhibit their mastery of skills and knowledge acquired through the elementary art curriculum taught in the NISD schools. For two weeks, the program is open to the public which allows the surrounding community to interact with teachers and students. Elementary and secondary schools exhibit work for two weeks – half the district schools for the first week and the other half of the schools for the second week.. Parents provided positive feedback as they were able to observe artwork from feeder and future schools. Instructors provided positive feedback as well as stating that students were able to take a docent tour of the exhibit as a field trip and see work from their future schools along with meeting future teachers. Teachers from two grant schools, John Glenn and Powell, served as docents for two of the tour days..

Los Leones Art Festival– 100 % (12) of the grant campuses participated in this art festival. Los Leones is a local art event which provides opportunities for students and local artists to exhibit and sell their work. 27 NISD elementary art teachers , 14 NISD middle school art teachers, and 12 NISD high school art teachers each entered 5 student's t-shirt designs into the art competition for a total of 233 entries.. Five students from each of six of the grant schools or 30 art entries (13 %) advanced to the second level of judging. Two grant schools entered another competition – Chalk Fest – held at this event..

NISD Central Office Elementary Art Display – 100% (12) of the grant participating schools displayed their student art work, created from curriculum assignments, on 4-week intervals at the NISD Central Office.

NISD Northside Activity Center Art Display – 100% (12) of the grant participating schools displayed their student art work, created from curriculum assignments, on 4-week intervals at the NISD Northside Activity Center.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

6. Project Objective [ ] Check if this is a status update for the previous budget period.

Each project year, select students from the participating schools will participate in the All District Choir (pending audition and parental transportation). The All District Choir will be at least 1/3 comprised of students from the participating SEFA schools. The choir will provide teachers the opportunity to improve their choral conducting skills and choir rehearsal techniques under the guidance of a master teacher.

6.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music – The All-District Elementary Choir had another successful season during the 4th year of the Grant, the All-District Elementary Choir presented an American Premiere of the children's opera "Guido d'Arrezo" on April 14, 2007 for the Library Association Convention during their state meeting in San Antonio. The opera composer Patricia Bond worked with the choir to assist them in this presentation. The All-District Elementary Choir also anchored the Elementary Choir Festival held on April 9 & 10, 2007, at Stevens High School Auditium. Six Elementary choirs were featured each evening.

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7. Project Objective [ ] Check if this is a status update for the previous budget period.

By the end of the 4-year grant project period (three year period plus one year extension), at least 6 elementary music teachers will be trained in string pedagogy – to teach students at newly created string programs (at their participating schools).

7a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music – A weekly Spring workshop to train music teachers in string pedagogy for ten elementary music teachers and one elementary art teacher. Four of the teachers were from SEFA grant schools. Violins, shoulder rests, and teaching materials were purchased for these teachers. Training the resident elementary music teacher has been a very successful way to increase the number and quality of string teachers available to teach the after-school String Program in Northside. Each of our twelve SEFA elementary campuses now offers this beginning violin instruction. A Suzuki-trained violin master teacher offered master classes for teachers during the month of June.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

8. Project Objective [ ] Check if this is a status update for the previous budget period.

By the end of the 4-year project period (three year period plus one year extensions), students from at least 6 of the participating schools will have the opportunity to participate in after-school art clubs that will focus on ceramics, fibers, and other pre-approved (by NISD Visual Arts Coordinator) visual arts media.

8a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT						

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Visual Arts – Students from 7 of the 12 grant schools (58%) attended outside of school visual art activities taught by grant school art instructors. These activities have allowed students to explore art experiences in a richer nature including enhanced curriculum, smaller class size, longer class time, and meaningful peer connections.

After-School Art Clubs – 3 after school art clubs utilizing art club curricula met regularly during the school year at the following grant campuses: John Glenn, Lackland City, and Passmore. Each camp met one day per week after school for approximately 25 weeks; a total of approximately 74 students from grant schools participated in the After-school Art Clubs.

Summer Art Camps – Four grant summer art camps were held June 11-15 and June 18-22 at the following grant campuses: Cable, Linton, Esparza, and Villarreal.. The camps taught by 8 instructors serviced 108 students from grant campuses. Due to the past success of grant summer camps, grant funding was matched by other NISD compensatory programs to offer 5 other camps on non-grant campuses utilizing 10 more instructors and servicing another 123 students

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

9. Project Objective [ ] Check if this is a status update for the previous budget period.

Each Fine Arts teacher actively participating in this master-level competency grant SEFA Program will receive a technology package to be placed and utilized in their corresponding fine arts classroom and access to technological arts instruction. One digital camera per campus will be available for participating schools. The technology packet may also include District approved art or music software and a SmartBoard with stand and projector (approximately 10 total).

9.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Music and Visual Arts – The purchase of the laptop and the projector has aided in the continued effort to promote the program through conference presentations. Two workshops that utilized technology were completed. Teachers continue their instruction and use of technology. Northside now offers classes develop technology skills of individuals. There are now elementary music teachers in Northside that are experts in using "Finale" and "Sibelius".

Visual Arts Specific – All grant campuses now have access to Complete Smart Board set ups. All grant campuses now have the following software packages installed in each art classroom: Photoshop and Macro Media MX. All grant campuses now have access to a digital camera specifically for fine arts; cameras are utilized for classroom instruction and fine arts exhibits.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

10. Project Objective [ ] Check if this is a status update for the previous budget period.

Each project year, participating Fine Arts must be available to share and discuss the new teaching methods and strategies learned through the master-level competency grant SEFA Program with non-participating (Fine Arts and core subject area) teachers across the district to promote integration of arts education.

10.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
	PROJECT	Raw Number	Ratio	%	Raw Number	Ratio	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Project Objective Progress completed during time period of 07/01/06 – 09/30/07.

Grant program staff members have provided opportunities for grant school instructors to attend state and national conferences. Upon return from the conference, attendees would then share/present information with those who did not attend.

Art:
Major In-services – 5 instructors from grant schools (42 %) presented the monthly inservices (audience is 55 to 61 elementary art instructors) 7 instructors from grant schools played major roles in K-12 vertical alignment Inservice – topic Marc Chagall (audience 97 elementary, middle school and high school art teachers)
Instructors from grant schools 100 % of instructors from grant schools attended the regular monthly inservices

Music:
*American Orff-Schulwerk Association – four instructors and one administrator attended
*Organization of American Kodály Educators – one instructor presented at Chicago and one administrator attended
*The World Drumming Workshop – ten instructors attended from SEFA grant schools, 20 additional teachers from Northside attended. Two in-services were presented for the remaining.

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Additional questions for final evaluation.

1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.

Visual Arts: Utilizing the visual arts evaluation results, the conclusions regarding the success of the Visual Arts portion of the project and its impact may be summarized in three main categories identified as Staff Development / Training, Awareness, and Opportunity. Category details are stated as follows:
Conclusions:

Staff Development/Training: The SEFA grant opened the door to numerous in-house staff developments held on a monthly basis over a time period of four school years. These in-services elevated the quality of art teaching in not only the grant schools but throughout the Northside Independent School District Visual Art program. Evidence of this quality increase was measured by student on-task behavior, student interest, teacher interest, increase in number of exhibits and contests entered by teachers, and overall increased interest in all stake-holders.

Awareness: The SEFA grant brought a new level of awareness to teachers and students alike. Because of this awareness, art curricula were taught according to district and state standards with more attention, rigor, and added concentrations; new programs were initiated and implemented; and Northside Independent School District Visual Art visibility became an expectation at local and state venues.

Opportunity for Grant Teachers and Grant Students: The SEFA grant allowed the teachers and students from the grant campuses to attend conferences, meetings, and arrange multiple field trips to various museums, studios, and art schools.

Visual Arts: Categories in describing any unanticipated outcomes or benefits from this project include Support, Matching Funds, and Continuation.
Outcomes / Benefits:

Support via Equipment and Technology: The SEFA grant provided support for new training by providing the necessary equipment to implement and move new ideas forward. Additionally, the SEFA grant provided computer technology (both hardware and software) which became the support needed to springboard staff and campuses into state of the art Visual Art teaching via technology.

Matching Funds: One very exciting success came by way of funds being matched by other entities to add to and/ or continue the programs. Scholarships were given by Southwest School of Art and Craft to students and teachers, small grants were given to teachers for classroom Visual Art programs by the Northside Education Foundation ; supplies were provided by the Partnership program, and various community organizations provided various items for the Visual Arts Programs.

Continuation of programs established: The impact of the SEFA grant in the continuation of the programs established is still to be seen; the training has happened and will continue to be passed on to teachers and students; the equipment is in place, and the awareness and visibility is at a very high level. One measurable item is the Northside Ceramic Enterprise established through the SEFA grant – funding has been secured to continue this program and it has been offered to other districts throughout the state.

Visual Arts: Encountered barriers basically fit into two groups Financial Accounts and Responsibilities
Barriers:

Financial Accounts: The identifying of the use of funds and the accounting for expenditures was difficult for the two diverse disciplines involved in the SEFA grant. This was solved in two ways – (1) funds available for each discipline were placed in separate accounts and overseen by each discipline independently and (2) a funds manager was utilized to ensure accountability for expenditures from both disciplines. Thus visual art operated in its field of understanding regarding financial accounts.

Responsibilities: The division of responsibilities was also very necessary so that visual art handled only visual art endeavors. This enabled more timely adjustments in the visual arts in order to maximize benefits for the teachers and students.

Music: Utilizing the visual arts evaluation results, the conclusions regarding the success of the Visual Arts portion of the project and its impact may be stated as follows:
The SEFA Grant was a very successful project for Northside. The additional attention to developing master-level in-services and continuing education opportunities has really raised the quality of teaching taking place in the music and art classes particularly at the grant schools but also a every elementary school in Northside. The Kodály and Orff Certification Programs have raised the knowledge level of our teachers and encouraged them to expand their thinking about elementary music classes. This has encouraged teachers to pay use detail planning that has really strengthened the results that the teachers and students are able to achieve. Teachers who are encouraged to continue to grow and develop, seem to bring my joy to

the teaching experience. Through mentoring and networking between different teachers, we observe more sharing of ideas, problem solving, and encouragement of each other. The opportunity to bring in many subject matter experts in the instructional process has broadened the developmental experience of all our elementary music teachers. Now we are enjoying teachers from our own schools, present workshops for each other. Several teachers are now giving workshops for neighboring school districts in the Texas area.

The SEFA Grant made possible for us to explore more technology for our art and music teachers. Natural leaders came forward who were ready and willing to explore the use of technology in their programs. As a result of the grant, many of the Fine Arts teachers are considered leaders on their campuses with the use of technology. This put NISD in a great position when we had the opportunity to acquire more technology with the new textbook adoption process. NISD explored the field and was able to obtain additional software and teaching materials.

Outcomes - NISD is being seen as a leader in the state of Texas and are improving the pool of applicants from which NISD hires new teachers. Fine Arts Teachers from neighboring school district are moving to NISD to join the quality programs that are offered. Several other school districts have started to adopt some of the successful programs implemented by NISD. NISD is giving workshops and in-services to these groups to share some of the programs we have developed.

Barriers – Initially, the business procedure of setting up the appropriate accounts for the grant and needed additional administrative help with the paperwork proved to be a challenge. We did not anticipate getting approval to move money from one account to the other where it was needed. Eventually we divided the funds into Music expenses and Art expenses and this helped the accounting procedure.

2. What would you recommend as advice to other educators that are interested in your project? How did your original ideas change as a result of conducting the project?

Visual Arts: Advice to other educators that are interested in this project would be in the arenas of (1) amount of time involved – plan for additional time to be added to each days schedule; (2) the necessity of having a person to maintain all the budget requirements accurately - we had an extremely qualified and accurate person ; this is an absolute must; and (3) the need to provide avenues for necessary changes in order to implement the objectives of the grant – small details and some roadblocks are inevitable and must be handled correctly. Our original ideas as far as what we wanted to implement changed very little as a result of conducting this project. We were able to meet and exceed all the objectives of the grant. What did change were the expectations of the outcomes. The positive outcomes of this grant far exceeded anything expected. The SEFA grant was truly an outstanding contribution in all ways to both teachers and students.

Music: Advice to Educators interested in our project would be: (1) Do not fear envisioning how you can improve instruction in your area. Think outside the box. We have spoken with several different administrators and teachers in local, state, and national settings about how to improve teaching training and development. (2) Because this was a Professional Development Grant, we did not track the effect on the student as much as the development of the music teachers. I would recommend that future grants concentrate on how this teacher development shows up in increased attendance numbers, less behavior issues, additional students signing up for fine-art-programs at the middle school and high school level. We know that the middle school programs in our area have seen additional student participation. There appears to be a correlation between the increased numbers in fine arts and improved test scores. It would be great to see more research on this subject.

3. If applicable, describe your plans for continuing the project (sustainability; capacity building) and/or disseminating the project results.

Visual Arts: As previously stated, one portion of the Visual Arts component, The Ceramic Enterprise, has already secured funding for continuing and expanding in future years. There are several outcomes that have been presented in various parts to administrators of Visual Arts throughout the state of Texas, i.e., *Professional Development Successful Saturday Ceramics, Wildcats in the Wild Sidewalk Art, Differentiated Instruction, Northside Ceramic Enterprise for Other Districts, Blueprint for Successful Small Group Multi Campus In-services, and Supervising Your Kiln Firings.* A proposal is presently being written to present the development and success of one portion of the grant, the Ceramic Enterprise, at the National Level. Presentation will depend on acceptance of the proposal. Also, if time permits, articles are in the planning stage for Visual Arts journals; these also depend on acceptance.

The display of artwork promoted by the Visual Art portion of the SEFA grant has mechanisms in place for long-term continuation:

- Art Fest – annual program providing display space for all elementary, middle, and high schools; open to public for two weeks
- Los Leones Art Festival – local art event in conjunction with community partnership; opportunity for all schools to display and sell original art work.
- NISD Central Office Elementary Art Display – display venue for all elementary schools to display 2-D art curriculum assignments
- NISD Activity Center Art Display – display venue for all elementary schools to display 3-D art curriculum assignments.

Sustainability, along with capacity building, exists within the above mentioned items as does evidence of current dissemination results and future plans for disseminating the project results.

Music: Plans for continuing the project: NISD plans to continue most of the programs set in place by the grant. NISD has reaped the benefit of having teachers continue their training and will continue to make this a very high priority. NISD has found several additional sources of funding for teachers to continue their training. NISD has made some Title II funds available and developed some partnerships with universities and programs in the area that allow continued training of teachers. NISD has administrators using our model to assist their teachers in continuing education. NISD has developed a partnership with the San Antonio Symphony. They now consult with us about how to make their Young People's Concerts more effective. They have started using our calendars and checking on dates before making final arrangements. In the recent union negotiations, the union and symphony board added 10 days of service for the symphony members to be out in the schools. We have relationships with individual players and they are making more connections to the community. There is a new willingness to work with us and make things happen. As the largest school district in the area and we have more students that attend symphony concerts than any other district. Museums and Arts Groups are reaching out to the NISD and asking us to sit on their boards and help with communication. NISD has hired a new theater/dance supervisor and an additional administrative position to give us more time to coordinate special events for students. Programs funded by the SEFA grant status for the future is shown as follows:

- Fine Arts Days: We are seeing musicians, dancers, and artists coming into the schools.
- All-District Choir: This program will continue. It has encouraged many students to continue their participation in the fine arts programs.
- The String Pedagogy Program: The program enabled us to have string instruction at each of our 59 elementary schools. This has encouraged our string programs to continue growing.
- Technology: Teachers are using technology on a daily basis to improve the quality of instruction delivered to students.