

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



APPLICATION FOR GRANTS
UNDER THE

Professional Development for Arts Educators

CFDA # 84.351C

PR/Award # U351C140023

Grants.gov Tracking#: GRANT11650514

OMB No. , Expiration Date:

Closing Date: May 19, 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"/>
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* 3. Date Received: <input type="text" value="05/16/2014"/>	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" value="05/22/2014"/>	7. State Application Identifier: <input type="text" value="NA"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="756001613"/>	* c. Organizational DUNS: <input type="text" value="0731777760000"/>
---	---

d. Address:

* Street1:	<input type="text" value="100 N University Drive"/>
Street2:	<input type="text" value="STE. SW204"/>
* City:	<input type="text" value="Fort Worth"/>
County/Parish:	<input type="text" value="Tarrant"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="76107-1360"/>

e. Organizational Unit:

Department Name: <input type="text" value="Fine Arts"/>	Division Name: <input type="text" value="Learning & Leadership"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tracy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Marshall"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director - Grants"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="817.814.2281"/>	Fax Number: <input type="text" value="817.814.2285"/>
---	---

* 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-031814-001

* Title:

Office of Innovation and Improvement (OII): Professional Development for Arts Educators (PDAE)
Program CFDA Number 84.351C

13. Competition Identification Number:

84-351C2014-1

Title:

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

Add Attachment

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

Etude

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="1,400,000.00"/>
* 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="1,400,000.00"/>

*** 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

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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>Tracy Marshall</p>	<p>TITLE</p> <p>Deputy Superintendent - Finance & Business</p>
<p>APPLICANT ORGANIZATION</p> <p>Fort Worth Independent School District</p>	<p>DATE SUBMITTED</p> <p>05/16/2014</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
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: NA

* Street 1: NA Street 2: _____

* City: NA State: TX: Texas Zip: _____

Congressional District, if known: NA

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

6. * Federal Department/Agency: NA	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 NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ Street 2 _____

* City _____ 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: Tracy Marshall

* Name: Prefix _____ * First Name Hank Middle Name _____
* Last Name Johnson Suffix _____

Title: Deputy Superintendent Telephone No.: 817.814.2281 Date: 05/16/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U351C140023

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.

GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

The Fort Worth ISD Etude Grant will provide equitable access to and participation in all program activities, with special attention to alleviating the potential barriers of gender, race, national origin, color, disability, or age, as well as barriers related to language and communication. Equity and Advocacy hiring policies of the district will ensure that all project staff and volunteers reflect the diversity of the city at large. Volunteer and staff training will include information on the value and imperative of positive response to remove barriers affecting access and participation. The Etude Coordinator will follow specific steps to ensure inclusiveness in each of these areas, with actions such as:

Gender: The Etude Coordinator will work with school personnel and parent/community organizations to ensure recruitment of male and female volunteer mentors, tutors and student participants. Training will include information to guard against gender stereotyping in career guidance and goal-setting.

Race, National Origin and Color: All programs and services will emphasize the enrichment value of diversity, and specific recruitment and placement efforts will be made by the Etude Coordinator and school counselor to ensure a mix of students in programs and activities that reflect the community. Program activities will encourage cultural awareness and appreciation of strengths and differences among people.

Disability: Fort Worth ISD is committed to removing barriers from all facilities and programs that affect participation by persons with disabilities. The Etude Coordinator will ensure that children and adults with disabilities are full participants in programs and activities, and that recruitment of participants and program planning specifically relates to persons with disabilities. This could include special accommodations in group activities, special transportation alternatives, interpreters for the deaf, readers for the blind, sign language courses, etc.

Language and Communication: Special efforts will be made to respond to the language barriers affecting these children and adults. Project personnel may use information from the school's records to determine "language preferred for parental notification" to ensure that all information and recruitment is disseminated in appropriate languages.

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 Fort Worth Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Hank"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Johnson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Deputy Superintendent - Finance & Business"/>	
* SIGNATURE: <input type="text" value="Tracy Marshall"/>	* DATE: <input type="text" value="05/16/2014"/>

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:

Etude...

*A musical composition
written solely to improve
technique.*

Project **Etude** supports professional development programs for elementary, middle, and high school music educators and instructional staff with innovative instructional methods and current knowledge from education research connected to the

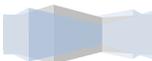
Texas Essential Knowledge and Skills for the Fine Arts as developed by the Division of Curriculum for the State of Texas.

Etude will provide intensive research-based Professional Development, including Gordon's Music Learning Theory, the Kodály Approach, Orff-Schulwerk, and El Sistema to teachers from 117 campuses with 50% or higher Economically Disadvantaged student populations. Additionally, FWISD teachers will partner with representatives of the Fort Worth Arts Council, the Fort Worth Symphony Orchestra, the Modern Art Museum of Fort Worth, the Nancy Lee & Perry R. Bass Performance Hall, and the Goff Family Foundation to improve the curriculum of both music and core courses.

Etude was designed to meet the following objectives: Provide sustained and intensive professional development to FWISD music teachers; Increase the content knowledge of FWISD music teachers; Improve the content knowledge of FWISD students; and Improve student enrollment in FWISD music courses.

To ensure successful implementation of Etude FWISD serves as the fiscal agent, monitoring grant activities on a day-to-day basis to ensure that proposed project objectives are completed on time and within budget.

Grant Contact
Tracy Marshall
Executive Director of
Grant Development,
Management &
Monitoring
100 North University
Drive Suite SW 204
Fort Worth, TX 76107
817.814-2281



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](#)

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ATTACHMENTS

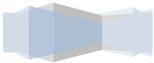
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Résumés and Job Descriptions.....B

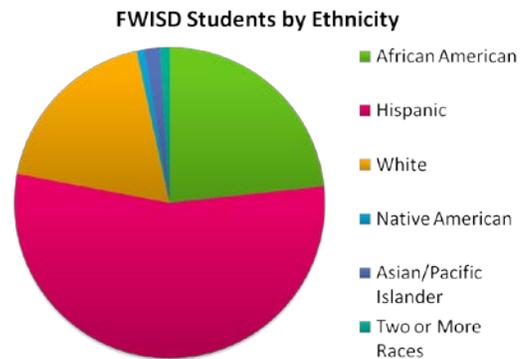
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Introduction: The Fort Worth Independent School District (FWISD) is the sixth largest district in the state of Texas, serving more than 80,000 students at 144 schools, with a population that is 54.7% Hispanic, 23.3% African American, 18.6% White, 1.6% Asian/Pacific Islander, 1% Two or More Races, .8%



Native American, 77.5% Economically Disadvantaged (ED), 28.0% Limited English Proficient (LEP), and 51% At Risk of Dropping Out (Academic Excellence Indicator System 2012). FWISD currently faces many of the challenges common among large, urban school districts, including increasing learner diversity, large populations of LEP and economically disadvantaged students, and increasing demands for accountability and achievement at all levels.

For the 2012-2013 school year, 50 Fort Worth Independent School District (FWISD) schools were identified as in need of improvement, corrective action, or restructuring under ESEA, including 11 of 13 traditional high schools. Additionally, under Federal School Improvement Grant (SIG) guidelines, FWISD currently has 9 elementary, 2 middle, and 1 high school classified as being in the 5% most persistently low-performing schools in the state of Texas.

FWISD is a district that embraces both technology and the arts. In November 2013, a Capital Improvement Program was passed by over 72% of Fort Worth taxpayers to fund technology access and upgrades across the district and for the creation of the district’s first Fine Arts Academy (Grades 6-12) to be constructed and launched for the 2016-2017 school year. In addition to improving the technique of music teachers and students district-wide, this project will allow FWISD to pilot numerous technological, pedagogical, evaluative, and curriculum initiatives in preparation for the Fine Arts Academy’s opening.

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Absolute Priority: Project Etude (A musical composition written solely to improve technique) supports professional development programs for elementary, middle, and high school music

*Etude...
A musical composition
written solely to improve
technique.*

educators and instructional staff with innovative instructional methods and current knowledge from education research connected to the Texas Essential Knowledge and Skills (TEKS) for the Fine Arts as developed by the Fine Arts Unit within the Division of Curriculum for the State of Texas. The TEKS are aligned with the national arts standards as developed by the Consortium of National Arts Education Association.

Competitive Preference Priority: On November 5, 2013, Fort Worth voters overwhelmingly supported the District's Commitment to Classrooms Capital Improvement Program which will provide funding for a Fine Arts Academy, new musical instruments and band uniforms, as well as sweeping technology upgrades district-wide. These upgrades include: Distance Learning, Classroom Computers, Servers, and Printers, Mobile Computing, Wireless Access, and Network Electronics, including laptops for all secondary students. Additionally, the majority of secondary level project campuses have existing wireless carts equipped with laptops and/or tablets.

Etude will leverage existing and coming technology to incorporate the use of technology into music classrooms in many new and interesting ways. Students and teachers at all levels will receive access to music education applications such as: *What's Cool About Music, Nota, Scales & Modes, Wolfram Music Theory Course Assistant, Ear Trainer, Treble Clef Kids Deluxe, Circle Theory*, and any others researched by the Project Leadership and Advisory Committee.

By request of FWISD high school instrumental music teachers, Harmony Director HD-200 systems will be purchased for each FWISD high school campus that does not currently have one.

A Harmony Director is an interactive keyboard that allows teachers to demonstrate to students

how their individual notes fit into complete chords. It promotes teaching them through examples rather than words alone, the kind of harmonic understanding that takes many years of experience to develop. The Harmony Director has already proven invaluable to the classrooms in possession of the units, and has been requested by the remainder.

Etude leadership will collaborate with FWISD Educational Technology to deploy the new software and hardware and insure that all teachers will receive adequate training to successfully use the technology to elevate student performance.

(1)Significance. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

FWISD has 117 campuses with 50% or more Economically Disadvantaged (ED) students: 10 high schools, 28 middle schools, and 79 elementary schools. (AEIS, 2013) Twelve of those campuses are among the 5% persistently lowest performing in the state under the Federal School Improvement Grant (SIG) guidelines. These schools share similar data amongst their most vulnerable populations. More than 70% of the students at each of these campuses is ED. Additionally, these schools have higher minority populations than others in the district. Over 90% of students at the ten priority schools are African American or Hispanic. The average percentage of African American and Hispanic students for the ten schools is 95.3%, as compared to 85.6% for the District.

Current data compiled by FWISD Accountability & Data Quality (ADQ) for these campuses illustrates the greater needs of these students:

- Current elementary discipline rates were higher as compared to all District elementary schools.
 - All but three of the elementary schools had a higher current discipline rate than the District elementary school average of 0.3%. The average discipline rate for the priority elementary schools was 0.7%. Morningside Middle School's discipline rate for the fourth six weeks

was 1.0%, which was on par with the District middle school average.

- Current attendance rates were lower as compared to the District elementary school and middle school attendance rates.
 - All elementary schools except for one had slightly lower attendance rates than the District elementary school average of 95.3%. The average of the nine priority elementary schools was 93.6%. Morningside Middle School's attendance rate was 93.7%, which was slightly lower than the District middle school average of 94.9%.
- Current passing rates in elementary reading and math were lower as compared with all District elementary schools.
 - The average passing rate in math was 79.5% for the nine priority elementary schools, as compared with 85.3% for all District elementary schools. The average passing rate in reading was 82.2% for the nine priority elementary schools, as compared with 87.0% for all District elementary schools. Morningside Middle School had higher passing rates in both math (92.4%) and reading (92.7%) as compared with all District middle schools (86.8% in math and 89.7% in reading).

2012-2013 STAAR Results (Source: ADQ 2013 STAAR Report)

- The percent of students who met standard at the nine priority elementary schools was lower than the District elementary school average in every subject in every grade by at least 15%.
 - The percent of priority elementary school 3rd grade students who met standard at Phase-in 1 Level II or above was 25% lower than the District elementary school average in math, and 15% lower in reading.
 - The percent of priority elementary school 4th grade students who met standard at Phase-in 1 Level II or above was 22% lower than the District elementary school average in math, 18% lower in reading, and 15% lower in writing.
 - The percent of priority elementary school 5th grade students who met standard at Phase-in 1 Level II or above was 23% lower than the District elementary school average in math, 19% lower in reading, and 16% lower in science.
- The percent of students who met standard at Morningside Middle School was lower than the District middle school average in every subject in every grade by at least 9%.
 - The percent of Morningside Middle School 6th grade students who met standard at Phase-in

1 Level II or above was 13% lower than the District middle school average in math, and 14% lower in reading.

- The percent of Morningside Middle School 7th grade students who met standard at Phase-in 1 Level II or above was 17% lower than the District middle school average in math, 10% lower in reading, and 9% lower in writing.
- The percent of Morningside Middle School 8th grade students who met standard at Phase-in 1 Level II or above was 15% lower than the District middle school average in math, 24% lower in reading, 11% lower in science, and 18% lower in social studies.

In response to the needs at these priority campuses, teachers will receive professional development on the El Sistema model, one targeted at increasing the achievement of participating students in all areas of study. Project leadership will also work to strengthen curriculum frameworks at FWISD campuses through the integration of fine arts into the core curriculums. This will also be a priority for the curriculum written for FWISD's new Fine Arts Academy campus slated to open Fall 2016 with a target population of at least 50% ED.

Teaching the arts must go further than simply teaching learners specific skills and practices. Therefore, FWISD will progress toward broader teacher preparation by providing certification of the Kodály Method, the Gordon's Music Learning Theory (GMLT) Method, and the Orff-Schulwerk Approach through Southern Methodist University (SMU), The University of Texas at Arlington (UTA), and Organization for American Kodály Educators (OAKE) Summer Academies in order to further prepare our educators. By preparing our teachers to provide higher quality arts education programs, FWISD students will be recipients of better education and it will promote development of abilities and skills that are essential for improving in all academic areas.

- Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs¹¹ —Students in top-quality music programs scored 22% better in English and 20% better in math than students in deficient music programs. —Students at schools with excellent music programs had higher English and math

test scores across the country than students in schools with low-quality music programs. Students in all regions with lower-quality instrumental programs scored higher in English and math than students who had no music at all. -*MENC Journal of Research in Music Education, Winter 2006, "Examination of Relationship between Participation in School Music Programs of Differing Quality and Standardized Test Results" Christopher M. Johnson, U of Kansas*

- Students who were exposed to music-based lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner. -*Neurological Research, March 1999*
- Middle school and high school students who participated in instrumental music performances scored significantly higher than their non-band peers in standardized tests. -*University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent*
- Students of the arts continue to outperform their non-arts peers on the SAT, in 2006, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 43 points higher on the math portion than students with no coursework or experience in the arts. Scores for those with coursework in music appreciation were 62 points higher on the verbal and 41 points higher on the math portion. -The College Board, Profile of College-Bound Seniors National Report for 2006.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Project Etude will implement a multi-faceted strategy designed to not only ensure the long-term sustainability of the PD, but also to build capacity and foster collaboration among all stakeholders for supporting, advancing, and sustaining systemic improvement in arts education. The guiding principle of Project Etude will be a dedication to developing and maintaining collaborative relationships among equal partners that transcend traditional organizational boundaries. The development and nurturing of these relationships is a key component of the Etude advancement and sustainability activities. Partnership development will be coordinated by the FWISD Executive Director of Fine Arts and supported by long standing relationships between the project partners. PD activities will be videotaped when appropriate and made available via the district's dedicated EdTV channel and streaming media. Project teachers will be

required to provide PD to other teachers as well as participate in professional conferences. Lesson plans developed by the project teachers will be integrated into the district’s curriculum framework which is stored electronically for easy access by teachers throughout the district.

(2) Quality of the project design (10 points). (a) The extent to which the proposed project is supported by strong theory (as defined 34 CFR 77.1(c)).

Project Goal: To develop, enhance, and expand standards-based arts education programs at eligible campuses within FWISD containing with ED populations in excess of 50% and integrate standards-based arts instruction with other core academic area contents with PD activities that can be replicated across the district and the nation. The objectives include:

- Improve content and pedagogical knowledge as measured by Etude teacher performance on the pre/post test, PD participation, and participant surveys.
- Increase student achievement, closing the identified achievement gap and raising the standard for all District students, as measured by STAAR Social Studies and Reading tests and evaluation of PD activities.
- Develop and implement sustained and on-going collaboration between FWISD teachers and project partners as measured by partner and participant teacher surveys.

Through Etude, FWISD music teachers will have access to Certification training from the Gordon Institute of Music Learning, the Kodály Approach, Orff-Schulwerk, El Sistema, and pilot two new evaluation initiatives (those indicated as successful by The MET Project and Student Learning Objectives or SLOs) that have the potential to be used district-wide in all subjects, particularly those untested by state and federal standards.

Project Etude Objectives and Measurable Outcomes	
Objectives	Performance Indicators
#1- The percentage of teachers participating in the PDAE program who receive professional development that is sustained and	<u>90% of all music teachers</u> will participate in <u>80%</u> (sustained and intensive) of all available professional development during the school year.
	<u>25% of all music teachers</u> will participate in at least <u>one</u>

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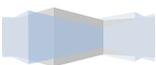
intensive.	<u>(1)</u> applicable professional development institute in the summer.
#2- The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.	90% of observed teachers will show improvement in their content knowledge.
#3- Does improved teacher performance affect student content knowledge?	A statistically significant difference ($p < .05$) in continued course enrollment in music will be observed between the students of highly effective vs. less effective teachers.
#4- Does improved teacher performance effect student enrollment in subsequent fine arts courses?	A statistically significant difference ($p < .05$) in continued course enrollment in music will be observed between the students of highly effective vs. less effective teachers.

The Measures of Effective Teaching (MET) Project

The Measures of Effective Teaching (MET) project, is a three-year study designed to determine how to best identify and promote great teaching. The project has demonstrated that it is possible to identify great teaching by combining three types of measures: classroom observations, student surveys, and student achievement gains. The findings are useful to school districts working to implement new development and evaluation systems for teachers. Such systems should not only identify great teaching, but also provide the feedback teachers need to improve their practice and serve as the basis for more targeted professional development. The MET project, funded by the Bill & Melinda Gates Foundation, is a collaboration between dozens of independent research teams and nearly 3,000 teacher volunteers from seven U.S. public school districts.

“Teaching is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help each teacher continuously grow and improve,” said Vicki Phillips, Director of Education, College Ready – U.S. Program at the Bill & Melinda Gates Foundation.

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“Teachers have always wanted better feedback, and the MET project has highlighted tools like student surveys and observations that can allow teachers to take control of their own development. The combination of those measures and student growth data creates actionable information that teachers can trust.”

The final report from the project sought to answer important questions from practitioners and policy-makers on how to identify and foster great teaching. Key findings from the report include:

- **It is possible to develop reliable measures that identify great teaching.** In the first year of the study, teaching practice was measured using a combination of student surveys, classroom observations, and student achievement gains. Then, in the second year, teachers were randomly assigned to different classrooms of students. The students’ outcomes were later measured using state tests and supplemental assessments designed to measure students’ conceptual understanding in math and ability to write short answer responses following reading passages. The teachers whose students did better during the first year of the project also had students who performed better following random assignment. Moreover, the magnitude of the achievement gains they generated aligned with the predictions. This is the first large-scale study to demonstrate, using random assignment, that it is possible to identify great teaching.
- **The report describes the trade-offs involved when school systems combine different measures (student achievement gains, classroom observations, and student surveys).** However, the report shows that a more balanced approach – which incorporates the student survey data and classroom observations – has two important advantages: ratings are less likely to fluctuate from year to year, and the combination is more likely to identify teachers with better outcomes on assessments other than the state tests.
- **The report provides guidance on the best ways to achieve reliable classroom observations.**

Many school districts currently require observations by a single school administrator. The report recommends averaging observations from more than one observer, such as another administrator in a school or a peer observer.

“If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and let teachers know when they’ve achieved it,” said Tom Kane, Professor of Education and Economics at Harvard’s Graduate School of Education and leader of the MET project. “This is not about accountability. It’s about providing the feedback every professional needs to strive towards excellence.”

The MET project has been dedicated to providing its findings to the field in real time. The project’s first preliminary findings, released in December 2010, showed that surveying students about their perceptions of their classroom environment provides important information about teaching effectiveness as well as concrete feedback that can help teachers improve. The second set of preliminary findings, released in January 2012, examined classroom observations and offered key considerations for creating high-quality classroom observation systems.

“Great teaching is the most important in-school factor in determining student achievement. It is critical that we provide our teachers with the feedback and coaching they need to master this very challenging profession and become great teachers,” said Tom Boasberg, Superintendent, Denver Public Schools. “We all need to look at multiple sources of information to understand better our teachers’ strengths and development areas so we can provide the most targeted and useful coaching. The MET project’s findings offer new insights that are of immediate use in our classrooms and form a roadmap that districts can follow today.” (Bill & Melinda Gates

Foundation, January 2013)

Student Learning Objectives (SLOs) SLOs are an innovative evaluation tool particularly valuable to untested areas. Etude will pilot the use of SLOs with FWISD music teachers in the hopes that their use can be replicated across many different curriculums. SLOs have their origins in the experience of Denver Public Schools, which in 1999 began using them to link teacher pay to student outcomes. Districts like Austin Independent School District and Charlotte-Mecklenburg Schools, as well as States that won Race to the Top grants—including Rhode Island, Georgia, New York and several others—are building on the experience of Denver Public Schools and developing methods for using SLOs as a tool to incorporate measures of student growth for non-tested grades and subjects (NTGS) in their evaluation systems.

At the heart of an SLO is a specific learning goal and a specific measure of student learning

“If properly implemented, student learning objectives help teachers bring more science to their art, strengthen instructional support to the classrooms, and improve the quality of the outcome.”

William J. Slotnik- Founder
and Executive Director
Community Training and
Assistance Center

used to track progress toward that goal. There are many options for student growth measures. It is possible to use large scale standardized tests, even State standards tests for SLOs. However, it is also possible to use other methods for assessing learning, such as end of course exams in secondary courses, student performance demonstrations in electives like art or music, and diagnostic pre- and post-tests in primary grades or other relevant settings.

Teachers, principals and other administrators and their supervisors can set SLOs for any subject, grade or group of students. Groups of teachers in the same subject or grade or in the same school or district can set them as well. With their supervisors, principals can set objectives focused on school-wide learning

SLOs show potential as an evaluation method to incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Research on Denver’s use of SLOs found that rigorous and high-quality growth objectives were associated with higher student achievement. Like well-constructed SLOs, good instruction includes gathering data, setting goals based on that data, and then assessing whether the goals have been met.

A rigorous and high-quality SLO has a number of key elements:

1. Clear identification of the student population. SLO examples featured in this publication clearly identify specific populations: “all 30 students,” “84 seventh grade students” and “32 third grade students.” These examples also have an important indicator of high-quality SLOs—the extent to which they apply to all of a teacher’s students. At least one SLO developed by a teacher ought to include every student in that teacher’s class. This helps ensure that teachers are accountable for the academic progress of all of their students. There may be instances, however, when additional SLOs may be written for subgroups of students, like those performing at particularly high or low levels.
2. A high-quality SLO identifies a clear timeline within which students will reach an academic goal. Typically, SLOs are goals

set for what a teacher can accomplish with his/her students during the one full school year that

SLOs Step-by-Step

SLOs Step-by-Step

1. Teachers review current student data before the school year begins.
2. Individual teachers or teams of teachers (by grade or subject area) develop one or more SLOs, based on their initial data analysis—focused targets that are ambitious but appropriate and achievable.
3. Principals or designated teacher evaluators review, provide feedback and approve objectives and targets.
4. Teachers and/or evaluators may do mid-course checks on teacher progress on SLO targets, as part of observations or conferences, for example.
5. Evaluator conducts a final review of teacher progress on SLO targets as part of annual teacher performance review.
6. SLO results are included with other measures in summative ratings for teacher performance.
7. Teacher and evaluator discuss progress and next steps, including setting new SLOs or adjusting SLOs for the following year.

the students are within the teacher's charge. However, SLOs are flexible. Teachers who have a class of students for only one semester can write an SLO for that unit of time. SLOs can also take into consideration students who might not have attended a school or been exposed to a teacher for the full time period identified by an SLO. To reflect this consideration, some SLOs include language that only those students who attend a specific period of time (80-85 percent) will be expected to reach the goal.

1. At the core of the SLO is an assessment used to measure student progress toward that objective. A quality assessment connects teacher, student and expectations. The best guidance for implementing SLOs includes information on the attributes of high-quality assessments and tools to create them.
2. Setting achievement targets requires teachers and their principals to understand assessment data, identify baseline student performance, and set challenging, realistic learning expectations for all of their students.
3. Teachers and their supervisors need to be able to provide an explicit rationale for the expected student growth target, including how and why the target is appropriate, rigorous, and uses the best available student assessment data to demonstrate attainment of the target. Some States and districts ask teachers and principals to articulate the specific State standards that an SLO is designed to measure and to which it is aligned.
4. For an SLO to be an instrument of good instructional practice, not simply an evaluative tool, teachers need to be able to identify the specific approaches they will use in the classroom to meet the expectations set for student growth. Denver's SLO guidelines ask that teachers identify "observable or documentable strategies that are appropriate for learning content and skill level observed in assessment data produced throughout the year." Teachers are expected

to continually examine and adjust those strategies based on data about student progress and student needs.

Example SLO Evaluation Rubric	
Evaluation Score	Criteria
4	Student growth for this SLO has exceeded expectations: <ul style="list-style-type: none"> Evidence indicates exceptional growth for all/nearly all of targeted population The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning
3	Student growth for this SLO has met expectations: <ul style="list-style-type: none"> Evidence indicates substantial growth for most of the targeted population The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning
2	Student growth for this SLO has partially met expectations: <ul style="list-style-type: none"> Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO
1	Student growth for this SLO has minimally met expectations: <ul style="list-style-type: none"> Evidence indicates minimal or inconsistent growth for the targeted population The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning
0	<ul style="list-style-type: none"> The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable -OR- The educator has not engaged in the process of setting and gathering evidence for the SLO

Gordon's Music Learning Theory

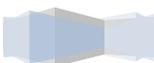
Gordon's Music Learning Theory, researched and developed by Edwin Gordon from the mid 1950's to present, is a set of ideas about how humans learn music through audiation. By breathing, moving, rhythm chanting, singing, and playing instruments we develop audiation skills that allow us to give meaning to the combinations of rhythm patterns and tonal patterns that make music a unique form of human communication. Moreover, audiation may be expressed in a variety of ways that may be developed sequentially from before birth through adulthood (Gordon, 2007a; Gordon, 2007b; 2007d). Through audiation, we discover music learning as a never-ending, ever deepening process for music expression and enjoyment.

Gordon bases his theory on extensive research in music aptitude, the potential each human has for music achievement. Music aptitude and music achievement are different, but are closely intertwined. Whereas music aptitude is the possibility for music achievement, music achievement is the realization of that possibility. According to Gordon, we are each born with music aptitude. As with other human learning potentials, there is a wide range of music aptitude levels distributed among the human population. Moreover, both music aptitude and music achievement are dependent on audiation. That is, our music learning potentials and our music learning achievements are based on our music thinking. Most importantly, that music thinking goes beyond mere imitation and leads to music comprehension.

Through his research Gordon has determined that music aptitude is developmental, fluctuating from birth through approximately age 9, and stabilized thereafter. The interplay between the music aptitude we receive at birth and the music environments we experience during the first few years of life begins to account for the variety of individual music differences teachers observe among students in their music classrooms. Teachers may use Gordon's music aptitude tests to identify each student's music aptitude and to adapt music instruction to address each student's individual music strengths and weaknesses.

Ideally, during the first years of life, before music aptitude stabilizes we each receive rich, sequential informal music guidance followed by formal music instruction that allows our music potentials to stabilize as high as possible, and sets the stage for music achievement. Gordon explains that through informal music guidance and initial formal music instruction we develop music vocabularies. Gordon likens the development of music vocabularies to initial language vocabulary development. (Valerio)

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The Kodály Approach Philosophy: The Kodály philosophy of music education is based upon a

vision of the role of music in the intellectual, emotional, physical, social, and spiritual development of every child. A central tenet of the approach is that music belongs to everyone - that an education in music is the right of every human being and cannot be left to chance.

Kodály believed that music is meant to develop one's entire being – personality, intellect, and emotions. “. . . music is a spiritual food for everybody. So, I studied how to make more people accessible to good music.” (Kodály , in *The Kodály Concept*, 1966, p. 2) Indeed, the Kodály approach integrates many of the best principles and techniques in music education history, drawing from Pestalozzi, Nägeli, Kretschmar, Kestenber, and Schumann. Jenő Adám, an early and prominent colleague of Kodály stated, “The most important thing is to actualize the instinctive love of the child for singing and playing, to realize the changing of his moods through the songs, his feelings, his experiences. . . in other words, to bring about the miracle of music.” (Adám, in *The Kodály Concept*, 1966, p. 2)

Kodály believed that the future of a nation's music is determined in their schools. Consequently, the Kodály approach places music as a core curriculum subject in the school setting.

Principles of the Kodály Approach: In a word, the essence of the Kodály approach is singing. The human voice, the most accessible musical instrument, is the foundation of musical development. “A deeper musical education can at all times develop only where singing forms its basis. Instruments are for the privileged few. Only the human voice – accessible to all, free of charge, yet the most beautiful of all instruments—can be the fertile soil of a musical culture extending to all.” (Kodály, in Eosze, 1982, p. 19)

Kodály believed that the folk music of a people contains all of the basic characteristics needed to teach the foundations of music and to develop a love of music to last a lifetime. Accordingly, the daily singing of folk songs of the students' own musical heritage is the bedrock from which

music of other ethnic backgrounds and art musics of the world are introduced, compared, and contrasted.

Inherent in the Kodály approach is Kodály's belief that the path from musical illiteracy to musical culture is through writing and reading music, and that acquisition of musical culture by the masses is possible only through the use of moveable - do tonic solfa. Specific musical content and experiences are arranged according to developmentally appropriate practices, and much experience with music with music -- at the subliminal level -- precedes naming and symbolization. In general, "doing" leads to thinking, which leads to understanding.

Pedagogy Instruction progresses from sound to sight, from the known to the unknown, from the simple to the more complex, and from the concrete to the abstract. Learning occurs through problem-solving, comparison, and guided question-and-answer. The general order of instruction is hearing, singing, showing, verbalizing, deriving, writing, reading, and creating.

More specifically, musical elements and concepts are taught in a sequence based on the most prominent musical idioms of a culture's song repertoire. Musical content domains are: rhythm, melody, form, harmony, expression, style (historical and emergent), and terminology and symbols. Musical skill domains to be developed are singing and vocal development, listening, movement, memory, inner hearing, writing/dictation, reading/sight-reading, part-work, improvisation, composition, conducting, and instrumental work.

The teacher leads students to discover musical elements (content domains) and develop their musical skills (skill domains) through a five-phase instructional sequence: Prepare, Make Conscious, Reinforce, Practice, and Create. Assessment of student achievement is embedded within the activities present in each phase.

Finally, music instruction in the Kodály-based music classroom is based on Kodály's guiding

principle: “A thorough knowledge of the material must precede everything, for anything else can be built only upon this knowledge. Any efforts to achieve aesthetic results which either precede or discard knowledge are equivalent to building castles in Spain.” (Kodály)

Orff-Schulwerk The Orff-Schulwerk Approach of music education uses very rudimentary forms of everyday activity for the purpose of music creation by music students. The Orff –Schulwerk Approach is a "child-centered way of learning" music education that treats music as a basic system like language and believes that just as every child can learn language without formal instruction so can every child learn music by a gentle and friendly approach. It is often called "Elemental Music making" because the materials needed to teach students are "simple, basic, natural, and close to a child’s world of thought and fantasy".

In order for the Orff-Schulwerk Approach to effectively work teachers must create an atmosphere that is similar to a child’s world of play. This allows participating children to feel comfortable learning a new and often abstract musical skill, greater exploration of a musical instrument or musical skill, and keeps a student from feeling evaluated or judged by his or her peers and teachers. A child participating in an Orff classroom does not feel the pressure of performing that is often in tandem with music because every student in an Orff classroom is treated as an equal, even when performing a solo. The Orff-Schulwerk Approach is used by teachers to encourage their students to enjoy making music as individuals as well as in groups. Children realize the joys of group co-ordination and cohesion. It also involves the participation of other adults and parents in music making. Thus it brings the role of parent in child education in a central position. From a teacher’s aspect Orff-Schulwerk is also a process of breaking down each activity into its simplest form and then presenting those steps one at a time to eventually become a completed performance.

In the Orff–Schulwerk Approach "all concepts are learned by ‘doing’". Students of the Orff-Schulwerk Approach learn music by experiencing and participating in the different musical lessons and activities. These lessons stimulate not only the paraxial concepts of music like rhythm and tempo, but also the aesthetic qualities of music. “Orff activities awaken the child’s total awareness” and “sensitize the child’s awareness of space, time, form, line, color, design, and mood- aesthetic data that musicians are acutely aware of, yet find hard to explain to musical novices".

Unlike Simply Music or the Suzuki Method, the Orff-Schulwerk Approach is not a method. There is no systematic stepwise procedure to be followed. There are fundamental principles, clear models and basic processes that all intuitive and creative teachers use to guide their organization of musical ideas.

El Sistema El Sistema is a social change/youth development program that uses ensemble music to enable every child to experience being an asset within her or his community, inside and outside the “nucleo.” El Sistema develops citizens not musicians—responsible, joyful, contributing citizens. Students feel an ownership of the music making process, taking responsibility for both individual and group improvement. This is why they take on teaching roles themselves starting at an early age—peer-to-peer instruction is omnipresent as a practice, as a habit of mind, both in designated mentoring roles and in the constant impulse to help others improve their level of musical excellence. The “feel” of the social mission is captured in the slogan “to play and to strive.” This work is not effortful nor discipline-driven; it is the serious play of an artist in “flow experience,” which research affirms is optimum engagement in any endeavor, and which leads to optimum performance and learning. El Sistema nurtures a powerful intrinsic motivation in learners, which fuels the ambitious work ethic and drives learners to deep

commitment, to values and practices that change their lives over time.

El Sistema includes as many children as it can, bringing young people into its centers whenever possible, as young as possible, for as long as possible, whatever their background or abilities. As El Sistema strives single-mindedly toward musical excellence in including all students, it also provides intensive, accelerated training at “Academies” for the most committed and gifted, preparing them for conservatory learning, for the highest-level city and national orchestras and cultivating them as teacher-leaders in their own communities and beyond. In this way and others, the ideals of access and excellence are maintained in a productive, dynamic balance that maximizes both the fullest success for all *and* highest accomplishment for some. Those with the most celebrated accomplishments do not veer out of the Sistema into careerism and individual celebrity, but all their superstars feed their success back into the Sistema, pouring new energy and expertise back in for wider access and greater excellence. The music learning ecosystem in the U.S. and many other countries presents programs with heartbreaking choices between access *or* excellence; El Sistema shows that a healthy interconnectedness is possible.

The nucleo is a physical location, within the neighborhood where students live, that vibrantly embodies the values and goals of El Sistema. It is a haven of safety, fun, joy, and friendship, with an ethos of positivity and aspiration, where all students are encouraged to explore their potential. The nucleo’s walls are porous membranes, open to the community, with community members often volunteering, and using the facility often to support other community needs. The distinctive quality of the learning environment is more significant in achieving El Sistema-inspired success than any particular pedagogical practices used within it. The atmosphere, created by all faculty, staff, students, and volunteers, and intensified over time through traditions developed in generations of commitment, is paradoxically safe and charged at the same time;

indeed it is *very* safe and *very* charged at the same time.

Family participation is an essential aspiration of El Sistema. Siblings often go to the same nucleo, parents attend classes with the youngest students, family members are taught ways to support student learning, and families form an eager and enthusiastic core audience at all concerts. Many sites have parent musical ensembles, and all nucleos actively work to involve the community at large through outreach concerts. The nucleo walls are highly porous membranes, and there is a constant flow and exchange between the inside-work and outside-relevance and value.

Curriculum Frameworks Select highly-qualified FWISD music teachers who have completed all of the above certifications and trainings will be tapped to integrate fine arts into the FWISD's existing Curriculum Frameworks to elevate both fine arts and other core-curriculum courses as well. This new curriculum would be prepared and disseminated district-wide and would be the beginning curriculum of the new Fine Arts Academy.

(b) 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.

In the fall of 2013, FWISD embraced the Malcolm Baldrige Model which uses validated, leading-edge management practices against which the organization can measure itself. With this new administrative structure came a reorganization of the ways schools are supported. **Curriculum and Instruction** has become **Teaching and Learning**. **School Leadership** has become **School Leadership and Learning**. These two divisions partnered to develop **Learning Networks** that will directly support school campuses. This new structure places departments and responsibilities where they make the most sense, and not necessarily where they've historically resided. It also places new emphasis on "follow-through." FWISD also announced the formation of three **Learning Networks**, each responsible for a specific number of schools. Each network is

comprised of content specialists, school leadership directors, and liaisons from almost every division in the District. These teams will provide campus-specific support to teachers and administrators. This was without additional cost to the budget and, in fact, streamlined resources in a way that mirrors best practices in high-performing urban districts. The new organizational structure has resulted in a reduction of the number of people who work in Central Office and re-deployed them to campuses where they are more needed.

A key component of the Baldrige Model is use of the PDSA Cycle for Quality Improvement (QI). PDSA stands for *Plan, Do, Study, Act*.

Plan When beginning a QI journey, planning is the most important, intense, and longest piece of the cycle. The planning for the Etude program has already begun and will continue well into the first year of the grant funding. FWISD leadership has determined the focus of the project and established



a Quality Improvement Team made up of the Deputy Superintendent of Leadership, Learning, and Student Support Services, the Chief of Leadership (has the power to make things work), Learning & Student Support Services (has the veto power), the Executive Director of Fine Arts, Development & Retention (knows the work), the Director of Research & Evaluation (knows the work), the Executive Director of Grant Development, Management & Monitoring (has the power to make things work), the Senior Project Development Specialist (promotes teamwork), and the Project Evaluator (gathers data) who will be joined by the Etude Project Coordinator (the Champion) upon award. SMART Goals have been established and measures determined (see page 42), and the current process will be fully realized through the four year implementation of

in-depth professional development.

Do In this phase, the QI team actually implements a change and collects information about the change. This change can be a test or a pilot (as in the case of Etude), to learn what are the best methods and changes to make. Adjustments will be made as necessary through a formative evaluation reviewed monthly by the QI Team, all those involved directly in implementation will have full support in the form of the QI Team, other district leadership, and coaches. In year 2, the DELTA changes will begin to take effect and the PDSA cycle will be used to evaluate and evolve the project implementations.

Study The “study” phase requires the team to examine the effects of the “do” phase, analyzing and evaluating the data and observations about the change that was made. The team will examine and evaluate the data to determine what was learned from the test or change. Studying the result means that the team will examine all aspects of the change. They will focus on: What did we learn and why?; What went wrong? Why did it go wrong?; What went right? What made it successful?; What happened that was unexpected? Why did this happen?; What does the data tell us about the test or change?; and Are there other ways to look at the data?

QI team members should be able to understand the data results and have a clearer understanding of the issues with changing a process. The team develops a statement regarding the success or failure of the change and can make recommendations for further improvement.

After studying the results, the team should have: Analyzed data with tables, graphs, etc.; A list of lessons learned; A clearer understanding of the process; and A conclusion statement about the results of the test or change

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Act In the “act” phase, the QI team will decide what is the next step in their QI puzzle. Based on what they learn, should they continue on the journey, alter the plan to improve the results, or

abandon this plan and make a fresh attempt during the next PDSA cycle.

Here the team decides the next steps for the project. There are several options the team needs to consider before taking the next step.

After evaluating all the information and data collected about the change, the project QI team usually makes one of the following three decisions:

Adopt the change as it was conducted. This occurs when the change resulted in improvement. The next PDSA cycles would be focused on making the change a permanent part of the process and spreading it to other areas.

After the final change has been determined by pilot testing, the decision to adopt the change is made. The improvement will be implemented on a larger scale and the new process must gain acceptance and be fully integrated into the system. It will become the standard operating procedure for everyone and this will help to maintain the gains made with the new process.

As the change is made permanent, a method to evaluate the change over a period of time must be developed by the team. The purpose of this monitoring and evaluation is to make sure that the goal is being maintained or sustained, also known as “holding the gain.”

Adapt (or alter) the current change based on what was learned. This often means “tweaking” the change, or making some small improvements, or some additions to the original plan based on what was learned. The next PDSA cycle would be to revise the plan, implement the revised plan, gather and evaluate data, and decide again to adopt, adapt or abandon the change. This process is repeated until the team is satisfied with the results and ready to make the change permanent.

Abandon the change as perhaps there was not much to salvage from the first PDSA cycle.

Sometimes it is easier to start fresh, than to do major reconstruction of a plan. Depending on the change results and the evaluation of driving and restraining forces affecting the change, perhaps a new test site should be selected, or resurrect one of the other solutions identified in the planning phase. Sometimes interviewing the workers from the test site can give the team valuable insights and positive suggestions.

It is the hope and belief of district leadership that Etude will result in a permanent change to the way the district prepares campus music teachers to deliver the highest quality instruction to students from K-12. As with many other grant funded pilots, if the project fully demonstrates the promise it holds, it will be adopted by the district and replicated in the future. It is also hoped that the project will prove successful for possible replication by other districts nationwide.

(3) Quality of project services (15 points). (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

FWISD's **Etude** project will provide equitable access to and participation in all program activities, with special attention to alleviating the potential barriers of gender, race, national origin, color, disability, or age, as well as barriers related to language and communication. Equity and advocacy hiring policies of the District will ensure that all project staff and volunteers reflect the diversity of the city at large. Volunteer and staff training will include information on the value and imperative of positive response to remove barriers affecting access and participation. The Executive Director of Fine Arts will follow specific steps to ensure inclusiveness in each of these areas. Please see the General Education Provisions Act (GEPA) Section 427 for additional details.

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(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (c) The likelihood that the services to be provided by the proposed project will lead to improvements in the

achievement of students as measured against rigorous academic standards.

Etude PD services provide thousands of hours of training through its various providers. Etude allows for participation in several events by 150 music teachers from the district. Each **Summer Institute ranges in 40-90 hours of training per level in the methodology of teaching music literacy, as well as musicianship, conducting, music literature and pedagogy.** Teachers will be assessed before and after the training experience. Specialized and intense training by Certified Instructors in Gordon’s Music Learning Theory, Kodály and Orff-Schulwerk methods will be provided each year of the grant enabling 150 choral and instrumental music teachers to build their skills and move through the various levels of certification prior to the completion of the grant. For example, the **Kodály Level I Certification is an intense 14-day Summer Institute, consisting of 96 hours of training** with emphasis on readiness curriculum, repertoire, skills, and strategies for early childhood. The Musicianship study will include development of aural skills, solfège proficiency, detailed study of pentatony, and basic classroom conducting. Along the same lines is the Orff-Schulwerk Level I training will provide more than **80 hours over a ten-day period for 55 elementary music teachers** in instrumental music techniques including the study of pentatonic melodies, drone accompaniment, ostinato and elemental forms. Each year of the grant, Etude PD will provide the skills necessary to complete the three year certification program for that method of teaching. Ongoing PD will reinforce concepts for project teachers. It is anticipated that over 45,178 seat hours of PD will be received during the total project.

Gordon’s Music Learning Theory Certification Coursework

Week 1	Lesson	Assignment
Monday	Opening Activities Intro to GMLT Certification Workshop Theory: Course Overview: Music Development of the Child	Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters). Compose 2 songs or chants, with or

	<p>Musicianship: Tonal and Rhythm Patterns</p> <p>Practice: Preparatory Audiation: Tonal Babble & Rhythm Babble; Preparatory Audiation Activities</p>	without words, one in Usual Triple or Usual Combined, and one in Unusual Paired or Unusual Unpaired.
Tuesday	<p>Theory: Music Aptitude & Individual Differences; Music Learning Theory: Skill Learning Sequence</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Peer teach, Discrimination Learning, Characteristics of a Child at the Aural Learning Level</p>	Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters). Compose 4 songs, with or without words, in Lydian, Mixolydian, Dorian and Phrygian.
Wednesday	<p>Theory: Recruitment</p> <p>Musicianship: Tonal and Rhythm Patterns</p> <p>Practice: Peer teach, Discrimination Learning Aural/Oral</p>	Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters).
Thursday	<p>Theory: Audiation Types & Stages</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Discrimination Learning: Verbal Association</p>	Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters).
Friday	<p>Theory: Movement: Laban</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Discrimination Learning: Verbal Association; Observation of Early Childhood; Teaching a Rote Song</p>	Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters). Write a tonal activity for students at the Verbal Association Level of Learning. Prepare to teach this activity to the class. Prepare to teach a rote song using the rote song teaching procedure that we talked about in class. Prepare to teach a movement activity using Laban principles.
Week 2	Lesson	Assignment
Monday	<p>Theory: Inference Learning; Bridging</p>	Prepare to peer teach Learning Sequence

	<p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Peer Teach: Rote Song Procedure, Peer Teach: Laban Movement Activities, Tonal Activity in Verbal Association, Characteristics of a child at the Verbal Association Level of Learning</p>	<p>Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters). Write a rhythm activity for students at the Verbal Association Level of Learning. Prepare to teach this activity to the class.</p>
Tuesday	<p>Theory: Measurement & Evaluation</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Peer Teach: Rhythm Activity in Verbal Association; Creativity/Improvisation</p>	<p>Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters).</p>
Wednesday	<p>Theory: Review for Final Exam</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Peer Teach: Rhythm Activity in Verbal Association; Creativity/Improvisation; Combining Orff-Schulwerk & Music Learning Theory</p>	<p>Prepare to peer teach Learning Sequence Activities for Tonal (major & minor tonalities) and Rhythm (duple & triple meters). Prepare to teach an activity out of <i>Jump Right In: The Music Curriculum</i> book. Study for Final Exam.</p>
Thursday	<p>Theory: Final Exam</p> <p>Musicianship: Rhythm and Tonal Learning Sequence Activities</p> <p>Practice: Activity from <i>Jump Right In: The Music Curriculum</i>; Playing the Soprano Recorder</p>	
Friday	<p>Theory: Discuss Final Exam</p> <p>Practice: Option: Teach one activity to Early Childhood Class (10:00 a.m.)</p> <p>Peer Teach: Activity from <i>Jump Right In: The Music Curriculum</i></p> <p>Beginning the Year: How do I begin? What aspect of Music Learning Theory am I going to implement this year?</p>	

Organization for American Kodály Educators (OAKE) Certification Curriculum	
<p><i>Musician-ship:</i> 50–70 total hours required for certificate</p>	<p>Students are expected to attain proficiency with the critical musical skills that serve as the foundation for lifelong musical growth and development using art music, folk songs, music from the Kodály choral library, and specially designed exercises focused on pentatonic, diatonic, modal, and chromatic music. These skills include sight-singing, ear training, inner hearing, rhythm reading, part-singing, harmony, memory, transposition, intonation, formal analysis, improvisation, and dictation using relative solmization (<i>labased minor</i>), rhythm syllables, and absolute pitch singing.</p>
<p><i>Conducting:</i> 30–45 total hours required for certificate</p>	<p>Students will apply Kodály-inspired pedagogy in the development of conducting gesture and technique, score analysis and preparation, and rehearsal strategies based on Kodály’s principles (including a cappella singing and the role and function of the tuning fork). Literature may include selections appropriate for children’s, youth, and adult choirs. Conducting in musicianship class does not replace the conducting requirement. Lab work is required.</p>
<p><i>Choral Ensemble:</i> 30–45 total hours required for certificate</p>	<p>Students will perform music of high artistic merit appropriate for an adult choral ensemble integrating all aspects of Kodály’s vision and philosophy, such as performing a wide variety of musical style periods and genres, using relative solmization for reading, and focusing on pure intonation. The conductor will model sequential choral rehearsal techniques and solutions to challenges commonly associated with choral conducting and performance. Conducting class or lab does not replace the choral ensemble requirement. Public performance is required.</p>
<p><i>Music Literature:</i> 30–60 total hours required for certificate</p>	<p>Students will perform and analyze music literature appropriate for the general music curriculum, which will include American folk music, traditional children’s songs and games, folk music from other countries and cultures, and art music. Major topics include folk-song performance and study of its contexts and styles, as well as researching, collecting, transcribing, analyzing, and classifying age- and skill-appropriate music of the highest artistic quality from aural and notated sources. This area must also incorporate the study of systems to retrieve such classified music from musical, extra-musical, and pedagogical indices. Students are required to develop a</p>

	personal music literature collection and a cross-referenced retrieval system.
<i>Teaching Process and Skills: 50–70 total hours required for certificate</i>	Students will study the pedagogical principles and practices of Kodály’s vision and philosophy for music education. Major topics include history and philosophy; scope and sequence for developing spiral curricula in lower, intermediate, and upper elementary grade levels; selection of appropriate music literature; methodology and teaching and learning processes; techniques and strategies for teaching musical content and developing musical skills; curricular objectives, lesson design, and assessment; and strengthening the musician/educator’s teaching
<i>Special Topics/Electives: 10–15 total hours required for certificate</i>	Special Topics includes subjects that relate to Kodály’s vision and philosophy, such as folk dance, folk instruments, applied music, chamber music, and children’s choir literature. These hours may be used to expand offerings in the core areas of study in lieu of special topics.

Orff-Schulwerk Professional Development Curriculum

Level 1

Rhythm	Imitation; no beat vs. steady beat; activities with “rhythmic building blocks,” using quarter notes, eighth notes, half notes, sixteenth notes and syncopation; determining the rhythm of given words in several meters; creating words to fit a given rhythm; create sounds and movement to accompany metered or unmetered and rhythmic or arhythmic poetry; anacrusis; meter development: 2/4, 4/4, 3/4, 6/8; The rhythmic material listed here will be learned by echo imitation, improvised, and read.
Melody	Melodic material that uses pre-pentatonic “call” and “chant” patterns--solmi, sol-mi-la; Song and melodic material in the C, F, and G pentatonic scales (Do-Re-Mi-Sol-La-Do’); La pentatonic scales; The melodic material listed here will be learned by echo imitation, improvised, and read.
Harmony	Ostinato patterns to accompany speech, songs, and instrumental pieces; sing canons and part-songs; simple drone: chord, broken, level, arpeggiated, and single moving; Play instrumental pieces that have up to

	five or six parts.
Timbre	Explore the differences in vocal and instrumental qualities; Explore the qualities of body percussion, unpitched percussion (metals, woods, and membranes), and pitched percussion (xylophones, metallophones, glockenspiels, timpani); Explore the timbre of the soprano recorder.
Form	Motive; phrase; AB, ABA, and Rondo forms; “Elemental” forms: aaab, abab, abac, abba, aaba; Introduction, interlude, and coda.
Pedagogy	Observe and practice teaching the following concepts: imitation; echo; speech pieces; Teach sol-mi, sol-mi-la, and pentatonic songs and melodies; Learn sequence for teaching drones and ostinati. Learn techniques for layering parts and for teaching a melodic outline

Level 2

Rhythm	The student will demonstrate the ability to: articulate metric structures including 2, 3, 4, 5, and 7; articulate simple and compound beat subdivisions; articulate syncopated patterns; play and improvise in meters of 2, 3, 4, 5, 6, and 7; play and improvise using syncopated patterns; play and improvise ostinato patterns. Play, improvise, and arrange pieces using complementary rhythms.
Melody	The student will demonstrate the ability to: sing, play, and improvise major and minor pre-diatonic material (<i>do-re-mi-fa-sol-la</i> and <i>la-ti-do-re-mi-fa</i>) accurately and appropriately for classroom presentation; sing, play, and improvise modal material (Major: Ionian, Lydian, Mixolydian; Minor: Dorian, Phrygian, Aeolian) accurately and appropriately for classroom presentation.
Harmony	Study of intervals as they relate to paraphonic implications; Bordun study: harmonic implications and applications; Play accompaniment patterns: simple borduns, moving borduns, ostinati, and shifting triads; Triad study: I-ii, I-VII; Sing chord-shift accompaniment patterns for an appropriate melody.
Timbre	Explore the differences in vocal and instrumental qualities; Explore the qualities of body percussion, unpitched percussion (metals, woods, and membranes), and pitched percussion (xylophones, metallophones, glockenspiels, timpani); Explore the sounds of the soprano and alto recorders. Express timbre, texture, tempo, and dynamics in both rhythmic and non-rhythmic contexts.

Form	Motive; phrase; Question-Answer; AB, ABA, Rondo forms, and through-composed forms; “Elemental” forms: aaab, abab, abac, abba, aaba; Introduction, interlude, and coda.
Pedagogy	The student will demonstrate the ability to: teach, through primarily directive techniques, a set arrangement for instruments and singing; accompany simple movement effectively, using selected sound resources; and articulate the techniques, process, and goals of the Orff-Schulwerk approach.

(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.

FWISD has a strong track record for hiring from traditionally underrepresented groups. Ethnic group representation among FWISD teachers for 2012-2013 was: African American 23.2%, Hispanic 21.2%, White 52.7%, Other 2.9%. Because of the large population of Hispanic students served by the district, the Human Resources Department is making special efforts to increase the percentage of Hispanic as well as other underrepresented groups. Recruitment staff attends recruiting events such as Historical Black Colleges and Universities job fairs and makes individual visits to speak with classes at universities with large minority populations, and jobs are advertised with organizations and news outlets that serve underrepresented groups. Recruitment staff are representative of the wide variety of groups from which we recruit, and make frequent contact with professional organizations and other community groups that are representative of the students we serve.

The district places a high priority on recruiting a diverse workforce and dedicates resources to provide for a staff position in Human Resources with full time responsibility for recruiting minority candidates to the district. School staff develops *Individual School Recruitment*

Plans in the spring of each school year to identify staffing needs for the next school year

including plans to assure diversity and advocacy for underrepresented groups. These plans are reviewed by Human Resources, and district recruitment plans are developed based on campus input and district data.

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

Chris Walk, **Executive Director of Fine Arts** for FWISD and **Etude** Project Manager came to Fort Worth in 1996 and has served as a campus band director, an Instrumental Music Specialist, and the Director of Instrumental Music. She has also served as an Adjunct Music Professor at the Southwest Baptist Theological Seminary. Ms. Walk is certified in All-level Music (K-12), holds Instructional Leadership Development (ILD) Certification, is a certified PDAS appraiser, and holds Principal Certification. In addition to the leadership of Ms. Walk, the grant will be managed and supported by key project personnel (Table 2). See *Attachment B* for resumes for key personnel.

Name	Title	Qualifications
TBD	Etude Project Coordinator	Masters Degree in Education or Fine Arts, Grant Experience, Project Management Professional Certification or Experience
Tracy Marshall	Executive Director, Grants and Development	Bachelor of Arts, Masters of Public Administration, 20+ years of project management experience, 11 years in grants administration
Dr. Latanya Washington-Walker	Director, Research and Evaluation	Ph.D. Early Childhood Educ. M.Ed. Elem. Supervision, 7 years in Accountability and Data Quality
Michael Sorum	Deputy Superintendent, Leadership, Learning & Student Support Services	Ed.D., Masters Degree in Education, with over 27 years experience in education.

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(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

FWISD will collaborate with experienced, expert, and resource-rich organizations in the arts to

achieve the rigorous goals of **Etude**. Representatives from each partner collaborated in the design of the project. The **Arts Council of Fort Worth and Tarrant County** will connect **Etude** teachers to over 40 local arts organizations, participate in presentations at summer arts institute and will provide its expertise in order to replicate and sustain the project. Many of the organizations that are a part of the Arts Council provide arts programming in the schools and are well equipped to give constructive, appropriate instruction to FWISD fine arts teachers and discipline specialists. **Bass Hall Performing Art Fort Worth** will contribute to the effort to provide specialized training for FWISD music teachers at the project schools. Bass Hall staff will assist in planning and coordinating the training, supporting teachers through the training process, and providing training space for portions of the professional development.

Bass Hall offers to **Etude** experience in developing and presenting teacher institutes, master classes, and study guides. **Fort Worth Symphony Orchestra** will provide ongoing professional development, summer institute and participate in the advisory council. The **Modern Art Museum of Fort Worth** will provide staff to serve the **Etude** Advisory Council and consult with FWISD leadership in the development of the new Fine Arts Academy. The **Goff Family Foundation** has been the driving force behind the push to bring El Sistema to the students of the FWISD. Additionally, they have spearheaded the drive to create a Fine Arts Academy in the FWISD. They bring expertise gained in the development of their successful pilot program at FWISD's Como Elementary School and will prove invaluable members of the **Etude** Advisory Committee. See Letters of commitment (*Attachment A*).

GMLT Training will be provided by Dr. Diane M. Lange of The University of Texas at Arlington. Dr. Lange holds Mastership Level I, II Certification in General Music and Level I Certification in Instrumental Music from Michigan State University. Dr. Lange has been a

certified faculty member of GMLT since 2003, and served as its President from 2010 to 2013. Kodály training will be provided by **Southern Methodist University (SMU)** music faculty. The SMU Music Educators Workshops are annual professional development and learning opportunities offered for music educators and students of music through the Music Division of SMU's Meadows School of the Arts. The Music Division of Meadows is an accredited institutional member of both the National Association of Schools of Music and the Texas Association of Music Schools. Orff-Schulwerk training Orff-Schulwerk trainers will have at a minimum, a certificate or graduate diploma from an OAKE-endorsed Kodály teacher-education program, and/or diploma from the Liszt Academy or its affiliate institutions, attendance at OAKE conferences, pedagogy stream, and a minimum 5 years post-certificate Kodály-inspired teaching.

(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.

To ensure successful implementation of Project **Etude**, FWISD serves as the fiscal agent, monitoring grant activities on a day-to-day basis to ensure that proposed project objectives are completed on time and within budget. The clearly-defined responsibilities of each member of the management plan are determined as follows. **The Executive Director of Fine Arts** provides overall leadership for the project. **The Coordinator of Evaluation**, with the **Project Evaluator**, will provide for implementation and interpretation of the evaluation design. **The Grants & Development Executive Director**, with the **Senior Project Development Specialist**, will help to ensure grant compliance. **The Executive Director of Fine Arts** and the **Internal Evaluator** will attend the annual project director's meeting as scheduled by the agency.

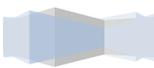
The **Etude Management Committee**, made up of the **Executive Director of Fine Arts**, **Director of Music**, the **Project Evaluator**, the **Senior Project Development Specialist**, will

develop a detailed **Action Plan** for project activities and will meet monthly to review project progress through this plan. The Committee will act as the implementation support team, and will review formative evaluation data, problem solve implementation difficulties, and monitor expenditure of funds.

Activity	Persons							
	Walk	Coordinator	PDS	Marshall	Evaluator	Washington -Walker	Sorum	Advisory Council
Hire Coordinator	R		I	C	I	C	A	I
Research Training	R	R	I	I	C	C	A	C
Coordinate PD	A	R	I	I	C	C	A	I
Recruit Teachers	R	R	I	I	I	I	A	I
Curriculum Writing	R	R	I	I	C	C	A	C
Oversee Budget	A	R	A	A	I	I	A	I
Conduct Evaluation	A	A	I	I	R	R	I	C
Purchase Technology	A	R	A	A	I	I	A	C

R=Responsible, A=Accountable, C=Consult, I=Inform

The **Etude Advisory Council** consists of art educators, archivists, curators, and researchers representing each of the community partners. Additional Council members include: **Executive Director of Fine Arts, project evaluator, the Senior Project Development Specialist**, and at least two **Etude** participant teachers. The Advisory Council will meet quarterly to review formative evaluation data, make programmatic adjustments, and review project activities to ensure that they align with proposed goals. Below is a timeline for implementation that will serve as the basis for the detailed Etude Action Plan of the project.



Project Implementation Timeline			
	Fall	Spring	Summer
2014-2015	Hire & Train Project	Host El Sistema Training	GMLT Training Level 1

	Coordinator Research & Purchase Technology Contract with PD Providers Begin Advisory Committee Meetings Train Teachers on Technology Train Teachers on SLOs	Harmony Director Training Ongoing Advisory Council Meetings	for Elementary Teachers Orff Training Course 1 Kodály Training Course 1 Council Meetings
2015-2016	Harmony Director Training Review SLO Training Ongoing Advisory Council Meetings	Host El Sistema Training Ongoing Advisory Council Meetings	GMLT Training Level 2 for Elementary Teachers Orff Training Course 2 Kodály Training Course 2 Ongoing Advisory Council Meetings
2016-2017	Review SLO Training Fine Arts Academy Opens Ongoing Advisory Council Meetings	Host El Sistema Training Ongoing Advisory Council Meetings	GMLT Training Level 3 for Elementary Teachers GMLT Training Level 1 for Early Childhood Orff Training Course 3 Kodály Training Course 4 Ongoing Advisory Council Meetings
2017-2018	Review SLO Training Ongoing Advisory Council Meetings	Host El Sistema Training Ongoing Advisory Council Meetings	GMLT Training Level 2 for Early Childhood Orff Training Course 4 Kodály Training Course 4 Ongoing Advisory Council Meetings

(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.

To ensure the time commitments of key personnel are appropriate and adequate to meet project objectives, the full-time Etude Coordinator (100%) will manage the goals and objectives of the grant, under direction from the Executive Director of Fine Arts (25%). Additional support will be leveraged from the Music Content Specialists (10%) assigned to the project advisory council, each of whom has previous experience implementing department PD activities as well as involvement in past grant programs. Internal evaluators (20%) will conduct evaluation activities

and complete all necessary reporting requirements. Additional support will be available from the Senior Project Development Specialist (15%) to address grant compliance and budget issues.

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

To ensure continuous improvement and efficiency during all stages of the project period intermediate evaluation

measures will be discussed at the monthly grant management committee meetings. The management committee, composed of the

Position	Time Commitment
Etude Project Coordinator	100%
Executive Director of Fine Arts	25%
Two Music Content Specialists	10%
Internal Evaluator	20%
Senior Project Development Specialist	15%

coordinator, internal evaluator, Project Development Specialist, and district and community stakeholders including representatives from The Fort Worth Arts Council, The Fort Worth Museum of Modern Art, The Fort Worth Symphony Orchestra, The Goff Family Foundation, and the Bass Hall, will meet to ensure and monitor the five areas of district accountability: policy accountability, program accountability, performance accountability, process accountability, and probity accountability.

Sustainability will be reviewed and determined based on the Malcolm Baldrige PDSA Model outlined on page 21.

(6) Quality of the project evaluation. (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.

Program evaluation in the District is coordinated through the Office of Research and Evaluation in the Program Efficiency, Effectiveness, & Sustainability Department. Staff members in this office are trained evaluators with multiple years of experience conducting evaluations of

program and district wide initiatives, as well as conducting applied research studies.

The evaluation of the proposed Etude program is based on the required GPRA Measures:

1. The percentage of teachers participating in the PDAE program who receive professional development that is sustained and intensive.
2. The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.

In addition, the evaluation methodology will provide answers to the following questions:

1. Do teachers participate in available, content specific professional development activities?
2. Does sustained and intensive professional development improve the content knowledge and teaching performance of music teachers?
3. Does improved teacher performance effect student content knowledge?
4. Does improved teacher performance effect student enrollment in subsequent music courses?

The evaluation of Etude employs a quasi-experimental design with formative and summative components that focus on progress toward the program goals and objectives. The formative component of the evaluation includes qualitative and quantitative data that document the implementation of the stated strategies and activities, measure interim progress, and provide quarterly progress reports to use for potential program adjustments. As part of the evaluation, the timely and appropriate implementation of the project strategies and activities will be documented using: (a) sign-in sheets and Eduphoria to track attendance at professional development activities, (b) surveys to assess the quality and intensity of the professional development activities, (c) classroom observations to document changes in teacher content knowledge and teaching effectiveness, and (d) surveys to gather student feedback on teacher knowledge/effectiveness. Attendance data, survey data, teacher observations, and student

feedback data will be summarized and reviewed by the Etude Coordinator, the Project Evaluator, the Management Committee, and the Advisory Committee in monthly grant meetings to monitor progress toward program objectives and identify need for program adjustments.

The summative component of the evaluation includes qualitative and quantitative data that examine the program's effectiveness in further developing and enhancing a standards-based arts education program in FWISD, increasing teacher effectiveness in the classroom, creating and meeting SLOs at the targeted priority schools in a scale-up system, raising student achievement in the arts, and measuring student continuation in music programs. To ensure that the primary objectives of Etude are successfully realized, the objective performance measures are identified and linked to objectives and outcomes in the Project Objectives Table.

Formative Evaluation

Formative data will be collected throughout program implementation and include participation in professional development activities, teacher survey data over professional development activities, student survey data over teacher effectiveness, and teacher observation data. These qualitative and quantitative data will help to identify the patterns and themes that emerge during the implementation of the grant's activities.

Formative data will be collected at the beginning and ending of each professional development activity. Professional development activities will be monitored via the use of Eduphoria, a data-management software program that will facilitate the record keeping of professional development attendance data. These data allow evaluators to track the amount and frequency of teacher participation. At the conclusion of each professional development activity, teachers will complete a survey to provide feedback on the quality and usefulness of the PD.

In addition to tracking professional development participation and quality, evaluators will

conduct teacher classroom observations to monitor knowledge of subject matter, learning organization and management, teaching style, and instructional techniques (see sample observation form, *Attachment C*). During the classroom observation, students will complete a short questionnaire assessing their perceptions of the teacher. Summative Evaluation

Summative data will include teacher pre-/post- ratings of subject matter knowledge, learning organization and management, teaching style, and instructional techniques as measured through classroom observations; student music course grades during each six-week grading period, student achievement assessments in music in the form of SLOs, and student participation/retention in music.

A pre-/post- observation tool, collecting both qualitative and quantitative data will be developed by the project director and evaluation staff. Attachment C shows an example observation tool that will be used along with content-specific items unique to the professional development each teacher received to create the Etude observation tool. Observation data are crucial in determining change in participants' fine arts content knowledge and subsequent implementation in the classroom. Teachers will be rated on their knowledge and effectiveness by trained observers from the Office of Research and Evaluation in the Department of Program Efficiency, Effectiveness, & Sustainability. Paired t-test analysis will be used to determine if project participants significantly improve their content knowledge, learning organization and management, teaching style, and/or instructional techniques related to the teaching of fine arts. In addition, the amount and frequency of professional development will be used to determine program effect on teacher effectiveness and growth.

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Target campuses receiving SLO and El Sistema professional development offer the opportunity to look at the effect of these two programs on student performance in music related courses (six

weeks grades). To determine this effect, music course grades of targeted schools will be compared to the music course grades of students whose teachers receive other types of professional development. Music course grades for each six-week period will be used as a quantitative measure to determine improvements made at each grade level by the treatment groups at Como Elementary School with El Sistema, and the ten priority schools with SLOs. The treatment groups will be compared to a control group of students selected from FWISD School sites from all other campuses. This performance indicator permits periodic feedback over the duration of the grant period on how students are performing. Six-week course grades in music will be analyzed using repeated measures analysis. Differences will be noted, and statistical significance will be examined. An analysis of variance using a covariate (ANCOVA) will also be employed when examining the student achievement data of the subgroups. When controlling for ethnicity and prior performance (where available), differences in academic performance on these assessments can be further examined to determine program effects.

SLOs will be implemented at the 10 priority schools, with a scale-up system to follow throughout the District. The achievement of SLOs will be incorporated into teacher effectiveness ratings along with the pre-/post- observation effectiveness results.

Course enrollment data will be used to examine student participation and retention in music. Data will be analyzed to determine the impact of teacher effectiveness score on student retention or subsequent enrollment in music courses. This will help to determine whether teacher effectiveness is an indicator of student continuation in music in the District.

Project Etude Objectives, Measurable Outcomes, and Evaluation Benchmarks				
Goals/Objectives	Performance Indicators	Instruments/ Data Sources	Data Collection Timeline	Responsible Party

<p>GPRA 1: The percentage of teachers participating in the PDAE program who receive professional development that is sustained and intensive.</p>	<p>90% of all music teachers will participate in 80% (sustained and intensive) of all available professional development during the school year.</p>	<p>Professional Development sign-in sheets/Eduphoria.</p>	<p>Ongoing data collection at each professional development activity. Data tracking will utilize Eduphoria, the district's PD tracking system.</p>	<p>Department of Fine Arts Staff with support of Research & Evaluation</p>
	<p>25% of all music teachers will participate in at least one (1) applicable professional development institute in the summer.</p>			
<p>GPRA 2: The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.</p>	<p>90% of observed teachers will show improvement in their content knowledge.</p>	<p>Teacher Observation Rubric Pre/Post and Student Feedback Survey</p>	<p>Observations will be conducted before and after professional development, throughout each school year. Student Feedback Surveys will be conducted at the end of each observation.</p>	<p>Research & Evaluation</p>
<p>Additional Objective 1: Does improved teacher performance affect student content knowledge?</p>	<p>A statistically significant difference ($p < .05$) will be observed between student music grades of highly effective vs. less effective teachers.</p>	<p>Teacher Observation and Student grades in music courses</p>	<p>Music grades will be collected each six weeks.</p>	<p>Research & Evaluation</p>
<p>Additional Objective 2: Does improved teacher performance effect student enrollment in subsequent fine arts courses?</p>	<p>A statistically significant difference ($p < .05$) in continued course enrollment in music will be observed between the students of highly effective vs. less effective teachers.</p>	<p>Teacher Observation and student course enrollment files</p>	<p>Enrollment data will be collected at the beginning of each school year between the first and second six weeks.</p>	<p>Research & Evaluation</p>

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

The CIPP Evaluation Model (Stufflebeam, 1983) is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems. Corresponding to the letters in the acronym CIPP, this model's core parts are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed? This provides a systematic

way of looking at many different aspects of the curriculum development and integration process. The evaluation foci during the grant period will be on (1) the improvement of teacher content knowledge in the Fine Arts, (2) the improvement of student achievement in music, and (3) the increase in secondary student continuation in music.

Context: Outcomes will be assessed by examining teacher professional development and incorporating successful music teaching strategies into music classes. Teachers will be examined using an observation rubric focusing on the Texas fine arts standards and the specific professional development received. Teacher perceptions of professional development will be measured in a survey and findings shared with the council. Constructs will measure teacher engagement with the professional development course, relevancy to student needs, and core integration effectiveness. Student perceptions of teacher effectiveness will be measured in a survey and findings shared with the council as well as with the teacher for further growth and development. Teachers' effectiveness levels will then be rated based on the observations and student feedback. Observations performed at Como Elementary where El Sistema has been incorporated into the curriculum, as well as observations at the ten priority schools where SLOs will have been incorporated into the music curriculum, will include checking for the implementation of these additional components, respectfully. Finally, once music technology capabilities have been identified at campuses, and appropriate technology training and implementation provided accordingly, observation tools will be tailored to check for the use of these specific technology implementations accordingly.

Input: The state fine arts standards will be the guiding input for the professional development courses. Courses will be organized based on the standards and activities designed to support those standards, including Kodály and Orff training for elementary music teachers, and Gordon's

Music Learning Theory training for secondary music teachers. Reporting will be made to the Council describing successes and barriers in teacher understanding and implementation of the standards in their instruction. The observation rubric will be designed to assess teacher/student work product to examine whether the course objectives are embedded in the products. The observation rubric will incorporate content from the specific professional development trainings as well as findings from the MET Study on successful observation measures. The rubric will be tailored to the various music teacher groups, including elementary teachers not at targeted schools, elementary teachers at the ten priority schools, Como elementary teachers, secondary teachers not at the targeted schools, and secondary teachers at the priority schools. The rubric will be created electronically and include branching for these subgroups prior to the viewing of and completion of the rubric by the observer. Additional branching will be implemented based on the kind of technology available in the observed classroom, and the technology portion of the observation rubric will be tailored to appropriate questions according to the selection made by the observer.

Process: Outcomes will be measured by examining whether fine arts teachers are incorporating professional development into their classes, as well as whether students are perceiving teacher effectiveness in music classrooms. Teacher observation data will be utilized to determine its effect on student achievement in music, as well as continued participation in music courses. Formative feedback will be reported to the Advisory Council to assist stakeholders with information to drive their decision-making.

Product: Teacher knowledge will be measured before and after engaging in the professional development activities, and their participation in the professional development activities will be documented. Significance in student achievement data will be determined by examining

achievement based on related teacher effectiveness. Comparisons will be made for subgroups at the ten priority schools, the El Sistema program at Como Elementary, and other levels of intervention. Finally, once teachers' effectiveness levels have been identified, student enrollment in secondary music will be measured and their previous music teachers examined to find the effect of teacher effectiveness on student continuation in music. The analyses of these three evaluation foci will determine and quantify the success of the Etude program.

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

The proposed evaluation methodology is in line with multiple studies showing evidence of promise. Evidence of promise was found in evaluation studies utilizing teacher observation, teacher feedback, student feedback, and student achievement data to determine teacher effectiveness and its effect on student achievement.

Professional development is a very crucial part of education. In their review of the affect of teacher professional development on student achievement, Yoon, Duncan, Lee, Scarloss, and Shapley found that teachers who receive substantial professional development- an average of 49 hours in the nine studies- can boost their students' achievement by about 21 percentile points (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). In a sample study conducted by Garet, Porter, Desimone, Birman, and Yoon of 1,027 math and science teachers nation-wide, empirical comparison of effects of different characteristics of professional development of teachers' learning were recorded. Results, based on *ordinary least squares regression*, indicate three core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice: (a) focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities (Garet, Porter, Desimone, Birman, & Yoon, 2001).

From 2010-2012, a multitude of organizations and institutions collaborated to conduct the Measure of Effective Teaching (MET) Study. Funded by the Bill and Melinda Gates Foundation, the Met Study built and tested measures of effective teaching within the classrooms of 3,000 teacher volunteers across the nation. The collaborating researchers determined that it is possible to identify great teaching. In the first year of the study, teaching practice was measured using a combination of student surveys, classroom observations, and student achievement gains. This is the first large-scale study to demonstrate, using random assignment, that it is possible to identify great teaching (The Bill and Melinda Gates Foundation, 2013). Once great teaching can be identified, it can be used to affect student achievement. In a 2011 study of the impact of teachers' value-added status on student achievement, researchers found that there was a statistically significant increase in reading and math scores when a high value-added teacher started to teach students in a cohort or a low value-added teacher stopped teaching students in a cohort. Additionally, there was a statistically significant decrease in test scores when a high value-added teacher stopped teaching students in a cohort, or when a low value-added teacher started teaching students in a cohort (Chetty, Friedman, & Rockoff, 2011). This study met the What Works Clearinghouse evidence standards with reservations.

When great teaching is identified, it can also be used to influence teacher improvement. Of the most prominent findings from the MET Study, the partners found that estimates of teachers' effectiveness are more stable from year to year when they combine classroom observations, student surveys, and measures of student achievement gains than when they are based solely on the latter (The Bill and Melinda Gates Foundation, 2013). Observations can provide much more reliable information than teacher perceptions of teaching. In a 1997 study of 45 general music teachers participating in a one-day Orff-Schulwerk workshop, self-report data from questionnaire

responses were compared with observed data obtained by time analysis on videotaped lessons. Results showed that teachers' own estimate of time use is greater than is the actual recorded for each music activity, including reading, singing, listening, describing, playing, creating, and moving to music (Wang & Sogin, 1997). Findings from the MET Study suggest that multiple observers be utilized so first impressions do not affect future observations. The gain in reliability from adding another set of eyeballs is more than twice as large as that of adding another observation from the same observer (The Bill and Melinda Gates Foundation, 2013). Sarah Brown Wessling, 2010 National Teacher of the Year, has used informal student surveys on their classroom experiences since student teaching. After reading about the Tripod Survey developed by Harvard researcher Ron Ferguson in the MET project's report on the instrument, she incorporated items into her own survey; the seven constructs (the 7 Cs) that are core to a student's experience in his or her classroom. Early findings of the MET Study showed that the average student knows effective teaching when he or she experiences it, and that valid teacher feedback consists of multiple sources of data rather than test scores alone for diagnostic, feedback for teachers who are eager to improve (The Bill and Melinda Gates Foundation, 2013). The District Fine Arts department will set at least two SLOs in music for elementary students at targeted priority schools to meet on an annual basis. The objectives will be based on a thorough review of available data reflecting students' baseline skills. After pilot implementation of SLOs at target schools, the District will incorporate a scale-up system throughout the remaining elementary music programs. Student growth objectives were piloted in Denver public schools in 1999 as a performance-pay system that required teachers of both tested and non-tested grades and subjects to set the objectives. The evaluation of this pilot revealed two particularly compelling results: teachers who developed high-quality student learning objectives produced

better student achievement gains, and student achievement increased as the length of teacher participation in the pilot increased (Reform Support Network, 2011).

Much research has been done on El Sistema and Sistema-inspired programs over the years. In a literature review written in 2013 by Sistema Global, a total of 277 Sistema and Sistema-inspired programs were reviewed, amongst which 85 research and evaluation papers including cross-sectional surveys, longitudinal designs with pre and post measures, quasi-experimental designs, case study designs, and ethnographies. The literature review assesses and synthesizes the existing evidence relating to the extent to which Sistema-inspired music education can help in raising achievement, improving aspiration and well-being, and fostering positive social change. Students participating in these programs show increased personal development, psychological well-being, and social skills. Some researchers have investigated a potential link between participation in El Sistema programs and enhanced academic performance amongst the students. With few exceptions, the studies demonstrate significant and steady improvement in academic attainment, achieving targets and in some cases outperforming comparison groups in math, reading, and writing. There is some evidence that these effects may be cumulative, related to prolonged engagement in the programs. In addition, teacher development, including initial teacher training programs and continuing professional development were found to be high priority areas (Creech, Gonzalez-Moreno, Lorenzino, & Waitman, 2013).

These studies support the proposed evaluation methodology. Conducting teacher observations and surveying students and teachers will result in data that can be used to identify promising practices. Additional analyses to determine how the level of teacher effectiveness correlates with student achievement and retention will provide greater evidence to determine the overall effectiveness of teacher professional development programs.

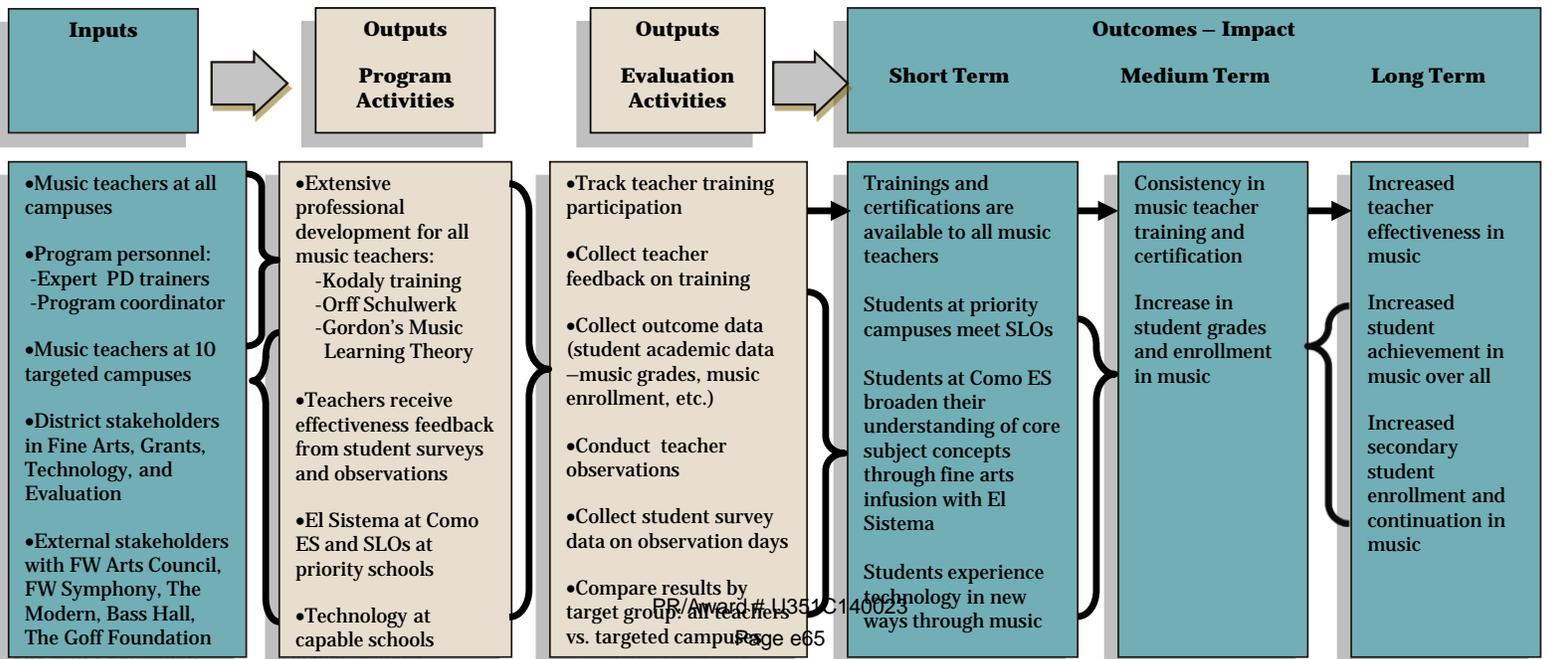
Etude Evaluation Logic Model

GPR Measure 1: The percentage of teachers participating in the PDAE program who receive professional development that is sustained and intensive.

GPR Measure 2: The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.

Research Questions:

- Do teachers participate in available, content specific professional development activities?
- Does sustained and intensive professional development improve the content knowledge and teaching performance of fine arts teachers?
- Does improved teacher performance effect student content knowledge?
- Does improved teacher performance effect student enrollment in subsequent music courses?



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ATTACHMENTS

Attachment A Support Letters

Attachment B Resumes' & Job Descriptions

Attachment C Sample Observation Form

Attachment D Bibliography

Attachment E Federal Forms & Assurances

ATTACHMENT A

Support Letters

Fort Worth Arts Council

Bass Hall

Goff Family Foundation

Modern Art Museum

Fort Worth Symphony Orchestra



Arts Council
2013-2014
Board of Directors

May 8, 2014

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Scott Wheatley
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Ana Wugofski

Mr. Walter Dansby
100 N. University Drive
Fort Worth, TX 76107-1360

Dear Mr. Dansby,

RE: ARTS IN EDUCATION – PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS

Dear Mr. Dansby,

On behalf of the Arts Council of Fort Worth, we are pleased to confirm our enthusiastic participation in a grant to develop and implement high-quality professional development model programs in the Fort Worth ISD. We understand that the Fort Worth ISD and the Arts Council will work together with other partners to develop a model plan to integrate standards-based arts education into the core elementary and middle school curriculum and to help ensure that all students meet the challenging state academic content standards and challenging state student academic achievement standards in the arts.

The Arts Council of Fort Worth is a well-respected community leader in Fort Worth, Texas. Founded in 1963, the mission of the Arts Council is to create an environment that promotes, nurtures, and supports the arts in our community. Our work with the Fort Worth ISD in the past have included a successful partnership with the Kennedy Center Partners in Education Program. We hope to build on the success of the prior programs.

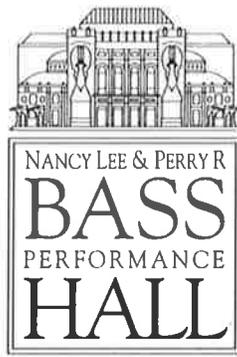
The Arts Council looks forward to continuing our partnership with the Fort Worth ISD in planning and implementing the programs that will help to make our children successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Jody Ulich", written over a light gray circular stamp.

Jody Ulich
President

Ex Officio
Gregory Scott Ibañez
Monica Napier



April 23, 2014

Mr. Walter Dansby, Superintendent of Schools
Fort Worth Independent School District
100 North University Drive
Fort Worth, Texas 76107

Dear Mr. Dansby,

It is with great pleasure that I write this letter of support for the Fort Worth ISD's desire to improve musical literacy in our public schools. Just as any student must be able to read and write English proficiently to learn and communicate in school, he/she should be able to read music well, too. With that basic skill an entirely new world is opened. It is the first step in being able to sing and play instruments confidently in school ensembles. The arts improve students' overall academic performance because the arts help in the development of critical thinking and problem solving. Being a valuable, contributing member of an ensemble develops teamwork and that builds self-confidence and keeps students engaged in school.

The El Sistema program at Como Elementary has proven that students from under-served schools truly prosper from being in a school where the fine arts immerse the culture and climate of the school. Those students who can play an instrument well are armed with new skills; they are empowered to achieve and succeed. The discipline and diligence they learn while playing their cellos and flutes demonstrates to them what is needed in every area of their lives to flourish.

Many school districts deny their need of assistance in helping students achieve. The FWISD has readily admitted that they have very many students who come to school unprepared and ill-served by their home situations, in need of tremendous support from their schools. Their appeal to entities that can provide professional

development to the teachers who mold those students to be successful students is heartening. They realize the problem is one for all of us.

The other truly encouraging element in this plan is the new methods of doing things the Fort Worth ISD has sought to put in place. They are putting new, more effective leadership in place in the fine arts and music departments, and have a new fine arts magnet school on the drawing board to be opened in the coming years. They have plans to expand the El Sistema-based program to a second elementary school and have recently expanded the orchestra to middle and high school. I believe all of this shows a growing commitment to the arts and a realization that our students need the best arts programs available to thrive.

We at Bass Performance Hall have had a long-standing partnership with the Fort Worth ISD and have provided as much as we can to help them succeed; your grant would be an enormous asset sorely needed to help their music teachers in the 21st century achieve music literacy and viable skills. We will gladly cheer as the *new* Fort Worth ISD moves forward.

Please contact me if I can answer questions or provide any additional information. Thank you.

Sincerely yours,

A handwritten signature in cursive script that reads "Sue Buratto".

Sue Buratto
Director of Education
sburatto@basshall.com
817.212.4302



THE GOFF FAMILY FOUNDATION

May 13, 2014

Mr. Walter Dansby
Superintendent of Schools
Fort Worth Independent School District
100 N University Dr., Fort Worth, TX 76107

Dear Mr. Dansby:

Beginning with the 2010 school year at Como Elementary School in the FWISD, our foundation started an after school music program, B Sharp Youth Music. The program is based on the highly successful El Sistema youth orchestra program founded in Venezuela in 1975. B Sharp shares El Sistema's goal of transforming the lives of children through music.

As a testament to the success of the after school program, B Sharp was selected by Fort Worth ISD as a Gold Seal Program of Choice (POC) beginning with the 2013-2014 school year. Thus, this year two first grade classes at Como Elementary have an extended daily music class with B Sharp music teachers providing the instruction. We have been very successful in teaching and infusing music into their day. These first graders now know how to read music, play a string instrument and all of the core essentials to a full understanding of the music basics.

After completing one year of the POC the missing ingredient in the program has been the integration of music into the core curriculum. This would require professional development of the first grade teachers and our B Sharp teachers in integration of the first grade core curriculum with music instruction. With guidance in the development of this curriculum, instruction will improve and these students will be provided with a unique, but proven, methodology of positive results when music is integrated into the core curriculum. Not only will they achieve music literacy, but their overall performance in all core subjects will have, studies show, the potential to improve as well.

With the development of a music integrated core curriculum at Como Elementary, Fort Worth ISD would have a standards for integration in other schools. Additionally, it would provide positive academic and behavioral outcomes, as well as best practices for the district. The Goff Family Foundation strongly supports all efforts to provide this professional development for curriculum integration.

Sincerely,



Jill E. Goff, executive director



Modern Art Museum
of Fort Worth
3200 Darnell Street
Fort Worth TX 76107
Telephone 817.738.9215
Fax 817.735.1161
www.themodern.org

Office of the Director

April 21, 2014

Mr. Walter Dansby
Superintendent
Fort Worth Independent School District
1000 N. University Drive
Fort Worth, TX 76107-1360

Re: Department of Education Grant

Dear Mr. Dansby,

The Modern Art Museum of Fort Worth is proud to lend support to the Fort Worth Independent School District and Fort Worth Arts Council as they enter into a partnership for a multi-year Department of Education Grant that will target ten elementary schools in the district. The concept of the grant request is to study the effectiveness of incorporating art into the core curriculum – essentially the STEAM concept. STEAM provides an avenue for formally teaching the inter-relationships of how subjects relate in real-life. STEAM-style education can be enjoyably and meaningfully delivered in more engaging and deeply embedding ways within the already well-established realm of education. This approach has been found economically and sociologically adaptable as a framework by which to transition, maintain, create and evolve educational elements, programs and institutions to include multidisciplinary-oriented practices. It is an engaging, hands-on and reality based framework with means of drawing education, industry, government and the community together for the common good of bettering public education for all.

With this grant opportunity the Fort Worth ISD intends to spend the first year on planning and the subsequent years on implementation and analysis. This measured approach as well as the district's enthusiasm and commitment for these efforts is sure to benefit FWISD students, the entire educational program and our community at large. The Modern looks forward to being a resource for these efforts, serving the community of Fort Worth in collaboration with Fort Worth ISD and the Fort Worth Arts Council.

Sincerely,

A handwritten signature in black ink that reads "Marla Price". The signature is fluid and cursive, written over a white background.

Dr. Marla Price
Modern Art Museum of Fort Worth

May 1, 2014

Walter Dansby
Superintendent of Schools
Fort Worth Independent School District
100 N University Dr.
Fort Worth, TX 76107

Dear Superintendent Dansby:

As a valued partner with the Fort Worth Independent School District, the Fort Worth Symphony Orchestra is pleased to write a letter of support for the FWISD's efforts to seek funding from the Department of Education to study the effectiveness of incorporating art into the core curriculum.

The Fort Worth Symphony has a rich history of partnership with the FWISD on programming that supports and reinforces music education in and out of the classroom. The FWSO's outreach program, *Adventures in Music*, brings to life **history, literature, and science** through live symphonic music and innovative, multi-media presentations. The educators at FWISD play an important part as the FWSO develops outreach programming to ensure they are not only effective teaching tools, but also memorable experiences for the students.

History

In collaboration with the Children's Education Program of Bass Performance Hall, **Copland and the Common Man** takes fifth-grade students back in time to hear the story of Abraham Lincoln through the music of American composer Aaron Copland, accompanying video images, and compelling narration. Our **Young Persons' Concert, "Cowboys and Culture,"** teaches elementary students about our great city of Fort Worth through visual art and music. Featuring images from the Amon Carter Museum of American Art and visuals from the city of Fort Worth, children take an interactive tour of Fort Worth's best landmarks while listening to the FWSO play selections from *Carnival of the Animals*, *Pictures at an Exhibition* and Copland's *Rodeo*. Texas history is front and center with our **Six Flags Over Texas** program which features musical selections from the six nations that have governed the Lone Star State.

Literature

Told through music and narration, this year's **Kinderconcert** brought to life the beloved literary classic, *Peter Rabbit*, by Beatrix Potter. Prior to attending a performance, Kindergarten children receive their very own hardback copy of the book, generously provided by the Red Oak Foundation, and FWSO volunteers, staff, and musicians spend time reading the story aloud to

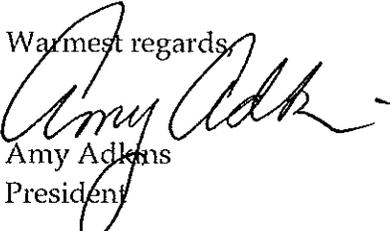
individual classrooms. In 2015, the FWSO will bring the Dr. Seuss favorite, *My Many Colored Days*, to the Kinderconcerts program.

Science

In the 2012-2013 season, elementary students discovered the sounds of the outdoors through **Nature and Animals**. Many pieces of classical music were inspired by the composer's love of nature. Students learn how composers use music to create the sounds of nature, from twittering birds to a stormy day.

The dedicated teachers at FWISD play a vital role in making these important education programs possible and successful. The Fort Worth Symphony Orchestra is grateful for our long-time relationship with the FWISD and fully endorses their efforts to seek funding for improvements in art education. We look forward to working collaboratively with the FWISD to develop new and unique music education programs for the classroom and beyond.

Warmest regards,



Amy Adkins
President

ATTACHMENT B

Fort Worth ISD Key Personnel And Job Descriptions

Resumes'

Christina Walk Executive Director – Fine Arts

Kristen Hall Evaluator – Research & Evaluation

Tracy Marshall Executive Director – Grants

Michael Sorum Deputy Superintendent – Leadership &
Learning

Job Descriptions

Sr. Evaluator

Sr. Project Development Specialist

CHRISTINA M. WALK

QUALIFICATIONS:

- Knowledge of overall operations of the band, orchestra and mariachi programs
- Knowledge and implementation of policies and procedures as assigned by the Fort Worth ISD and University Interscholastic League (UIL)
- Successful educational leader of a quality band program for 12 years; consistently received Superior ratings at local, state and national competitions

ACCOMPLISHMENTS:

- Secured outside funding for equipment purchases through private foundation in April 2006
- Implemented accountability system that standardized and set minimum expectations, responsibilities and required proficiency at every teaching level
- Established a mentor program for our middle school band directors – mentors visit their rehearsals and provide feedback and suggestions for improvement throughout the school year
- Developed an observation form for administrators and principals to help bring commonality to reviews of music educators across the district.
- Elected (by peers) Region 5 MS Band Chairperson, 2002-2004

HONORS AND MEMBERSHIPS:

- Appointed Member of the UIL Region 7 Executive Committee
- Appointed Member of the TEA State Review Panel for Fine Arts - Music
- Texas Music Administrators Conference (TMAC)
- Texas Music Educators Association (TMEA)
- Texas Bandmasters Association (TBA)
- Texas Music Adjudicators Association (TMAA)
- The National Association for Music Education (MENC)
- PTA Lifetime Member

EDUCATION:

- | | |
|-------------|---|
| 1988 – 1994 | Master of Music Education
<i>University of North Texas</i> |
| 1984 – 1988 | Bachelor of Music in Performance
<i>Northeast Louisiana University</i> |

CERTIFICATIONS:

- | | |
|---------------|--|
| December 2004 | Principal Certification |
| August 2004 | PDAS Certified Appraiser |
| May 2004 | Instructional Leadership Development (ILD) Certification |
| May 1991 | All-Level Music Certification |

EMPLOYMENT:

July 2006 – Present ***Director of Instrumental Music, FWISD***

Continued development of tools and assessments designed to improve instruction. Development and implementation of new curriculum. Large purchase of new equipment and instruments, along with new uniforms for 4 high schools. Conscientious management of budget and personnel while enforcing District and State (UIL) policies and procedures.

August 2004 – July 2006 ***Interim Director of Instrumental Music, FWISD***

Developed, organized and implemented staff development designed to improve instruction. Managed budget and personnel while enforcing District and State (UIL) policies and procedures. Developed materials

to monitor student and program development. Implemented an accountability system of higher standards and minimum expectations for teachers.

August 2003 – July 2004 ***Instrumental Music Specialist, FWISD***

Supervised, modeled, mentored and provided leadership for middle school band directors. Coordinated district events; collaborated on staffing assignments – including interviewing prospective candidates, processing and acclimating new hires.

January 1996 – June 2003 ***Head Band Director – Wedgwood Middle School, FWISD***

Managed and directed a 200-member 7th and 8th grade band program. Maintained site-based and central office budget. Member of SBDM Committee, Fine Arts Department Chair, School Awards Coordinator, and TAKS Tutor for after-school program.

August 2000 – May 2001 ***Adjunct Professor – Southwestern Baptist Theological Seminary***

Directed the Wind Ensemble. Selected, rehearsed and performed Music from the Grade IV and V levels.

August 1993 – December 1995 ***Beginning Band Director – Wedgwood 6th Grade School, FWISD***

Placed students on instruments appropriate to their physical development, as well as their desired choice for a successful experience in band.

August 1991 – July 1993 ***Beginning Band Director – Wedgwood Middle School, FWISD***

Taught beginning band and general music. Placed students on instruments appropriate to their physical development, as well as their desired choice. Laid the necessary foundation for a successful experience in band. Associate Band Director – Southwest High School, FWISD (through 1999). Assisted with marching rehearsals, games, contests, and directed the Brass Choir.

KRISTEN MARIE HALL

CURRENT POSITION:

EVALUATION ASSOCIATE

FORT WORTH ISD

EDUCATION: Master of Music Education in 2012, Texas Tech University- 4.0 GPA

Bachelor of Music Education Leading to Teaching Certificate in 2008, Texas Tech University- 3.9 GPA

PROFESSIONAL EXPERIENCE:

FORT WORTH INDEPENDENT SCHOOL DISTRICT EVALUATION ASSOCIATE: NOVEMBER, 2013 – PRESENT

- Evaluated District grants, initiatives, and Board compliance programs
- Created District official evaluation reports for publishing
- Collaborated with internal and external stakeholders to the District for program evaluation
- Collected, analyzed, and interpreted data for recommendations of program continuation
- Created current time and effort database and entry system for Research and Evaluation team
- Project Lead for time and effort for Research and Evaluation team
- Created annotated bibliographies of related research and evaluation to District programs
- Proofread, revised and edited peer work
- Performed macros in Excel for the creation of campus reports

WESTERN HILLS HIGH SCHOOL ASSISTANT BAND DIRECTOR: JUNE, 2009 – JUNE, 2013

- Helped students in Title I schools become successful individuals
- Directed the Symphonic Band on all concerts and at musical contests
- Taught beginning 6th graders at feeder middle schools
- Collaborated on all band policies, procedures, grading, show design, and administration
- Aided with planning of budget and band fees and general allocation of money
- Prepared and edited Band Handbook every year to allow for full understanding of expectations
- Prepared and submitted entry forms and fees for all contests in a timely fashion
- Planned, organized and executed all Solo and Ensemble Contest needs
- Planned all band trips, including football games, competitions, and working with travel agents
- Planned, organized and updated all band calendars as needed
- Frequently utilized Fort Worth automated systems to complete inventory, travel documentation, and student grade reporting
- Frequently utilized all Microsoft Office programs for professional communication, creation of documents and assignments, and the organization/maintenance of all student records
- Organized correspondence for both myself and the head band director through categorized files in Microsoft Outlook
- Maintained deadlines for both myself and the head band director
- Designed and built the current websites for the high school and middle school bands

GRADUATE RESEARCH FELLOWSHIP: JANUARY, 2009 – MAY, 2009

- Designed and built website for the Texas Tech Music Research Lab
- Collaborated with School of Music faculty on website specifics
- Coded data for ongoing research studies at the Texas Tech Music Research Lab

UNDERGRADUATE RESEARCH FELLOWSHIP: AUGUST, 2007 – MAY, 2008

- Aided faculty in analyzing and presenting data from surveys given to music students
- Used Microsoft Word, Excel and PowerPoint to analyze and present data in a professional manner

TRUMPET PRIVATE LESSON AND SECTIONAL TEACHER: AUGUST, 2005 – DECEMBER, 2006

- Taught high school trumpet sectionals and private lessons over TMEA All-State music
- Maintained constant communication with students, parents, and band director on student progress

KRISTEN MARIE HALL

RECORDING STUDIO WORKER: JANUARY, 2005 – MAY, 2005

- Worked with a small team to successfully record, edit and publish recordings of all concerts, recitals and festivals in the School of Music at Texas Tech
- Utilized sound and recording editing software to enhance recording quality and to organize performances into well-defined and professionally edited tracks

RESEARCH EXPERIENCE:

Authored the following studies:

- *Habits of Successful Band Directors in Urban Texas Schools: A Collective Case Study*
- *The Effect of Band Program Size on Texas 4A Bands' UIL Concert and Sight Reading Results*
- *Influences on Beginning Brass in an Inner-City Environment*
- *Understanding Mental Disorders in Your Classroom: What Every Music Educator Should Know*
- *How to be a Band Director: What You Don't Learn in College*
- *Personal Reflections on Deciding to Pursue a Career in Music Education*
 - In collaboration with Dr. Keith Dye and Dr. Janice Killian, Texas Tech School of Music

HONORS AND AWARDS:

Earned a 4.0 GPA in masters career at Texas Tech

Graduated Summa Cum Laude in Music and Honors Studies in undergraduate career at Texas Tech

Four-year member of Tau Beta Sigma, band service sorority; held leader position for two years

Served as section leader in university concert bands for two semesters

Served in leadership position in both high school and university marching bands for two years

Received the Tau Beta Sigma Service Award for the 2007 fall semester

Graduated from Jack C. Hays High School in 2004 with the sixth highest GPA out of 532

PROFESSIONAL PROFILE:

Extremely passionate about attention to detail and quality of work

Work well under pressure and enjoy facing a challenge

Adamant on professional time-management and performing as effectively as possible

Exemplary in all Microsoft Office programs, basic web design, typing, editing and revising

Tracy Marshall

Employment

Executive Director, Fort Worth ISD Grants and Development, Management and Monitoring

2010 – Present

- Provide for planning, oversight, monitoring, and implementation of all grant-funded projects including coordination and management of resources from a variety of sources including special revenue, entitlements, and gifts.
- Supervise a department which serves as the grant clearinghouse regarding all grant programmatic information including goals, purpose and expected outcomes of projects funded through grants to ensure a central source of oversight for grant-funded programs.
- Provide technical expertise related to grant management guidelines, utilization of funds, and compliance issues for both discretionary and entitlement program for consistency, coordination, and consolidation of planning between departments and across campuses.
- Manage office that is accountable for \$150 million in special revenue and entitlement funding to the district.

2006 - 2010

Fort Worth ISD

Fort Worth, TX

Director, Grants and Development

- Manage a staff of one director of federal programs, four project development specialists/writers, two administrative assistants, two interns and one consultant to the district in order to develop, write and edit discretionary state and federal grant programs.
- Research and develop funding applications to support the school district's strategic plan.
- Lead and facilitate grant development committees and grant staff to fully maximize grant funding and complete grant action plans.

2002 - 2006

Fort Worth ISD

Fort Worth, TX

Project Development Consultant

- Write federal, state and foundation grants to maximize funding opportunities for the needs of students and aligned with Fort Worth Independent School District priorities. Recent grant awards include *Texas Grants to Reduce Academic Dropout "Project GRAD"* (\$451,372), *Texas High School Completion "Project PASS"* (\$599,947), *Improving Literacy through School Libraries "Project READ"* (\$318,398), *Teaching American History "Project EAGLE"* (\$509,688) and *Texas Accelerated Science Program, "Project ASAP"* (\$550,000).
- Develop project management tools for the Fort Worth ISD including grant action plan user tool, grant management user guides, and PowerPoint presentations posted on the Fort Worth ISD website.
- Consult with school district management team to assure grant compliance and management is conducted on time and within budget.
- Provide project management expertise to school leadership in development of grant-funded initiatives including advisory curriculum, professional development for teachers, public awareness campaign programs, individualized graduation plans, and high school redesign and reform.

1994 - 2002

TnT Ventures, Inc.

Fort Worth, TX

President and Owner

- Developed concept, business plan and design for two indoor creative play centers serving over 100,000 customers annually.
- Managed 40 employees with responsibility for staffing, training, maintenance, operation, marketing and community relations.
- Managed annual gross revenues of \$600,000 realizing the profitable opportunity to sell the business in July 2002.

1988 - 1994 Lockheed Fort Worth Fort Worth, TX

Training Administrator/Cooperative Education Coordinator

- Managed employee development and training programs for professional engineering and support staff of 6,000 employees with annual budget of 2.5 million.
- Planned, opened and managed a technologically cutting-edge computer-based learning resource training center providing technical training to the engineering workforce – first center to open and replicated throughout the organization.
- Managed college relations, cooperative education and recruitment with over 150 students placed each semester within the organization.

Education

2006-2011 University of Texas Arlington, TX

- Masters of Public Administration

1979-1982 University of Kansas Lawrence, KS

- B.A., Political Science with minor in Personnel Administration.
- Graduated GPA 3.5.
- Participant in a multitude of professional development workshops over 20+ years as a working professional.

Affiliations

Member, Center for Non-Profit Management
 Board Member and Chair Elect 2015, Women's Policy Forum
 Member, Fort Worth Sister Cities International
 Member, Dallas and Fort Worth World Affairs Council
 Volunteer, Arlington Heights Neighborhood Association

MICHAEL SORUM

EDUCATION

- Ed.D** • **Educational Leadership** • **Texas Christian University** • Fort Worth Texas •
Graduation pending
- M.Ed.** • **Administration, Planning, and Social Policy: Urban Superintendency** •
Harvard Graduate School of Education
Harvard University • Cambridge, MA • June 2000
- M.A.** • **Educational Leadership** • **The University of Texas at San Antonio** • December 1996
- B.A.** • **French and Spanish** • **Portland State University** • Portland, OR • December 1986
- CEP** • **Political Science** • **Université D'Aix-Marseille** • Aix-en-Provence, France, June 1985

CERTIFICATIONS

Texas: Superintendent & French: K-12
Rhode Island: Secondary Principal & Superintendent
Massachusetts: Secondary Principal & Superintendent

EMPLOYMENT HISTORY

- Chief Academic Officer** • Fort Worth Independent School District • October 2005-Present
- Chief Academic Officer** • Providence School Department • July 2004-October 2005
- Director of Accountability—Research, Assessment, and Evaluation** • Providence School Department •
Providence, Rhode Island • June 2001-July 2004
- Harvard University Superintendent Intern** • Providence School Department • Providence,
Rhode Island • August 2000 - June 2001
- Assistant Professor of Education • Educational Administration** • Long Island University • Brooklyn, NY •
2000-2001
- Instructional Guide: Mathematics, Social Studies, and Foreign Languages** • Louis W. Fox Academic and
Technical High School • San Antonio, TX • 1996-1999
- Teacher of French, Spanish, Reading, and English to Speakers of Other Languages** • Jefferson High School,
Fidel Tafolla and Cooper Middle Schools and Region 20 Night School • San Antonio, TX • 1987-1996

Curriculum and Instruction

In my current position as the Chief Academic Officer of the Fort Worth Independent School District, I report directly to the Superintendent and I supervise the Associate Superintendent, Executive Directors, Directors and the staff of these individuals for the following departments and content areas for all grade levels, PK-12:

English Language Arts	Choral Music
Academic English for Success	Instrumental Music
Dyslexia Services	Career and Technical Education
Mathematics	English as a Second Language and Bilingual Departments
Science	Department of Advanced Academics
Social Studies	Early Childhood
World Languages	Department of Assessment and Data Quality (Research, Assessment, and Evaluation)
Health and Physical Education	
Art	

Examples of the types of projects with which I have lead in Fort Worth, Providence, and San Antonio, include:

- Lead team of 400 directors, content specialists, and teachers to audit, review, design, write, and implement an on-line, PK-12 system-wide curriculum for all content areas,
- Design and implement content coaching programs for 80 mathematics and 80 literacy coaches at the elementary,
- Design and implement Lead Content Teacher model for 140 secondary math, science, social studies, and ELA teachers at the secondary level,
- Develop tiered reading program for secondary schools which was associated with a 15+ point gains in middle school reading
- Lead development and implementation of Connected Math Program in Fort Worth which was associated with a 20 point gain in 8th grade math scores for all demographic groups

Michael Sorum

- Oversee the reinstatement of music and art programs in all 80 Fort Worth elementary schools. This involved the hiring of 100 music and art teachers
- Supervise the development of a comprehensive Dyslexia services program
- Become trained in Principles of Learning and Disciplinary Literacy from University of Pittsburgh, Institute for Learning
- Direct assessment, literacy, and mathematics staff in the development of New Standards type release and practice test tasks—led team to develop professional development sessions for principals and staff to learn about these tasks
- Serve as a member State of Rhode Island Reading Panel and as a member of the State Assessment Advisory Committee
- Develop and direct structural and curricular reorganization of low performing mathematics department: Resulted in percent of all students achieving standard increasing from 32% to 92% in five years time. African American passing rate: 3.6% to 89%, Hispanic passing rate: 34% to 92%.
- Compose and supervise the implementation of four state-approved law-related courses
- Coordinate training of teachers, alignment of curriculum, and implementation of Advanced Placement Programs in Government & Economics, English, Calculus, Spanish, French, and Biology
- Participate in initiation of and implementation of Dual College Credit Program for Algebra II and Biology
- Develop mathematics remediation program for juniors and seniors at-risk of not graduating due to test scores
- Develop mathematics pre-testing and result-based tutorial curriculum for freshmen and sophomores
- Coordinate selection and implementation of adaptive computer tutorial for mathematics laboratory
- Coordinate bi-directional video school wide mathematics instructional program

LEADERSHIP

In my current position, I am responsible for the Division of Curriculum and Instruction which is comprised of an associate superintendent, executive directors, directors, coordinators, content specialists, content coaches, and a secretarial staff for each of the departments under my purview. The total number of staff members is approximately 250. In my previous position in Providence, in addition to supervising all of the content staff, I was responsible for the supervision and evaluation of the approximately fifty principals in the district. Prior to administering at the central office level, I held a number of campus-based leadership positions which included those of content director for a law magnet school and department head for mathematics, social studies, and world languages departments in a large, comprehensive urban high school, Fox Tech High School in the San Antonio Independent School District. The following include some of my responsibilities in these positions:

- Lead Curriculum and Instruction staff of Associate Superintendents, Executive Directors, Directors, Coordinators, and Curriculum Specialists
- Oversee the development of a Consolidated Resource Plan which co-mingled multiple funding streams to support district initiatives in a cohesive manner
- Supervise and coordinate the evaluation of all Providence Public School principals
- Direct Office of Research, Assessment and Evaluation
- Coordinate state and district assessment programs: New Standards Reference Examination, Stanford-9, Developmental Reading Assessment, Phonemic Awareness Literacy Survey, Flynt-Cooter Reading Inventory(Spanish), Maculaitis II
- Write RFPs, select vendors, and coordinate evaluations of internal and external programs by outside evaluators: ESL/Bilingual programs, Vocational Program, Outside Contractors, and Advanced Academics
- Screen, approve or reject, and monitor all research conducted by individuals and organizations within the Providence School Department
- Review and approve or reject all surveys conducted in the Providence School Department
- Serve as 'Intermediary' between the Institute for Learning and Providence and Fort Worth school districts
- Serve as central office liaison for specific schools as part of learning teams
- Interview and recommended prospective teachers for employment
- Write and supervise implementation of teacher growth plans
- Coordinate budgets of approximately forty million dollars
- Observe teachers and collected data for evaluation
- Write consultant contracts
- Write contract for and supervised early entry program for prospective math teachers

MICHAEL SORUM

STRATEGIC PLANNING & SYSTEMS ACCOUNTABILITY

Before and since leaving the classroom, I have participated in all levels of campus and district planning—from site based decision making teams to directing the campus improvement planning process, and serving on the superintendent's cabinet team for strategic planning and accountability. Among my responsibilities:

- Develop forty million dollar budget composed of local and Title I, II, and III funds, including numerous grants such as Reading First, 21st Century, and numerous state grants,
- Coordinate and direct district preparation for Federal monitoring of Title I A programs, in Providence and Fort Worth—represent Rhode Island and Providence School Department on US Dept. of Ed Title I monitoring preparation webcast
- Head central office monitoring team for low-performing middle school in year 4 of corrective action.
- Supervise and coordinate state appointed monitor
- Co-develop and co-lead Campus Improvement Planning, and Instructional Planning Meetings for high priority schools in the Fort Worth Independent School District
- Co-write, operationalize, and direct Operation SMART!—Initiative to identify, support, and recommend improvements for 23 'Extreme Priority' Providence schools at risk of losing Title I money due to low-performing, not improving status. Led team consisting of assistant superintendents, directors of middle and high schools, mentor principals and curriculum support staff who conducted two-on-one intervention meetings with principals, directed school improvement teams in developing contextually appropriate interventions, and conducted multiple focused SMART visits to each Extreme Priority school
- Lead curriculum support staff in development of Operation SMART curricular interventions designed to improve teacher understanding of the performance tasks of the New Standards Reference Examination
- Design and implement data calculation formulas for each district school to calculate specific achievement improvement targets
- Create five year historical assessment data warehouse linked to in-district student identifier system. Included state and district standardized assessment data as well as classroom embedded formative assessments—as students transfer from school to school, key pieces of achievement data electronically follow students—Rhode Island did not have a student identifier system
- Facilitate committee of elementary principals and union representatives who researched, designed, produced and piloted an elementary, standards-based report card
- Participate as member of district strategic planning team
- Consult for San Antonio District with intervention, data evaluation, and program development for low performing middle and high school
- Co-write winning Texas and National Blue Ribbon School application for most improved category
- Coordinate visits of State monitor and State and District Intervention teams
- Develop campus-wide mathematics and science intervention and improvement initiative
- Participated on District-Wide High School Redesign project
- Wrote and evaluated campus improvement plans
- Participated in supervision and writing of alignment of district curriculum

PROFESSIONAL AWARDS AND RECOGNITION

Gregory Richard Anrig Fellow • Harvard University • 2000-2001 • Awarded for promise for a leadership career in public education

John E. Stevens Fellow • Harvard University • 1999-2000 • Awarded for academic excellence and in support of graduate level study in urban education

National Blue Ribbon School Award • 2000 • Co-Author of Application for Louis W. Fox Academic and Technical High School, San Antonio, TX: Most Improved Category

Most Improved High School in San Antonio School District • 1998 • Fox Tech High School
Awarded for having the most improved exit level standardized math test scores

**FORT WORTH INDEPENDENT SCHOOL DISTRICT
POSITION DESCRIPTION**

Position Title: Senior Evaluator
Reports To: Director of Assessment and Accountability
Department/School: Accountability and Data Quality
FLSA Status: Exempt **Date Written:** March 1, 2007

GENERAL SUMMARY

Conceptualize and design applied research/evaluation studies in PK-12 settings, supervise the development of data collection instruments/tools (both electronic and non-electronic) and data collection and analysis activities, conduct policy and special studies on emerging issues within the region, prepare reports, and provide interpretations of evaluation results that will benefit campus and district decisions.

ESSENTIAL JOB FUNCTIONS

1. Design multiple methodologically diverse evaluation plans and timelines.
2. Create data collection instruments, collect and analyze data.
3. Prepare ongoing feedback reports that assist program directors in the implementation of district initiatives, interventions, grant or other programs.
4. Translate findings into recommendations that will benefit schools and programs and write summative evaluation reports that communicate results effectively to multiple audiences.
5. Maintain effective liaisons with school and other administrative staff to formulate significant evaluation questions, set performance targets, coordinate data collection efforts, understand and apply evaluation results)
6. Participate in presentations of evaluation results to multiple audiences including program directors, district executive staff, the school board and, where appropriate, professional conferences and journals.
7. Keep abreast of local, state, federal, and court-ordered mandates, technical and professional trends, and developments impacting programs being evaluated.
8. Review and make recommendations on external research proposals.
9. Respond to ad-hoc data and research requests from district staff.
10. Oversee tasks assigned to research assistants and clerical support staff
11. Perform all other job related duties as assigned.

QUALIFICATIONS

1. Master's degree (Ph.D. preferred) in education, experimental psychology, social sciences, or related field.
2. Three years experience in program evaluation or research, preferably in an educational or university setting.
3. Knowledge of program evaluation methodology with expertise in quantitative and qualitative methods, quasi-experimental designs, and advanced statistical techniques.
4. Ability to use Microsoft Office, SPSS, Power Point, and other computer software as a tool for research, data analysis, and presentations..
5. Demonstrated ability to work efficiently under time pressure to meet deadlines and to work effectively as a member of a professional team.
6. Ability to analyze data and report findings to a diverse audience.
7. Strong organizational and interpersonal skills.
8. Strong written and oral communication and presentation skills.

**FORT WORTH INDEPENDENT SCHOOL DISTRICT
POSITION DESCRIPTION**

Position Title: Senior Project Development Specialist

Job Code: 7JD

Pay Grade: A04

Reports To: Director - Grants

Department/School: Grants & Development

FLSA Status: Exempt

Date Written: July 2006

GENERAL SUMMARY

The Senior Project Development Specialist (PDS) will provide assistance and facilitation of large and complex state and federal grant programs including needs analysis, project research, budget development, document editing/proofreading, and facilitation of the overall grant implementation process by monitoring expenditures and activity completion to ensure the successful use of grant funds. The Senior PDS will coach and train new employees to the department and will act on behalf of the Director in his or her absence.

ESSENTIAL JOB FUNCTIONS

Management

1. Process and manage an extensive grant portfolio that includes funding from State, Federal, private and/or corporate services/sources for large and complex grant programs.
2. Guide and support the grant management process for the grant owner including technical expertise on specified grant program that require additional experience and knowledge.
3. Develop action plans for grant activities.
4. Plan and implement grant kickoff meetings.
5. Support schools in the grant activities implementation, e.g., budget, supplies, vendors.
6. Assist Program Directors/Administrators with action plan design.
7. Support PDS activities, as directed by the Grants Director and act on behalf of the Director in his or her absence.
8. Plan and implement training activities for PDS, grant owners and other stakeholders, to promote understanding in Grant Management and compliance.
9. Ensure district compliance with Board Policy.

Communication

1. Provide information dissemination for program clarification and to maintain grant compliance.
2. Develop and coordinate presentations for grants meetings and trainings.
3. Develop and coordinate market services provided by the Grants Department.
4. Maintain contact with other departments for collaboration.
5. Maintain communication between grant owners and other stakeholders to ensure successful grant implementation, e.g., principals, directors, administrators, faculty, community.
6. Explain grant objectives, goals, activities, and action plan to Grant owners and other stakeholders.
7. Coordinate and execute grant management committee meetings, i.e., prepare agendas, meeting announcements, marketing materials.

Financial

1. Assist in the acquisition of additional funding resources.
2. Work collaboratively with grant owners while serving as liaison with district budget and accounting departments.
3. Provide grant owners with budget set up, budget expenditures and project analysis i.e., analyze budget requirements and complete budget submission forms.
4. Create grant expenditure reports.
5. Contact TEA and U.S. DOE regarding NOGA's and amendments.
6. Assure grant owner approval in grant budget.
7. Assure PO approval for activities related with vendors and large expenditures.
8. Assure Board of Education approval for large expenditures..

Qualifications

1. Bachelor's degree, Master's degree preferred.
2. 3-5 years prior experience in project management.
3. Proven success with grant development and management.
4. Experience in maintaining state and federal grant compliance.
5. Solid skills in investigative research with strong attention to detail.
6. Experience conducting program evaluation including data analysis and reporting.
7. Ability to plan and manage more than one project at any given time.
8. Experience in writing, editing, proofreading and budget development.
9. Superior knowledge of State, Federal, private and corporation grant applications, budget issues, and regulations.
10. Proficiency in MS Word, Excel spreadsheets, Accounting, Budgeting, databases and overall computer knowledge.
11. Excellent analytical skills with the ability to perform mathematical and statistical calculation with accuracy.
12. Excellent oral and written communication skills.

**FORT WORTH INDEPENDENT SCHOOL DISTRICT
POSITION DESCRIPTION**

Position Title: Senior Project Development Specialist

Job Code: 7JD

Pay Grade: A04

Reports To: Director - Grants

Department/School: Grants & Development

FLSA Status: Exempt

Date Written: July 2006

GENERAL SUMMARY

The Senior Project Development Specialist (PDS) will provide assistance and facilitation of large and complex state and federal grant programs including needs analysis, project research, budget development, document editing/proofreading, and facilitation of the overall grant implementation process by monitoring expenditures and activity completion to ensure the successful use of grant funds. The Senior PDS will coach and train new employees to the department and will act on behalf of the Director in his or her absence.

ESSENTIAL JOB FUNCTIONS

Management

1. Process and manage an extensive grant portfolio that includes funding from State, Federal, private and/or corporate services/sources for large and complex grant programs.
2. Guide and support the grant management process for the grant owner including technical expertise on specified grant program that require additional experience and knowledge.
3. Develop action plans for grant activities.
4. Plan and implement grant kickoff meetings.
5. Support schools in the grant activities implementation, e.g., budget, supplies, vendors.
6. Assist Program Directors/Administrators with action plan design.
7. Support PDS activities, as directed by the Grants Director and act on behalf of the Director in his or her absence.
8. Plan and implement training activities for PDS, grant owners and other stakeholders, to promote understanding in Grant Management and compliance.
9. Ensure district compliance with Board Policy.

Communication

1. Provide information dissemination for program clarification and to maintain grant compliance.
2. Develop and coordinate presentations for grants meetings and trainings.
3. Develop and coordinate market services provided by the Grants Department.
4. Maintain contact with other departments for collaboration.
5. Maintain communication between grant owners and other stakeholders to ensure successful grant implementation, e.g., principals, directors, administrators, faculty, community.
6. Explain grant objectives, goals, activities, and action plan to Grant owners and other stakeholders.
7. Coordinate and execute grant management committee meetings, i.e., prepare agendas, meeting announcements, marketing materials.

Financial

1. Assist in the acquisition of additional funding resources.
2. Work collaboratively with grant owners while serving as liaison with district budget and accounting departments.
3. Provide grant owners with budget set up, budget expenditures and project analysis i.e., analyze budget requirements and complete budget submission forms.
4. Create grant expenditure reports.
5. Contact TEA and U.S. DOE regarding NOGA's and amendments.
6. Assure grant owner approval in grant budget.
7. Assure PO approval for activities related with vendors and large expenditures.
8. Assure Board of Education approval for large expenditures..

Qualifications

1. Bachelor's degree, Master's degree preferred.
2. 3-5 years prior experience in project management.
3. Proven success with grant development and management.
4. Experience in maintaining state and federal grant compliance.
5. Solid skills in investigative research with strong attention to detail.
6. Experience conducting program evaluation including data analysis and reporting.
7. Ability to plan and manage more than one project at any given time.
8. Experience in writing, editing, proofreading and budget development.
9. Superior knowledge of State, Federal, private and corporation grant applications, budget issues, and regulations.
10. Proficiency in MS Word, Excel spreadsheets, Accounting, Budgeting, databases and overall computer knowledge.
11. Excellent analytical skills with the ability to perform mathematical and statistical calculation with accuracy.
12. Excellent oral and written communication skills.

ATTACHMENT C

Sample Observation Form

HIGH QUALITY ARTS RESEARCH AND TEACHING STANDARDS

Classroom Observation Form

Course Title/Section: _____

Instructor: _____

Length of Course: _____

Length of Observation: _____

Observer: _____

Date: _____

Subject Matter Treated in Lesson:

KNOWLEDGE OF SUBJECT MATTER

<i>During the observed class session, to what extent did the instructor demonstrate the following behaviors?</i>					
	Completely	Adequately	Minimally	Not at all	Not applicable
Explained concepts clearly					
Gave 'real world' examples to illustrate concepts					
Responded adequately to student questions					

COMMENTS: _____

LEARNING ORGANIZATION AND MANAGEMENT

<i>During the observed class session, to what extent did the instructor demonstrate the following behaviors?</i>					
	Completely	Adequately	Minimally	Not at all	Not applicable
Started and ended class on time					
Was prepared to conduct class					
Ensured students were engaged					
Noticed when a student WAS NOT engaged and took action					
Clearly explained learning objectives for the class session					
Summarized the major points at the end of the lesson					

COMMENTS: _____

TEACHING STYLE

<i>During the observed class session, to what extent did the instructor demonstrate the following behaviors?</i>					
	Completely	Adequately	Minimally	Not at all	Not applicable
Showed enthusiasm for the subject matter and teaching					
Encouraged questions and student participation					
Provided feedback that gave students direction for improvement					
Interacted with individual students					
Interacted with students in small groups					
Used techniques that reflect an awareness of different learning styles					

COMMENTS: _____

INSTRUCTIONAL TECHNIQUES

<i>During the observed class session, to what extent did the instructor demonstrate the following instructional techniques?</i>					
	0%	1-19%	20-39%	40-74%	75-100%
Lecture					
Teacher-led discussion					
Teacher-student shared responsibility (i.e. seminar, discussion)					
Student computer use					
Small group activities					
Student presentations					
Hands-on practice					
In-class writing					
Performance					

COMMENTS: _____

ATTACHMENT D

Bibliography

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ATTACHMENT E

Federal Forms & Assurances

SF242 Signature Page

424B Non Constructions Programs

Certification Regarding Lobbying – [grants.gov](https://www.grants.gov)

SF-LLL

Indirect Cost Letter

State Point of Contact statement

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: Completed by Grants.gov upon submission.	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: 05/22/2014	7. State Application Identifier: NA
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: Fort Worth Independent School District	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 756001613	* c. Organizational DUNS: 073177760000

d. Address:

* Street1:	100 N University Drive
Street2:	Ste. SW204
* City:	Fort Worth
County/Parish:	Tarrant
* State:	TX: Texas
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	76107-1360

e. Organizational Unit:

Department Name: Fine Arts	Division Name: Leadership & Learning
--------------------------------------	--

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

Prefix: Ms.	* First Name: Tracy
Middle Name:	
* Last Name: Marshall	
Suffix:	
Title: Executive Director	
Organizational Affiliation: Fort Worth Independent School District	
* Telephone Number: 817.814.2281	Fax Number: 817.814.2285
* Email: tracy.marshall@fwisd.org	

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-031814-001

* Title:

Office of Innovation and Improvement (OII): Professional Development for Arts Educators (PDAE)
Program CFDA Number 84.351C

13. Competition Identification Number:

84-351C2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Etude

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,400,000.00"/>
* 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="1,400,000.00"/>

*** 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

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:

PR/Award # U351C140023

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.

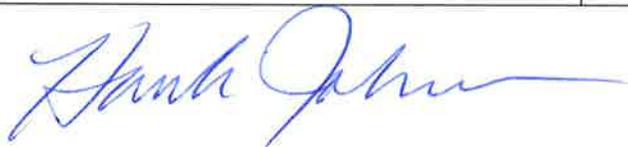
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Completed on submission to Grants.gov"/>	TITLE <input type="text" value="Deputy Superintendent - Finance, Business, Op"/>
APPLICANT ORGANIZATION <input type="text" value="Fort Worth Independent School District"/>	DATE SUBMITTED <input type="text" value="Completed on submission to Grants.gov"/>



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

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	
Fort Worth Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Hank"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Johnson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Deputy Superintendent - Finance, Business, Op"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>



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
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: _____
* Street 1: _____ Street 2: _____
* City: _____ State: _____ Zip: _____
Congressional District, if known: _____

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

6. * Federal Department/Agency: _____	7. * Federal Program Name/Description: Arts in Education CFDA Number, if applicable: 04.351
---	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix: _____ * First Name: _____ Middle Name: _____
* Last Name: _____ Suffix: _____
* Street 1: _____ Street 2: _____
* City: _____ State: _____ Zip: _____

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

Prefix: _____ * First Name: _____ Middle Name: _____
* Last Name: _____ Suffix: _____
* Street 1: _____ Street 2: _____
* City: _____ State: _____ Zip: _____

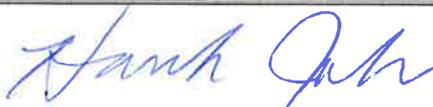
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 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: Completed on submission to Grants.gov

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

Title: _____ Telephone No.: _____ Date: Completed on submission to Grants.gov

Federal Use Only: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

 PR/Award # U351C140023
Page e106



TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

Michael Williams
Commissioner

April 30, 2014

220905
MR WALTER DANSBY, Superintendent
FORT WORTH ISD
100 N UNIVERSITY DR
FORT WORTH, TX 76107-3010

SUBJECT: Indirect Cost Rates for July 1, 2014, through June 30, 2015

Dear MR WALTER DANSBY:

The Division of Federal Fiscal Compliance and Reporting at the Texas Education Agency (TEA) reviews, approves, and negotiates indirect cost rates for local educational agencies (LEAs). The approved rate allows LEAs to recover any indirect costs incurred in the administration of federal grants.

TEA, as the cognizant agency for your LEA, has calculated the indirect cost rates that will be effective for the period from July 1, 2014, through June 30, 2015. The indirect cost rate for your LEA for this period is as follows:

Restricted Indirect Cost Rate: (applies to federal grant programs with a “supplement not supplant” statutory requirement)	1.508
Unrestricted Indirect Cost Rate: (applies to federal grant programs that are not subject to the “supplement not supplant” statutory requirement)	16.431

Regardless of the restricted or unrestricted cost rates that have been approved for a grantee, refer to the Indirect Cost Handbook available on the Grant Management Resources page of the TEA website, in the Handbooks section for guidance on calculating the maximum indirect costs which may be claimed for a particular grant.

Please forward a copy of this indirect cost rate notification to your business office/manager and federal fund coordinators and administrators.

If you have any questions related to the indirect cost rates, please contact the Division of Federal Fiscal Compliance and Reporting at (512) 463-9127.

Sincerely,

Mara Ash, Senior Director
Division of Federal Fiscal Compliance and Reporting

State Point of Contact - The Office of the Governor (OOG)

The Office of the Governor – State of Texas is no longer participating in the intergovernmental review process under Executive Order 12372 signed by President Reagan in 1982. As a result, the federal Office of Management and Budget is removing Texas from their list of states that have a state single point of contact for intergovernmental review. This means that applications for funding are no longer subject to review or state comments under EO 12372.

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](#)

Etude Budget Narrative

Personnel				
Expense Description	Year 1	Year 2	Year 3	Year 4
Project Development Specialist	\$12,000	\$12,000	\$12,000	\$12,000
performs grant coordination and compliance duties				
Full-time Project Coordinator	\$60,000	\$60,000	\$60,000	\$60,000
Coordinates PD, Conducts Classroom Observations, Manages All Other Grant Activities				
Total	\$72,000	\$72,000	\$72,000	\$72,000
12% Fringe	\$8,600	\$8,600	\$8,600	\$8,600
Total with Fringe	\$80,600	\$80,600	\$80,600	\$80,600

Contracted Services				
Expense Description	Year 1	Year 2	Year 3	Year 4
Kodály Training - Levels I, II, III; Choral Track Levels I and II	\$48,000	\$48,000	\$48,000	\$48,000
Orff Schulwerk Training - Levels I, II, III and Masterclass	\$46,200	\$46,200	\$46,200	\$46,200
Gordon Institute for Music Learning - Level I & II	\$46,000	\$46,000	\$46,000	\$46,000
El Sistema	\$5,000	\$5,000	\$5,000	\$5,000
The Harmony Director	\$2,400	\$2,400	\$2,400	\$2,400
Internal Evaluation	\$15,000	\$15,000	\$15,000	\$15,000
Total	\$162,600	\$162,600	\$162,600	\$162,600

Supplies and Materials				
Expense Description	Year 1	Year 2	Year 3	Year 4
Books and Materials for Kodály Training	\$15,000	\$15,000	\$15,000	\$15,000
Books and Materials for GMLT and Orff Training	\$15,000	\$15,000	\$15,000	\$15,000
Supplemental Tablets, Laptops, Keyboards	\$7,000	\$7,000	\$7,000	\$7,000
Software	\$5,000	\$5,000	\$5,000	\$5,000
Yamaha Harmony Director HD-200 (Harmony Director Training)	\$9,000	\$9,000	\$9,000	\$9,000
Coordination, Development, Evaluation Supplies	\$200	\$200	\$200	\$200
Total	\$51,200	\$51,200	\$51,200	\$51,200

In-District Teacher Stipends				
Expense Description	Year 1	Year 2	Year 3	Year 4
Kodaly Teacher Stipends (\$300/ teacher per completion of each level)	\$15,000	\$15,000	\$15,000	\$15,000
GMLT and Orff Schulwerk Teacher Stipends (\$200 each level)	\$30,000	\$30,000	\$30,000	\$30,000
Total	\$45,000	\$45,000	\$45,000	\$45,000
12% Fringe	\$5,400	\$5,400	\$5,400	\$5,400
Total with Fringe	\$50,400	\$50,400	\$50,400	\$50,400

Indirect Cost (1.508%) Grant Total	\$5,200.00	\$5,200.00	\$5,200.00	\$5,200.00
Grant Total	\$350,000	\$350,000	\$350,000	\$350,000

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

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

Name of Institution/Organization

Fort Worth Independent School District

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	72,000.00	72,000.00	72,000.00	72,000.00		288,000.00
2. Fringe Benefits	14,000.00	14,000.00	14,000.00	14,000.00		56,000.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	7,000.00	7,000.00	7,000.00	7,000.00		28,000.00
5. Supplies	44,200.00	44,200.00	44,200.00	44,200.00		176,800.00
6. Contractual	162,600.00	162,600.00	162,600.00	162,600.00		650,400.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	299,800.00	299,800.00	299,800.00	299,800.00		1,199,200.00
10. Indirect Costs*	5,400.00	5,400.00	5,400.00	5,400.00		21,600.00
11. Training Stipends	45,000.00	45,000.00	45,000.00	45,000.00		180,000.00
12. Total Costs (lines 9-11)	350,200.00	350,200.00	350,200.00	350,200.00		1,400,800.00

***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: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Texas Education Agency

The Indirect Cost Rate is 1.50 %.

(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 16.43 %.

Name of Institution/Organization Fort Worth Independent School District	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
2. Fringe Benefits	0.00					0.00
3. Travel	0.00					0.00
4. Equipment	0.00					0.00
5. Supplies	0.00					0.00
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs	0.00					0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Tracy	<input type="text"/>	Marshall	<input type="text"/>

Address:

Street1:	100 N University Drive
Street2:	Ste. SW204
City:	Fort Worth
County:	Tarrant
State:	TX: Texas
Zip Code:	76107-1360
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="817.814.2283"/>	<input type="text" value="817.814.2285"/>

Email Address:

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:

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" value="Exempt Narrative.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Exempt Research Narrative

Exemption: Categories 1 and 2

Human Subjects Involvement and Characteristics

The proposed project includes an evaluation design that will be conducted in an education setting, involving normal educational practices. The investigators do not participate in the administration of educational tests. Additionally, the educational tests (cognitive, diagnostic, aptitude, achievement) are not available to the public. No public behavior of children will be observed. Teacher survey and interview procedures are anonymous with no identifiers. Any possible link to the subject is kept on a secured server available only to the research and evaluation staff.

No active recruitment will be made. The evaluation will look at whole school educational practices. Subsequently, there will be no consent process and no compensation will be provided to the subjects.

Confidentiality of Research Data

Names and other identifying information will be obtained but is not shared with anyone except select research staff. All links to the subjects will be kept on a secured server available only to select research staff. Interviews and observation hard copies do not have subject identifiers listed; those data will be retained for two years in a secured warehouse. Electronic research data and analyses will be kept for 10 years on the secured server.

Potential Risks

Inadvertent release of identifiable data.

Protection Against Risk

- Confidential observations by trained research and evaluation staff not under the supervision of campus principals or program director
- Assignment of random ID #'s to teacher and student participants to avoid identification of individuals
- No one but select research and evaluation staff have access to individual data
- All data is kept in locked, password protected data files on a secured server
- Aggregated reports to program director and principals

Importance of the Knowledge to be Gained

Ongoing feedback in the form of aggregated classroom observation reports and interim student progress will provide important information about the effectiveness of the training and will identify the potential need for adjustments to the training curriculum. Outcome analyses of the relationship between counselor, teacher and student relationship, classroom management strategies and counselor, teacher and student perception of the program will identify specific aspects of the professional development opportunities that impact student achievement. This knowledge will be used in the district and disseminated in professional conferences and publication in order to train more counselors and teachers and impact a greater number of students.

Collaborative Site(s)

Fort Worth ISD Program Efficiency, Effectiveness, and Sustainability staff will collect all research and evaluation data. Analyses will be conducted by the lead internal evaluator and reviewed by the advisory council and grants management team.