

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 # U351C140015

Grants.gov Tracking#: GRANT11650302

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"/>
--	--	--

* 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"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-6009416"/>	* c. Organizational DUNS: <input type="text" value="0820452040000"/>
--	---

d. Address:

* Street1:	<input type="text" value="501 7th St."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Rockford"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="61104-1221"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Travis"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Woulfe"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="815-489-7213"/>	Fax Number: <input type="text"/>
---	----------------------------------

* 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

Delete Attachment

View Attachment

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

Rockford Cultivation of Creative Minds Program, a K-12 arts integration and arts education professional development program embedding technology into instructional practices.

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="1,361,949.00"/>
* b. Applicant	<input type="text" value="368,648.00"/>
* 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="1,730,597.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Travis Woulfe</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Rockford Public Schools District 205</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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Rockford Public Schools

* Street 1: 501 7th St * Street 2: _____

* City: Rockford * State: IL: Illinois * Zip: 61104-1221

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * 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: Travis Woulfe

* Name: Prefix Dr. * First Name Ehren Middle Name _____
* Last Name Jarrett Suffix _____

Title: Superintendent of Schools Telephone No.: 815-966-3000 Date: 05/16/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U351C140015

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 statement Art PD Grant.pdf

Add Attachment

Delete Attachment

View Attachment

Professional Development for Arts Educators (PDAE) Program

GEPA 427 Statement

Equitable Access to and Participation in Federally-assisted Programs

The Rockford Public Schools District #205 (RPS) will provide equal opportunity for training provided by the Professional Development for Arts Educators (PDAE) Grant to all qualifying teachers regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability. These opportunities will be widely communicated through multiple means (district intranet, Internet, school bulletin boards, team meetings, staff meetings, etc).

The District will also provide equal employment opportunities to all persons regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability according to the Employment Policy established by the Rockford Board of Education. However, it is the intent of the district to actively recruit Spanish-speaking, bilingual certified personnel for positions available in this competition.

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 Rockford Public Schools District 205	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Ehren Middle Name:
* Last Name: Jarrett	Suffix:
* Title: Superintendant of Schools	
* SIGNATURE: Travis Woulfe	* DATE: 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:

Project Abstract

“Rockford Cultivation of Creative Minds Program” seeks to establish a K-12 comprehensive fine arts program addressing the skills necessary to produce quality programming, cultivating greater awareness and appreciation for cultural diversity, problem-solving skills, creative integration of technology and making systemic changes to increase student engagement, improve achievement, and re-invigorate the teaching and learning process through the arts. Through the professional development model, 1) effective arts integration into the core middle and high school required core curriculum will improve Common Core Standards instructional delivery, and improve skills in creating, performing, and responding to the arts and 2) National Core Art Standards-based arts education will improve current practice strengthening at the all levels, embedding instructional technology into all arts disciplines. Essential to the fidelity of this model is a strong partnership with the arts-related community, the Kennedy Center Partners in Education and the schools of the Rockford Public School District (RPSD). The Arts Instructional Coaches/Trainers (Rockford Area Arts Council and Community Arts Partners) will focus on in-depth professional development through strengthening arts discipline-specific content knowledge and then application in the classroom through a coaching model using reflective practices to continue teacher growth and comfort levels. “Rockford Cultivation of Creative Minds Program” is designed as systemic, research-based arts professional development approach to support teachers working with students at risk of educational failure.

The Rockford Public School District in Rockford, Illinois, serves over 29,500 pre-kindergarten through grade 12 students. With high poverty and dropout rates in the district, in addition to **low performance scores**, it is essential have quality teachers. Our stakeholders are confident and enthusiastic about the potential for success!

Rockford Public Schools #205, 501 7th Street, Rockford, IL 61104; District Office:(815) 966-3000; Lu Ann Widergren can be reached at: widergl@rps205.com or (815) 520-4290

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Rockford Cultivation of Creative Minds Program

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Rockford Cultivation of Creative Minds Program

Professional Development for Arts Educators Program

Narrative

(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.***

The Rockford School District and the Rockford arts community are committed to the development of a comprehensive fine arts program that not only addresses the skills necessary to produce quality visual art, music, drama, media arts and dance, but also integrates those skills into the curriculum and assessment, cultivating greater awareness and appreciation for cultural diversity, problem-solving skills, creative integration of technology and making systemic changes to increase student engagement, improve achievement, and re-invigorate the teaching and learning process through the arts. Achieving the objectives of this grant would ensure a high quality K-12 fine arts and fine arts integrated curriculum aligned with national, state, and district goals. Professional development models will be developed and field-tested. Student achievement will be measured with the systematic use of student assessments.

A report by the Arts Education Partnership and the President's Committee on the John D. and Catherine T. MacArthur Foundation, *Champions of Change* (Fiske, 1999), suggests that the influence of the arts is far wider and deeper than simply improved letter grades. The arts promote the development of valuable human neurobiological systems and enhance the process of learning. "The systems they nourish, which

include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning” (*Arts with the Brain in Mind*, Eric Jensen, Association for Supervision and Curriculum Development, 2001). The arts promote self-discipline and motivation. In *Champions of Change: The Impact of the Arts on Learning*, the contributors highlight some of the “take-home” messages about arts (Fiske, 1999):

- Arts programs reach students not ordinarily reached, in ways not normally used. This keeps tardies and truancies and, eventually, dropouts down.
- Students connect to each other better—greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm.
- Arts change the environment to one of discovery. This can re-ignite the love of learning in students tired of being filled up with facts.
- Arts provide challenges for students at all levels, from delayed to gifted. It’s a class where all students can find their own level, automatically.
- Arts connect learners to the world of real work where theater, music, and products have to appeal to a growing consumer public.
- Students learn to become sustained, self-directed learners, not a repository of facts from direct instruction for the next high-stakes test.
- Students of lower socioeconomic status gain as much or more from arts instruction than those of higher socioeconomic status.

This project will support practices and strategies for which there is strong evidence of effectiveness:

- Professional Development Essential Characteristics (Council for School Performance, 1998)
 - Long-term programs embedded in the school year;
 - Active learning activities such as demonstration, practice, and feedback;
 - Collaborative study of student learning; and
 - Administrative support for continuing collaboration to improve teaching and learning.

- Impact on Professional Development
 - Low-achieving students increase their achievement level by as much as 53% when taught by a highly effective teacher. (Haycock, 1998)
 - Students whose teacher receive professional development in working with different student populations are 107% of a grade level ahead of their peers in math. (Wenglinsky, 2000)
 - Students whose teachers receive professional development in laboratory skills are 44% of a grade level ahead of those whose teachers lack such training in science. (Wenglinsky, 2000)

The arts-related community organizations support fine arts education and the integration of the arts into the classrooms. They have pledged their commitment to this project (see Key Personnel). This model will not only integrate District curriculum with Fine Arts, engage students in a variety of learning styles, and nurture community partnerships, but “revamp” the district fine arts curriculum and assessments with National Core Arts Standards, including model cornerstone tasks by the National Coalition for Arts Education, i.e., assessment tools, differentiated learning strategies

and benchmarked student work. The following components will be woven together to create an effective, long-term comprehensive quality arts program and arts integration program to increase student achievement in the arts along with increasing literacy and numeracy achievement in the arts integration programs:

- Identification of participating teachers' professional needs with development of individual teacher professional development plans aligned with PD outcomes for successful completion.
- Professional development sequence for implementing an approach to teaching through an art form which connects numeracy and literacy Common Core with effective practice in classroom management and strategies for engaged learning, using the Kennedy Center definition of Arts Integration.
- Professional development would include technology applications specific to the Fine Arts disciplines enhancing 21st century learning environments, instructional strategies to increase student engagement, assessment to monitor achievement, and re-invigorate the teaching and learning process.
- Professional development with replicable program goals in: differentiated learning strategies including technology applications, aligning and field testing nationally aligned curriculum and assessment tools with benchmarked student work for sustainable instruction.
- Provide technology professional development aligning applications for specific arts disciplines in a leveled structure of support to help meet individual teacher expertise and level of instruction.

- Professional development program design to include: State and National conferences and trainings, coaching and mentoring models for building level support, peer support through learning walks and visits to quality programs, and community arts businesses and organizations.
- Professional development trainings and supports with special topics, such as: Fine Arts Professional Learning Communities (PLC), success for students with special needs in the fine arts programs, building and maintaining programs, creating a vision for quality and comprehensive art programs, raising achievement in the arts.
- Foster school/community arts partnerships.

The following table illustrates how the model results may be replicated elsewhere. The fidelity component of the model is the essential questions of:

- What does a quality comprehensive fine arts program look like?
- What does a quality and comprehensive arts integration instruction look like?

Table 1: Arts Education Professional Development Program			
	Year 1	Year 2	Year 3 and Year 4
Professional Development for Leaders, Coaches and Teachers	<ul style="list-style-type: none"> • Kennedy Center Arts Integration Training; • Data-Driven Action Plan; • Criteria for individual participant plans; • Kennedy Center Annual Meeting 	<ul style="list-style-type: none"> • Kennedy Center Anatomy of a Lesson; • Continue Action Plan, revising as needed; • Strategic PD in noted areas • Kennedy Center Annual Meeting 	<ul style="list-style-type: none"> • Arts Integration Training Reviewed • Continue Action Plan; • Evaluate all individual PD plans; • Kennedy Center Annual Meeting
Professional Development in the Fine Arts	<ul style="list-style-type: none"> • National Arts Standards Curriculum and Assessment • Individual PD 	<ul style="list-style-type: none"> • Elementary Music Coach begins • M.S. and H.S. Music, Drama, 	<ul style="list-style-type: none"> • Review and Revision to Curriculum and Assessment • Coaching

	<ul style="list-style-type: none"> plans • Coaching Schedules • Technology embedded in PD • Out-of-the-Box Scheduled over 4 years • Expanding PLCs District-wide w/ live streaming • Presentations on Coaching Models for Arts Discipline areas 	<ul style="list-style-type: none"> Art, Dance, and Media Coaches • Field-testing Curriculum and Assessment • Technology PD continues • Out-of-the-Box continues w/sharing • Topic Sessions to assist with Curriculum and Assessment implementation 	<ul style="list-style-type: none"> continued • Out-of-the-Box continues w/sharing • PLCs w/ live streaming • Topic Sessions to assist with Curriculum and Assessment implementation • Technology embedded PD
Arts Integration in Core Required Courses Implementation	<ul style="list-style-type: none"> • 6th – 8th Middle School Creative and Performing Arts (CAPA) Program 	<ul style="list-style-type: none"> • 6th – 8th Middle School Creative and Performing Arts (CAPA) Program 	<ul style="list-style-type: none"> • 6th – 8th Middle School Creative and Performing Arts (CAPA) Program
	<ul style="list-style-type: none"> • 9th – 10th High CAPA Planning Year for PD in core required courses 	<ul style="list-style-type: none"> • 9th – 12th CAPA; • Arts Integration PD in core required courses 	<ul style="list-style-type: none"> • 9th – 12th CAPA; • Arts Integration PD continued; • Technology Arts Integration PD

(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.

The "Rockford Cultivation of Creative Minds Program" will be provide professional development that includes the development of National Core Art Standards with aligned assessments, Arts Integration with Common Core in other academic area content using innovative instructional methods and education research. Priority is placed on embedding technology into the professional development to improve student achievement and teacher effectiveness through the use of high-quality digital tools and materials. We identify this competitive preference as a priority, and request the

Department to consider this application for earning competitive preference priority points.

Collaboration is crucial to the standards-based arts education PD to strengthen at not only the levels of elementary, middle school and high school, but in the specific art disciplines of art, music, dance, theatre and media arts. Essential to this model is a strong partnership with the arts-related community and the Rockford Public School District (RPSD). The collaboration brings forth expertise, experience and a shared vision. This model is designed as a systemic professional development approach for teachers based on research, experience and development of community partnerships over the last three years with the Kennedy Center Partners in Education, Rockford Area Arts Council, and other community arts partners.

The Rockford Public School District in Rockford, Illinois, is a large-unit school district serving over 29,200 pre-kindergarten through grade 12 students. It is the second largest city in Illinois and is located 65 miles northwest of Chicago. Out of the 900 school districts in Illinois, Rockford is the third largest. Rockford has 45 schools consisting of 31 elementary schools, six middle schools, five high schools, and three alternative schools with 1,500 classrooms and over 4,000 employees. Presently, 79% of the students are considered low-income based on free and reduced lunch statistics. The racial/ethnic composition of the District's student enrollment is as follows: Caucasian 34%, African American 29.6%, Hispanic 26%, Asian/Pacific Isles 4.1%, and Native American 0.2%, Multi-Racial 6.1%. A total of 1,681 students are enrolled in the Transitional Bilingual Education Program, which serves 1,627 Hispanic students, 0 Asian students, and 44 Caucasian students. Special needs students comprise nearly

14% of the District's student population. The high school graduation rate is 64%, compared to the state's rate of 83%. For the 2014-2015 school year, the District will have 30 Title I elementary buildings, 5 Title I middle school buildings, and 4 Title I high school buildings. Title I schools are those that fall under the Improving America's School Act to provide assistance for students in poverty and disadvantaged families.

Illinois uses the Illinois Standards Achievement Test (ISAT) to assess student performance in achieving the Illinois Learning Standards. Analysis of ISAT scores indicates the district is lower than the state achievement averages in all grade levels for reading and mathematics, with 41% meeting or exceeding in elementary and only 39% showing college readiness at the end of their junior year in high school. The District average ACT score is 18.3, which is lower than the state average score of 20.6. Factors contributing to these low scores are a lack of; engaged learning opportunities, enrichment and integrated learning, and family involvement. *The President's Committee on the Arts and the Humanities* (May 2011) released a stellar report, *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, which details the powerful role that arts education strategies can play in **“closing the achievement gap, improving student engagement, and building creativity and nurturing innovative thinking skills.”** The report also stated, “Research shows that girls and boys, young men and women who have art classes are more likely to be engaged in their classes, attend school, achieve better test scores, and graduate.”

Last year Rockford Public School piloted an Academy program at one of our 5 high school, which will be rolling out to all high schools in the 2014-2015 school year. All students choose a career pathway within an Academy which requires a series of 3

elective courses within that pathway to complete. We offer 4 different Fine Arts pathways within the Academies along with a dedicated Academy for the Creative and Performing Arts (CAPA). For example the BAMIT (Business, Arts, Marketing, and Information Technology) Academy offers fine arts career pathways in Graphic Design/Media Production and Studio Art. The Human and Public Services (HPS) Academy offers fine arts career pathways in Performance Production and Performing Arts. To improve student achievement and provide services to students enrolled in persistently low achieving schools: the teachers in the “experimental groups” will:

- Creative and Performing Arts (CAPA), using arts integration as an instructional strategy in the required core curriculum will be continually monitoring student achievement growth.
- Fine Arts Pathways, using extensive and sustained professional development in their content area will monitor student achievement in comparison to students in the same Academies in the non-fine art pathways.

The following Table of RPSD Middle School CAPA Demographics illustrates a significant need for *Rockford Cultivation of Creative Minds Program*

Table 3: RPSD Middle School Comparison Data

Variable	CAPA Arts Integration	Non- CAPA RESA Middle School
Enrollment	233	1048
LEP (%)	1%	5%
IEP (%)	7.3%	16.41%

Low Income (%)	83.69%	88.17%
Attendance (%)	93%	90%
Student Discipline Referrals (N)	3 per student	3 per student
Meeting and Exceeding in Reading (Benchmarks)	52	25
Meeting and Exceeding in Math (Benchmarks)	55	32

The Rockford District has faced many struggles over the past years, which caused two of our middle schools to completely lose their instrumental programs, and nearly all strings and vocal music programs in other middle schools. This phenomenon in turn diminished the quality and numbers in our high school programs. Drama was also not offered in our middle schools. Inspired through the Kennedy Center Partners in Education, a series of community meetings helped develop a Fine Arts Articulation Committee in 2011-2012 – both community art organizations and the district’s fine art staff and administration, presented a compilation to the RPSD Education Committee a “Fine Arts Graduate Characteristics Profile”. It lists the recommended outcomes as a result of a comprehensive quality fine arts education and 16 objectives to achieve the Graduate Profile. Action was taken to hire a Fine Arts Director (September 2012), to “build” our Fine Arts Programs by working with the community on their recommendations. Dr. Ehren Jarrett—the Superintendent, beginning July 1, 2013—currently acting as our Assistant Superintendent, has supported, and continues to support, the development of the Fine Arts and wants to make “Fine Arts the Front Porch of the school district”. Fall 2012, arts electives were brought back at the middle school level, but the programs, after years of neglect, need development.

Table 4 (below) shows our fine art enrollment trends for the last two years. We have definitely taken off but we have a distance to go.

Table 4: Fine Arts Enrollment Trends

	Elementary School		Middle School		High School	
	2012	2013	2012	2013	2012	2013
Band	-	-	416	512	268	373
Orchestra	-	-	87	133	35	58
Choir	-	-	129	257	131	236
Music	All	All	-	-	-	-
Piano/Guitar	-	-	-	-	222	266
Drama	-	-	835	735	518	531
Art	All	All	1649	1551	1341	1680
Dance	0	0	103	113	111	127
Total Enrollment		15,542	3,219	3,301	2,626	3,271

Negotiations of the teaching contract have increased art and music minutes in our elementary school day. Our schools and community sense a “new beginning” and the recently passed referendum, which will aid in the restoration of school facilities. The district is being very supportive but the needs are great. We have a small arts integration pilot program going in 3 schools at this time. The program works with one team. We have two middle schools piloting an arts integration program in their middle school math intervention classes. Both of these programs are in their first year and will continue over the next two to three years.

Table 5: Gap Analysis and Grant Opportunities

Gaps/Weaknesses	Grant Opportunities
High turnover rate of fine arts staff in low-achieving schools with 23% leaving over the last two years.	Increased training in working with at-risk students along with sustained in-class coaching and collaboration will provide teachers with the

	tools they need to be successful.
Music teachers express the difficulties of classroom management of Orff and recorders as a barrier for implementation since all elementary classrooms are equipped with Orff, percussion, and recorder, plus Spotlight on Music materials, K-5. Orff certification is inconsistent in the elementary music staff.	This grant will provide elementary music teachers professional development opportunities designed for Orff and recorder music education and embed instrumental music instruction. Examples of this would be Orff workshops to gain certification, elementary music coaches to demonstrate, model and support music teachers in how to effectively engage students in K-5 music classes.
Current middle and high school music programs are not utilizing technology to compose perform and practice music. Additionally, the use of technology software, i.e., Sibelius or Finale, could achieve higher quality of assessing student progress.	This grant will provide the “how-to” on music tech breaking away from the traditional structure to allow students to use technology increasing music achievement. The District will in-kind provide student computer stations equipped with music software that meet the goals identified in this grant.
Less than 11% of middle school students are taking instrumental music.	The grant will provide professional development opportunities and continual support for teachers along with classroom incentives to inspire students to continue with their music education.
Over half of our students not meeting on the Illinois Standardized	In-depth classroom coaching will promote teachers and students take more ownership of

<p>Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE).</p>	<p>achievement goals and make connections between progress through data points, student achievement will be reflected on district assessments.</p>
<p>Students currently enrolled in middle and high school Fine Arts electives account for 16,829 discipline referrals (an average of 7/student)</p>	<p>Lack of engagement leads to discipline issues. Professional development will focus on student engagement, student monitoring of progress, differentiation for struggling students and students with special needs, students will be more engaged and less likely to cause trouble.</p>
<p>Preparations to expand media production classes yet lack expertise. Curriculum is outdated (2002). There is a need to develop partners to research, plan, implement, revise, implement with the help of the invested teachers and community partners.</p>	<p>Creating a curriculum writing committee with community media artists/businesses, plus PD in the “how-to” implement technologies in the classroom. Teacher fieldtrips to area quality high school media programs and media businesses to create a district vision of where we want our media production classrooms to be.</p>
<p>Middle Schools are inconsistent in their arts elective offerings; little to no instrumental and vocal music.</p>	<p>PD in planning the inclusion of Fine Arts in the middle school setting, updating curriculum, curriculum map development that includes community resources and feeder school involvement to implement a comprehensive</p>

quality middle school Fine Arts program.

Working in collaboration vs. silos.

With Common Core in Math and Language Arts, the professional development funding opportunities with presenters for the K-12 Fine Arts Staff has been near nonexistent.	This opportunity would allow us to bring in PD specific to our Art needs with coaching to insure continued success and comfort level, providing objectives and goals to be met arts integration lesson goals.
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(2) QUALITY OF THE PROJECT DESIGN

(a) The extent to which the proposed project is supported by strong theory.

In an article in the NY Times, March 30, 2013, Thomas L. Friedman, indicated contemporary education needs to “focus more on teaching the skill and will to learn to make a difference and bring the three most powerful ingredients of intrinsic motivation into the classroom: play, passion and purpose.” The Kennedy Center’s definition of Arts Integration is, “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form.” The Common Core Standards are based on this theory that students learn and retain more by having opportunities to think, reason, and make sense of the world around them. According to the National Drop Out Prevention Center, Haycock (1998) discovered that low-achieving students increased their achievement level by as much as 53% when taught by a highly effective teacher. In order to accomplish this mission we will provide extensive professional development not only in the Fine Arts, but also in working with different student

populations and higher-order thinking skills. We will also offer expanded integrated learning opportunities that will increase student performance and better prepare students for the 21st Century and the global marketplace.

Modern technology has increased the demand for a more highly skilled, creative, problem-solving workforce. The goals and objectives of this project are aligned with 1) Common Core Standards 2) the National Art Standards/Core Arts Standards Development presented by Lynn Tuttle (Feb., 2013), 3) College Board, “The Arts and the Common Core: A review of Connections between the Common Core State Standards and the National Core Arts Standards Conceptual Framework”, 4) the District's Strategic Plan, Readiness Rock – 21st Century Learning Environments, and 5) Rockford’s Fine Arts Articulation Committee. This project will help to enhance these goals:

Table 6: Rockford Fine Arts Learning Plan

Goal 1: <i>Integrate Arts to improve literacy and numeracy achievement</i>
OBJECTIVE 1.1 Increase arts integration lessons in the core academic course for the Creative and Performing Arts (CAPA) programs in both high school and middle school
OUTCOMES
1.1.a All CAPA Teachers will participate in trainings in art integration along with collaborating with coaching artists in lesson plan development and arts integration instructional feedback. <i>Target: 90% attendance for PD trainings and collaboration time with coaching artists.</i>
1.1.b Lessons that integrate the arts in the required core curriculum (math, reading, science, social studies).

Target: Over the life of the grant, minimum of 8 per teacher in year one with a 25% increase every year.

Objective 1.2 Improve student literacy and numeracy achievement via arts integration

OUTCOMES

1.2 Through increasing student engagement via arts integration student achievement will increase.

Target: Number of students proficient or above in math and reading will increase by 5% the first year, with an additional 2-5% gain each additional year.

Goal 2: Create a sustainable comprehensive quality arts program.

Objective 2.1 Provide Professional Development opportunities for K-12 Fine Arts Teachers

OUTCOMES

2.1.a Teachers will participate in trainings including:

- Fine Arts Content
- Strong instructional strategies
- Working with special needs
- Common formative assessment

Target: 90% attendance for PD trainings

2.1.b Collaboration with coaching artists and other content teachers.

Target: 90% attendance for collaboration efforts with coaching artists.

Objective 2.2 Increase enrollment in the Fine Arts

OUTCOMES

2.2 Through increased quality instruction the effect will be increased student enrollment in fine arts programs.

Target: Increase enrollment in the Fine Arts by 5% per year.

Objective 2.3 Improve Fine Arts scores reflected on the District Progress Monitor Assessments Rubrics as well as the Common Formative Performance Assessments.

OUTCOMES

2.3 Fine Arts students will increase their Progress Assessment along with showing more growth on the Common formative Assessment.

Target: Increase scores by 3-5% annually with more than average growth on the CFA.

Objective 2.4 Reduce failures in the Fine Arts.

OUTCOMES

2.4 Students enrolled in Fine Arts courses will show a higher success rate in their class than elective counterparts in RPS district schools.

Target: Comparative Growth with Fine Arts Electives and all other elective courses.

Objective 2.5 Increase overall Fine Arts achievement as compared to the 2013-2014 RPS Fine Arts District data

OUTCOMES

2.5 Overall fine Arts achievement will increase over the 4 year grant.

Target: 10% total growth from 2013-2014 baseline data.

Goal 3: Incorporate technology to create 21st Century Fine Arts Programs.

Objective 3.1 Provide Professional Development opportunities for K-12 Fine Arts Teachers on incorporating technology in the Arts.

OUTCOMES

3.1 All Fine Arts Teachers will participate in trainings on using technology to enhance

student achievement in the arts.

Target: 90% attendance for PD trainings.

Objective 3.2 Growth in the number of Arts and Technology Integrated lesson in the Fine Arts Courses.

OUTCOMES

3.2 Frequent observable technology based Fine Arts instruction that will include hands-on and minds-on integration.

Target: 25% annual growth in observable technology integrated lessons

(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.*

January 2012, Interim Superintendent Dr. Robert Willis announces:

Readiness Rocks!

*Calling on the community to come together and build a support system that will help children achieve their dreams, Interim Superintendent Robert Willis outlined plans last week to take learning in Rockford Public Schools to the next level. The Readiness Rocks focus on college and career readiness, the seven periods to success, 21st century learning environments, and preschool and college for all. As part of an effort to push college and career readiness, **the district will create benchmarks for success that track the academic progress of students at each grade level.** Support systems will be in place to help struggling students, and outreach opportunities, such as career shadowing and dual-credit college programs, will allow students to prepare for life after high school.*

In the 2012-2013 school year, ***secondary students were introduced to seven-period school days that expose them to the arts***, foreign language classes and advanced courses that will give students a more well-rounded experience. ***The longer school day provides additional time for educators to reach struggling learners.*** The district is making a commitment to create a 21st century learning environment for students and staff. Board members recently approved the transfer of \$10 million to start the district's capital fund. Last fall, voters approved a bond sale that will allow the district to improve schools and potentially build new ones. All improvements will be made without a tax increase for homeowners. In the future, all children would have access to the district's early childhood program, a move that would allow students to begin developing essential learning skills at an earlier age. Dennis Early Childhood Center re-opened this year, creating additional slots for students to participate in a preschool program that has been identified as one of the best in the state. The College for All Fund would become a resource that students could use, regardless of their economic situation, to pursue higher education. This effort received a significant boost when Judson University made a \$1 million commitment to the fund, and Rockford College agreed to contribute \$2 million.

As Dr. Willis transferred the duties of Superintendent to Dr. Ehren Jarrett, Dr. Jarrett for the 2013-2014 school year, he has pledged his support in building the arts programs. This school year Smartboards are being installed in nearly all art and music classrooms. Nearly all art and music teachers were given document cameras to work with the Smartboards. There have been district classes on Smartboard training. The Fine Arts staff have requested training specific to their area. We have piloted two short

sharing sessions but the level of expertise quickly showed that we need to do some leveling of PD. We have some teachers who are still afraid to turn it on and others who could assist in teaching classes if we can give them time to breakdown their knowledge into doable steps. The District and the community worked together to purchase instruments for the nearly 265 new band students last fall when we came away with a good problem to have after a very successful Instrument (fitting) Petting Zoo where all grade 5 students were allowed to try out several instruments. The Facilities Department is helping to do make-over in these rooms with shelving for instruments. For next year we have requested a consistent budget across the district to ensure new music, music stands, marching equipment, and instrument repairs in order to build quality music programs. There have been 3 community fundraisers and benefits to have instruments donated and to secure funding for instrument repair. Our string instruments have sat unused for years. We are raising money to refurbish those instruments.

The majority of Rockford Public elementary schools provide music and visual art classes in each school. Fine arts teachers meet with students one to two times a week for 45 minutes. The middle schools offer general music, band/orchestra, or art as elective class choices. The high schools offer levels of Fine Arts electives in art, media arts (one high school has media productions and five high schools offer graphic arts), theatre, both performance and tech theatre, and one high school (housing the CAPA Program) has dance. The District has 66 Visual Art Teachers (including 5 Media Arts teachers), 50 Music Teachers, 18 Theatre Teachers, and 2 Dance Teachers, yet these teachers feel isolated with the lack of communication amongst their own specialized colleagues.

The model was developed from our partnerships and trainings at the Kennedy Center, to ensure sustainability of long term implementation beyond the life of the grant. Arts integration training/professional development will build teacher capacity through the teacher delivering the arts integrated lessons with planning support from the teaching artists. Teachers will expand and hone their skills and strategies in this hands-on and minds-on approach in line with the National Core Art Standards.

In the research study, *Learning In and Through the Arts: Curriculum Implication* by Judith Burton, Robert Horowitz, and Hal Abeles (Center for Arts Education Research, Teachers College, Columbia University, 1999), significant relationships between rich in-school arts programs and creative, cognitive, and personal competencies needed for academic success were found. Through the Kennedy Center Partnership, fostering a partnership with CAPE, we looked at findings in *The Chicago Arts Partnerships in Education* (CAPE) study, by James Catterall and Lynn Waldorf (UCLA Graduate School of Ed. & Information Studies). The study found CAPE contributed to the impact of a variety of skills frequently cited as important for adults in their work and personal lives. As a result of research, learners can attain higher levels of achievement through their engagement with the arts. Moreover, one of the critical research findings is that the learning in and through the arts can help "level the playing field" for youngsters from disadvantaged circumstances.

With documented evaluative success as measured by the fine art achievement scores, the push will be to continue this model into our other curricular areas. As a member of the Regional Office of Education Curriculum Consortium, progress made in this program will be disseminated to other districts in the region.

A Slice of Life from three Fine Arts Students ...

Three brothers tumble onto a bus for their schools where they each have Fine Arts offerings. Dysen is a 4th grade student at Lewis Lemon where in today's schedule he has music class. He has a new music teacher this year that uses the Smart Board with the *Spotlight on Music* program and music textbooks. The class has really changed over the last two months as the class has become much more engaging with lessons that incorporate not only the Smart Board, but recorders and Orff instrumentation. Last week they played the recorders using a Smart Board activity with note reading and music literacy components. This week the students learned procedures and played Orff instruments organized around the room as opposed to the closet, incorporating rhythmic and melodic dictation on custom-made stave lines.

There has been a Music Coach working with the music teacher at school for several weeks; a schedule where the Coach sees 2-3 schools per day, allowing individually designed coaching for each music teacher's needs. Dysen's teacher and Coach have worked establishing classroom management and curriculum leveled activities for Orff aligning curriculum utilizing Smart Board applications. Some other activities newly incorporated are: using images as note heads, stick notation, exciting word definitions, song lyrics in a variety of forms, and things that she learned at the Smart Board Applications for the Music Room were activities to make connections such as: Phil Kidzone music games, Dallas Symphony Orchestra music games, and Virtual instruments (keyboard, gamelan, drums). The workshops are helpful, but the biggest impact on the change in the classroom is working with the Coaching Artist. Using the Arts Department's MirrorCase with her iPad, she was able to review her

music lesson that incorporated Orff instruments through a video. The Coach and she reflected on changes in the classroom and helpful adaptations with student needs that will be beneficial knowledge in her teaching. Student behavior is challenging but the newly established procedures and layout with the appropriate leveled materials, in a short time, the classroom learning environment has made great strides. Next year, this teacher is planning on continuing to build her skills with instrumentation, including performances and would like to include movement into music by working with the Rockford Dance Company Artist Coaches. For Dysen this year, playing the instruments and being able to read the music makes him look forward to playing an instrument like his brother Malachi.

Next door is Dysen's favorite teacher, Ms. Rudolph who teaches art. A 10-year veteran at Lemon Elementary, Ms. Rudolph has had several art teachers visit her room over the past few months to observe classroom management, student engagement and how she is incorporating the performance rubrics with primary and intermediate students. Ms. Rudolf has been very active in the curriculum and assessment writing as the district transitions to the National Core Art Standards. Ms. Rudolph is so excited about designing her individual professional development plan to incorporate media arts, working with a community coaching artist who photographs, videos and edits to create a story. Ms. Rudolf has attended a series of art and technology workshops and has implemented what she learned with her grade 5 students using her iPad. She also is looking forward to attending the Illinois Arts in Education Conference this year with 3 other art teacher colleagues. This incredible group of teachers could be presenting what they have learned during this program in a few years!

Malachi is a seventh grade student at Kennedy Middle School. He plays the Baritone in the band. Ms. Shulz is a second year band teacher who started with a program of 11 (no music the year before) band students and now has 54, with big plans for further growth. She has started an afterschool drum line program, that is very popular, that will feed into the high school program. Her professional development plan was carefully designed to include IMEA and a site visit to an area middle school that has doubled their band program in the last 5 years. Ms. Shulz is taking a series of workshops offered on music technology which includes the use of Pyware for marching band (her goal is to have competitive marching by year 4) and Sibelius for music composition, performing and practicing. The district provided a bank of computers and software to allow student work on these programs. One of the Community Coaching Artists and workshop presenters is a Music Professor at Northern Illinois University, and also works with her at her school developing curriculum aligned instructional strategies with technology applications for an engaging program. Malachi is working on a solo for a contest. He is able to play the accompaniment on Sibelius as he practices his baritone. He enjoys recording and playing it back to build his skills each day. The art and theatre teacher are working towards their professional learning plan goals. The Art teacher with very limited tech experience has an emphasis in Media Arts and Mr. Scott, the second year theatre teacher, is working with a theatre Coaching Artist who has provided valuable resources and assisted in how to involve students at all stages of creating a production. The Rockford Dance Company's workshop was crucial for the management piece which focused on the technical aspects of a professional production start to finish. Live feed and theatre department Professional

Learning Communities has been huge in providing collaboration opportunities. Yesterday, during the performance assessment, Mr. Scott used the iPad to show the students their own progress. The students are able to use the camera equipped with a microphone to record their script-reading and replay reflecting on the work. Some of the students are editing the videos to create a series of examples for other classes. Amazing how a student quickly understands what changes need to be made when they see themselves perform thus increasing the level of student growth!

The oldest brother, Noijon, is enrolled as a Creative and Performing Arts student at Auburn High School. His first class is Piano Keyboard. This is the third year for the keyboard lab and the first year outfitted with Sibelius. Ms. Heuer is working with a Coaching Artist well versed on the “how to” on classroom application. Students enrolled in the AP Music Theory can instantly combine theory with practice and hearing the application of theory as it is taught; interactive technology. Math is usually Noijon’s least favorite class, but this year is different. His teacher has gone through a series of workshops building on the integration of the arts into math and working with a variety of Coaching Artists in different disciplines. They just finished a unit on Combinations and Permutations where students were posed with the essential question, “How do you use this in your art form?” By the end of the unit Noijon had taken a piece of music he was working on, outlined all the different combinations of notes that could have been made on the refrain and created a new piece of his own. In English he is using his own music to learn about inference. Noijon now looks forward to all his classes and knows that not only his music teachers cares about his success as an artist, but all his teachers are invested in the effort to see him succeed as an artist!

(3) Quality of Project Services:

(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.

The Rockford Public Schools District #205 (RPS) will provide equal opportunity for training provided to all qualifying teachers regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability. Various communication strategies such as print and technology will be used to communicate these opportunities through multiple means (district intranet, Internet, school bulletin boards, team meetings, staff meetings, etc).

The District will work with the Community Arts Partners in implementing the appropriate interview and hiring strategies that support the Districts policies on equal employment opportunities to all persons regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability according to the Employment Policy established by the Rockford Board of Education.

All students participating indirectly in this program will be provided equal educational opportunities regardless of the race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, or physical or mental handicap or disability; however, the primary focus will be for Fine Arts and CAPA Teachers for this program. All instructional PD is designed to meet the needs of diverse learners (i.e., Special Needs training, Technology applications that provide large print, audio, video,

touch-screen vs. keyboard). As stated in the Significance Section, through highly trained teachers, low-achieving students are more successful. This model's goals and outcomes in the Project Design Section have been deliberate in addressing all learners, teachers and students.

(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.

Teacher Enrichment Fieldtrips to Community Arts Organizations and Businesses

Fine Arts Professionals in our Community Collaborations (not limited to):

- Studio 317 (creator of Our City, Our Story)
- Coronado Performing Arts Center and/or Artists' Ensemble
- KMK Graphics and/or SignsNow

Fine Arts Departments in our Area:

- Niles High School Fine Arts Department (i.e., incorporating Music Composition Labs) and/or Adlai Stevenson Fine Arts Department (i.e., PLC work)
- and others that have specific cutting-edge and quality programs to inspire change in our Fine Arts Departments

Rockford Arts Organization Collaborations:

- Rockford Art Museum
- Rockford Area Arts Council
- Rockford Dance Company
- Rockford Symphony Orchestra
- Rockford Music Academy

- Rockford University, Rock Valley College, Northern Illinois University

Fine Arts Teacher Professional Development Series

Topic Sessions/Modules (not limited to):

- Smartboard Applications for Teaching the Music Curriculum
- Music Composition Classroom Applications
- Working with Special Needs in the Fine Arts
- Best Practice Research
- Technology to Support Instructional Practices in the Fine Arts Classrooms.

Trainings and/or Classroom Coaching (not limited to):

- Orff classroom management and implementation
- Orff or Kodaly certification
- Finale or Sibelius training
- The Art of Telling Story through Video, using free software for video editing

National, State and Pre AP/AP Conferences – teachers may attend in their discipline areas to bring back information to share through Professional Learning Communities

(PLCs), live stream or school-related social network such as Yammer. Not limited to:

- Illinois Arts Education Association
- Illinois Music Education Association
- Illinois High School Theatre Festival
- Illinois Dance Education Organization
- Pre-AP Fine Arts, AP: Studio Art, Art History, Music Theory

Arts Integration Kennedy Center Teaching Artists Professional Development to include:

- Laying the Foundation for Arts Integration

- Anatomy of a Lesson
- and roster artists' workshops to model best practice in developing and implementing arts integration lessons in different content areas.

Technology in the Arts:

- Chicago Art Institute, James O'Hagan, Dan Woestman – in latest technological advances, talk on legal issues, contributions to the collective knowledge base of
- The Art of the Online Critique – Tech applications for responding to art

Fine Arts teaching Student with Special Needs (Curricular adaptations, sensory supports, positive behavior support, collaborating effectively with families) to include:

- Dr. Paula Kluth, author of *You're Going to Love this Kid! Ways to welcome and teach students with autism* and Dr. Ryan Hourigan, co-author of *Teaching Music to Students with Special Needs: A Label-free Approach* (2011)

National Core Arts Standards

- Presenters on the National Core Arts Standards such; Lynn Tuttle, Director of Arts Education, Arizona Department of Education and/or those that presented at the 2013 EdTA Conference to introduce the Standards and work with Fine Arts Teachers on curriculum and assessment work.
- National Core Arts Standards; Artistic Processes Series – series of discipline-specific workshops exploring, modeling and exemplars for the artistic processes: creating, performing/presenting/producing, responding and connecting

(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.

Table 7: Cycle of Professional Development

Outline of Arts Integration Professional Development Plan	
Gearing Up	Community Artists and Fine Arts Teachers (dance, music, visual art, media arts, and theater) will be selected to become Coaching Artists for the program. Training for coaches will include: how to plan, present, coach and evaluate professional development events for teachers. Resources include Kennedy Center Arts Partnership, Rockford Area Arts Council’s Arts Integration Coaches. (12 hours)
	Communication and Presentations at the two schools housing the CAPA programs: West Middle School and Auburn High School Principal and Staff Meetings. Initial arts integration presentation: overview of PD Arts in Education program, Kennedy Center definition of arts integration examples, expectations with overview schedule, examples of individual professional development plan, samples of technology applications, and meeting coaching artists. (3 hours)
	Initial presentations: overview of PD Arts in Education program, overview schedules, examples of professional development plan with expectations, samples of technology applications, and meeting coaching artists. (3 hours)
Arts Integration Teams	Through the Kennedy Center, “Laying the Foundation of Arts Integration,” “Anatomy of a Lesson” and a roster artist to demonstrate for middle and high school teams made up of an Administrator, Classroom Core Required Teachers, Math and Reading Leaders and Coaching Artists.

	Baseline data in Numeracy and Literacy of students enrolled in CAPA given to teachers; plan for analysis and action on upcoming assessments. (18 hours)
	At each school, Coaching Artists meet with each school team to develop arts integrated lessons aligning Common Core Standards. Develop schedule of Coaching Artists visits. (6 hours)
Arts Integration Begins	Arts Integrations Coaches at each school site, meet to plan first lesson, determine goals. (2 hours)
	Teachers and Coaching Artists develop second lesson; Teachers implement second lesson. (2 hours)
	Artists and Teams meet to analyze results. (2 hours)
Arts Integration Going Strong	Ongoing lesson development and implementation in 4 art disciplines that effectively address numeracy and literacy concepts and relate to student interest. (4 hours for each lesson/reflection up to 6 lessons)
	Summer PD: Kennedy Center Roster Presenters and Arts Integration Coaches with teams review past year and plan for upcoming school year. (12 hours)
	Ongoing monitoring of student progress using standardized assessments; analysis meetings; continuing to measure the standards each progressive round. PD in “checking for understanding”: how a teacher can effectively use in-the-moment assessments to check student learning on a daily basis. (3 hours)
Celebrate or Back to	The yearly repetition will deepen and refine instructional delivery with

the Drawing Board	sustainable PD results.
Model Repeated with Fidelity	Teachers will implement arts integration lessons in their classrooms. This may include assistance/collaboration with the Coaching Artist. The assistance depends on the comfort level of the art form the teacher is learning to integrate. For example, a teacher may have no problem integrating visual art, but dance integration could be foreign to their teaching experience. The artist teaches the teacher on dance basics as it applies to the math concept provided by the teacher. The model is for the teacher to gain a comfort level by practicing for sustainability of instructional practice.

Outline of Fine Arts Teachers Professional Development Plan

Gearing Up	RAAC Program Professional Development Coordinators, RPS Grant Director/Fine Arts Director will interview and select Coaching Artists with expertise in specific disciplines, i.e., a vocal music specialist will work with middle school vocal music teachers. Coaches will receive training through the Kennedy Center and at the local level by the RAAC. Training for coaches will include: how to plan, present, coach and evaluate professional development events for teachers. Resources include Kennedy Center Arts Partnership, Rockford Area Arts Council’s Arts Integration Coaches. (12 hours)
	Initial presentations: overview of PD Arts in Education program, overview schedules, examples of professional development plan with expectations, samples of technology applications, and meeting coaching artists. (3

	hours)
Fine Arts Teams	Qualified Coaching Artists are teamed with: Elementary Music, Elementary Art, Middle School (MS) Theatre, MS Orchestra, MS Band, MS Vocal Music, MS Art/Media Arts, High School (HS) Theatre/Tech Theatre, HS Orchestra, HS Band/Keyboard/Composition/Guitar, HS Visual Arts, HS Media Arts, and MS and HS Dance. 2013-2-14 baseline data on students enrolled in Fine Arts electives and Fine Arts Common Formative Assessments analyzed developing an action plan for upcoming assessments. Schedules for school/classroom visits will be reviewed. (10 hours initially)
Arts PD Begins	Coaching Artists meet with each Fine Arts teacher at their school site to develop individualized professional development plan utilizing a PD template similar to a logic model supporting goals. (2 hours/yearly)
	Fine Arts Professional Development Calendar posted for Year 1 for activities where group work is needed, i.e., National Core Arts Standards presentation, What Works in Performance Assessments, <i>You're Going to Love this Kid</i> (working with children with special needs), How to use <i>Teacher Learning</i> .
Arts PD Going Strong	<ul style="list-style-type: none"> • Ongoing coaching aligned with individual teacher professional development plan (hours depending on level of need); • Technology specific workshops (i.e., SmartBoard in the Elementary Music Room, Audacity for Dance and Theatre documentation, Sibelius for composing, practicing and performing

	<p>(each discipline will have a minimum of 10 hours);</p> <ul style="list-style-type: none"> • Out-of-the Box visits scheduled over 4 years to quality arts visits to programs, businesses, and/or conferences; sharing component assigned to PLCs • Curriculum, Assessment, Student Engagement and Best-Practice Instructional Strategies in both presentations and committee work made up of Experts in the Field, Fine Arts Teachers, Coaches, and Community Partners. (20 hours yearly)
	<p>Summer PD: Teams review past year with Coaches and plan for upcoming school year; the time allows for research, planning, evaluation and reflection. (12 hours/yearly)</p>
	<p>Ongoing monitoring of student progress using standardized assessments; analysis meetings; continuing to measure the quarterly. PD in “checking for understanding”: how a teacher can effectively use in-the-moment assessments to check student learning on a daily basis. (4 hours/yearly outside of district required PLC time)</p>
<p>Celebrate or Back to the Drawing Board</p>	<p>Fine Arts Teachers will complete professional development plan, revise, and refine where needed. Periodic and yearly summer conferencing with Coaching Artist will deepen and refine professional development implementation with sustainable PD results.</p>
<p>Model Repeated with Fidelity</p>	<p>Fine Arts Teachers will implement professional development knowledge in their classrooms, with collaboration with Coaching Artist. Lesson reflection as part of coaching model; repeat; teachers gain a comfort level</p>

	by practicing for sustainability of instructional practice.
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(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.*

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

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

Strong programs are the result of hard work, clear focus, strong leadership and careful analysis of the needs of the participants. Composed of key educational decision-makers with proven experience in raising student achievement and arts integration program development, this synergistic group looks forward to the challenge of achieving the purposes of the program:

Table 10: PROJECT PERSONNEL		
Rockford Public School		
	Responsibilities	Qualifications
<u>Lu Ann Widergren</u> <i>Fine Arts Director</i>	<ul style="list-style-type: none"> • Grant Director • Fine Arts curriculum and assessments • Field Trip Coordinator • Contract with Community Arts Partners • Communicate with Fine Arts Staff, CAPA Staff and community resources 	<ul style="list-style-type: none"> • MS Ed. Leadership • BS in K-12 Art • 33 yrs experience in education: teaching, program design, research and administration • Curriculum and Assessment Design • Grant Manager- Fed., State, Privatized • Principal: State Adequate Yearly Progress 6 years
<u>Vicki Jacobsen</u> <i>Assistant</i>	<ul style="list-style-type: none"> • Communicate with Principals and support as 	<ul style="list-style-type: none"> • 32 yrs experience in education: teaching, program

<i>Superintendent of Elementary Schools</i>	needed for grant implementation	design, research and administration <ul style="list-style-type: none"> • Certification in special education, general education and staff development. • Curriculum and Assessment Design
<u>Ankhe Bradley</u> <i>Executive Director of Professional Development</i>	<ul style="list-style-type: none"> • PD Coordination • Monitor PD stipend budget 	<ul style="list-style-type: none"> • Oversees all components of District Professional Development
<u>Dan Woestman</u> <i>Assistant Superintendent of Accountability</i>	<ul style="list-style-type: none"> • Overseeing support for 21st Century Learning Environments; technology enhancements 	<ul style="list-style-type: none"> • Ed. D. Educational Leadership • Support for Superintendent's goals; the district strategic plan, board priorities and district strategic reporting
<u>Dr. James O'Hagan</u> <i>Director of Instructional Technology</i>	<ul style="list-style-type: none"> • Assisting in Fine Arts PD development and implementation for instructional technology; • Assisting with Technology Support in Fine Arts and Arts Integration Classrooms 	<ul style="list-style-type: none"> • Doctorate in Instructional Technology • Common Core and Instructional Technology • Special Education and Instructional Technology
<u>Bill Hull</u> <i>Executive Director of Technology</i>	<ul style="list-style-type: none"> • Technology Support • Purchasing Technology • Monitory tech budget 	<ul style="list-style-type: none"> • Oversees all components of District Technology
<u>Colleen Cyrus</u> <i>Exec. Director of Special Education</i>	<ul style="list-style-type: none"> • GEPA Requirements 	<ul style="list-style-type: none"> • Oversees all components of District Special Education
<u>Alla Harnish</u> <i>Supervisor of Bilingual Programs</i>	<ul style="list-style-type: none"> • GEPA Requirements 	<ul style="list-style-type: none"> • Oversees all components of District Bilingual Programs

Community

		Responsibilities	Qualifications
Rockford Area Arts Council	<u>Anne O'Keefe</u> <i>President and CEO</i>	Advisor Provide Contracted Services	<ul style="list-style-type: none"> • Bachelor of Arts • Board of Directors – Arts Alliance Illinois • RPS205 Fine Arts Articulation Committee
Rockford Area Arts Council	<u>Sharon Nesbit-Davis</u> <i>Education/Engagement Director</i>	Arts Integration Instructional Coach/Trainer	<ul style="list-style-type: none"> • Develops and administers community arts programs

			<ul style="list-style-type: none"> • Award-winning Arts Place • CAPE Collaboration • 20+ Years Arts Integration • RPS205 Fine Arts Articulation Committee • Conducts teacher and artist training in arts integration techniques
Rockford Area Arts Council	<u>Ann Rundall</u> <i>Arts Integration Specialist/Educator</i>	Arts Integration Instructional Coach/Trainer	<ul style="list-style-type: none"> • As Principal, raised achievement from lowest performing to Safe Harbor with multiple years improvement • Adjunct Professor Educational Leadership Program • Consultant – Regional Office of Education
Rockford Area Arts Council	<u>Pamela S. Short</u> <i>Professional Development Coordinator/ Coaching Artists for Theatre, Dance and Media Arts</i>	Coordinating PD; Coaching; Oversee Implementation for Theatre, Dance, Media Arts	<ul style="list-style-type: none"> • Masters in Educational Leadership • BS Theatre Education • Mentor for New Teacher Program • Consultant for CAPA
Rockford Area Arts Council	<u>Kathryn Engel-Terasaki</u> <i>Professional Development Coordinator/ Coaching Artists for Vocal and Instrumental Music</i>	Coordinating PD; Coaching; Assessment Development and oversee Implementation for Vocal and Instrumental Music	<ul style="list-style-type: none"> • Masters in Music Education • BFA in K-12 Music • Consultant for CAPA Program • District Fine Arts Curriculum Coordinator
Rockford Area Arts Council	<u>TBD</u> <i>Coaching Artists</i>	Plan, support, coach Arts Integration and Fine Arts Teachers	<ul style="list-style-type: none"> • Arts Integration Training for Rockford Arts Infusion Model
Rockford Art Museum	<u>Stacey Sauer</u> <i>Education Coordinator</i>	Develop Teacher in-services Recruit Coaching Artists Develop Technology	<ul style="list-style-type: none"> • Bachelor's Degree in Elementary Education – University of Illinois • RPS205 Fine Arts Articulation

		in-service for Visual Arts and Media Arts Advisor on Portfolio Assessments	Committee <ul style="list-style-type: none"> • PD for educators; Educational Program
Rockford Dance Company	<u>Matthew O'Keefe</u> <i>Executive Director</i>	Develop Dance and Dance Integration Professional Development with Technology embedded Recruit Arts Integration Coaching Artists	<ul style="list-style-type: none"> • RPS205 Fine Arts Articulation Committee • PD for educators; Educational Program Development and Implementation
Rockford Music Academy	<u>Marti Franz</u> <i>Director</i>	Recruit Instrumental Music Coaches Advisor to building quality music programs	<ul style="list-style-type: none"> • Music Education • Music Educator and Administrator • 2013 National Guild Milestone Certificate
Friends of the Coronado	<u>Beth Howard</u> <i>President</i>	Assists in all capacities for in-service to community performing arts theater	<ul style="list-style-type: none"> • Long-time Friends of the Coronado Board Member • Rockford Coronado Concert Association

Note: Please see the attached resumes of key personnel.

(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.

(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.

Adequacy and extent of the management plan are reflected in the table below and addendum 6) Budget Narrative:

Table 11: MANAGEMENT PLAN – YEAR 1

Strategy	Timelines	Milestones	Responsibility
Objective 1: Contracts			
a. Contracts set up with Community Arts Partners	Upon notification of grant award.	First Board Meeting after grant notification	Grant Director
b. Contracts set up with presenters	Upon notification of grant award.	First Board Meeting after grant notification	Grant Director
Objective 2: Recruiting and Training Coaching Artists			
a. Director and RAAC will recruit (i.e., social media, District and RAAC media release), set interview times, criteria, questions	Upon notification of grant award.	By mid-Nov., 2014 have met and implementation begins.	Grant Director, RAAC/Arts Partners and Coaching Artists
b. Training of Coaching Artists	Scheduled upon accepted RAAC contract and Kennedy Center Roster Artists		RAAC, Coaching Artists, Grant Director; District PD Department
Objective 3: Professional Development Supplies and Equipment			
a. Order tech, equipment, materials, & supplies for trainings	Upon notification of grant award.	By November 30 orders are in & organized for implementation.	Grant Director/Distribution/ Tech Support/ Instructional Technology Specialist/Community Arts Partners
d. Schedules, forms, procedures, conference info	Upon notification of grant award.	By mid-January	Grant Director/ Coaching Artists/PD Department
e. Marketing, networking (i.e., Linc), website	Upon notification of grant award	By December	Grant/Tech Support/ Director/Communications Department/PD Department
Objective 4: Arts Integration Professional Development			
a. Set up PD Schedule	Contracts in place	By mid-November	Grant Director/RAAC/ Arts Coaches/Trainers
b. Initial Kennedy Center Trainings	December	By end of January	Grant Director/RAAC/ Arts Integration Instructional Coaches/Trainers
c. Lesson planning begins	Last two weeks in January	First arts integration lesson	Director, RAAC/ Arts Integration Instructional

w/Coaches and Teachers		in classroom First week in February	Coaches/Trainers; CAPA Teachers
d. Ongoing Arts Integration lesson development	Through School Year	Summer Review and Planning for 2015-2016	Directors, RAAC/ Arts Integration Instructional Coaches/Trainers; CAPA Teachers
c. PD Evaluations reviewed	Through School Year and Summer Trainings	Quarterly Program Review Meetings with Key Stakeholders	Grant Director, RAAC/ Arts Integration Instructional Coaches/Trainers
d. Monthly PLC reporting by Fine Arts/CAPA Teachers – conferences or program visits	Monthly through school year	2015-2016 Monthly PLCs are running smoothly & in place; Quarterly Program Review Meetings	Grant Director and RAAC/Coaching Artists
e. Ongoing assessment for PD needs	Quarterly	Quarterly Review Meetings with Key Stakeholders	Grant Director, RAAC/ Arts Integration Instructional Coaches/Trainers
Objective 5: Fine Arts Professional Development			
a. Schedules for Coaching Artists and Individual PD Plans for Fine Arts and CAPA Teachers	November	By February District Fine Arts PLC/CAPA PLC	Grant Director/ RAAC/ Arts Integration Coaches/ Fine Arts Coaches/Tech Support/ Fine Arts Teachers/ CAPA Teachers/Asst.
a. Baseline of the state of our programs	September 2014	Elective enrollment; Fall Institute Surveys	Grant Director/Accountability Department
b. PD Calendar for each Arts Discipline	Grant Notification	School Improvement Day – January	Grant Director/Coaching Artists for each Arts Discipline
c. Summer PD in collaboration with Community Arts and Kennedy Center	June 2015	Completed PD	Grant Director/District PD Department/RAAC/Coaching Artists
Objective 6: Progress Monitoring of Student Achievement			
a. PD on Accelerated Math, STAR Math (DEA completed)	August 2014	Completion of 2-Day Technology Training on monitoring student achievement	Dean of Secondary Math and Math and Reading Education Leaders (MELs and RELS)
b. Baseline data on Math and Reading	September 2014	Sept. 2014 DEA and STAR Assessments	MELs, RELs; Dean of Secondary Math and Dean of Secondary Reading

c. Ongoing Evaluation of Student Progress Schedule	Oct. 2014	Goal Setting for individual students completed; End of Year	Dean of Secondary Math and Dean of Secondary Reading, MELs, RELs, CAPA Teachers
d. End of Year Evaluation of Student Progress	June 2015	Year 1 Grant Summary Report	Director; Outside Evaluator; Accountability Department Support

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

Strong programs are the result of hard work, clear focus, strong leadership and careful analysis of the needs of the participants. Current policies and procedures will allow for smooth program implementation.

- Math and Language Arts Pacing Guides aligned with Common Core Standards to support Arts Integration
- Building Administration support providing release time for professional development and collaboration
- District Assessments Timeline (see table 13)
- MELs and RELs offer curricular support with alignment, pacing, best practices, and assessment analysis
- District On-Line Professional Development Calendar – makes seeing offerings and registering easy for staff.
- Student progress monitoring capabilities through on-line and data management systems.
- Contracted Professional Learning Communities time built into the school day with ongoing PD to strengthen the results of data analysis.

Specific procedures targeted to *Rockford Cultivation of Creative Minds Program*

model include:

- Checklist for Analyzing Workshop Proposals
- Arts Integration Lesson Planning Checklist and Lesson Template
- Professional Development Online Registering System for Teachers
- Student Goal Setting Procedures – developed by MELs, RELs and Secondary Curriculum Deans of Math and Reading
- Communicate a clear definition of Arts Integration using The Kennedy Center’s Definition – establishing a shared understanding of arts integration among participants.
- Guidelines on selecting appropriate Workshop Leaders and Coaches
- PD Needs Assessment and evaluation forms
- Definitions of the Coaching Artist Spectrum –(Silverstein and Layne)

Key stakeholders will visit classrooms, attend PLC’s and meet collaboratively, efficiently and with the synergy to ensure quality achievement bi-monthly to plan and monitor progress including frequent communications with classroom teachers and students. It is vital to have all stakeholders, including the students be involved in goal-setting, evaluating progress, and celebrating achievements. All members will be involved in adjusting elements to improve success such as instructional delivery with priority to embed technology applications, classroom climate, relationships, student motivational strategies, etc., to ensure progress. The School CAPA Staff Team, made up of the MEL, REL, Required Core Teachers, Fine Arts Teachers and Coaching Artists, will work with Deans of Secondary Math and English, Director of Fine Arts

monitoring program elements to ensure quality and comprehensiveness. The Rockford Area Arts Council (RAAC) and other Community Arts Partners (contracted through the RAAC) will work with the Fine Arts Director to recruit, train and plan with Coaching Artists. A community-based partnership will provide administrative support for programs and services at the school sites.

(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.

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

At the high school level the project model will be making these comparisons with student growth data: 1) scores in reading and math between one experimental academy, CAPA, and their comparable academy counterparts and 2) scores in reading and math between the Fine Arts Pathways and the Non Fine Arts Pathways. Academies are similar demographics. The middle school CAPA program will compare math and reading growth to an RPSD middle school of like demographics. At all schools (excluding one school with under 50% Free and Reduced Lunch), we will examine data for the impact on Fine Arts programming through multiple indicators.

The Office of Education and Accountability, under the guidance of Executive Director Dan Woestman and Deborah Lischwe, Associate Director of Health Systems Research at the University of Illinois Rockford, will evaluate this project using a variety of data types. This will allow for multiple perspectives and triangulation of the data.

Available data vary based on the program objective. Methods of collecting data include: nationally normed standardized achievement tests, district common formative standards-based assessments, teacher attendance, participant evaluations, and school records for student course enrollment and participation in arts competitions.

The focus is to build evidence of effectiveness with outcomes measured before and after the implementation for project participants and for the comparison groups of non-participants.

**Table 12: Rockford Arts Education Professional Development Program
Outcomes & Measurements**

Goal 1: <i>Integrate Arts to improve literacy and numeracy achievement</i>	
OBJECTIVE 1.1 Increase arts integration lessons in the core academic course for the Creative and Performing Arts (CAPA) programs in both high school and middle school	
OUTCOMES	MEASUREMENTS
<p>1.1.a All CAPA Teachers will participate in trainings in art integration along with collaborating with coaching artists in lesson plan development and arts integration instructional feedback.</p> <p><i>Target: 90% attendance for PD trainings and collaboration time with coaching artists.</i></p>	<p>1.1.a PD sign-ins and evaluations; coaching logs</p>
<p>1.1.b Lessons that integrate the arts in the required core curriculum (math, reading, science, social studies).</p> <p><i>Target: Over the life of the grant, minimum of 8 per teacher in year one with a 25% increase every year.</i></p>	<p>1.1.b Number of Lesson plan submissions</p>

<p>1.1.c High School CAPA students (experimental) will show greater improvement in math and reading scores over other career pathway students (control). Middle School CAPA students (experimental) will be compared to another RPSD middle school (control) with like demographics.</p> <p><i>Target: 20% greater growth in comparable skill range</i></p>	<p>1.1.c Middle School DEA and/or STAR; High School District Benchmark Assessments</p>
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Objective 1.2 Improve student literacy and numeracy achievement via arts integration

OUTCOMES	MEASUREMENTS
<p>1.2 Student achievement will increase.</p> <p><i>Target: Number of students proficient or above in math and reading will increase by 5% the first year, with an additional 2-5% gain each additional year.</i></p>	<p>1.2 Middle School DEA and/or STAR; High School District Benchmark Assessments</p>

Goal 2: Create a sustainable comprehensive quality arts program.

Objective 2.1 Provide Professional Development opportunities for K-12 Fine Arts Teachers

OUTCOMES	MEASUREMENTS
<p>2.1.a Teachers will participate in trainings including:</p> <ul style="list-style-type: none"> • Fine Arts Content • Strong instructional strategies • Working with special needs • Common formative assessment <p><i>Target: 90% attendance for PD trainings</i></p>	<p>2.1.a PD sign-ins and evaluations</p>
<p>2.1.b Teachers will collaborate with coaching artist.</p> <p><i>Target: 90% attendance for collaboration efforts with</i></p>	<p>2.1.b Coaching artists log; collaborative lesson plans</p>

<i>coaching artists.</i>	between artist and the teacher
<p>2.1.c Teachers will increase knowledge and/or skills in their area of specialty.</p> <p><i>Target: 90% of teachers will self-report increase of knowledge or skills acquired.</i></p>	<p>2.1.c State workshop evaluation reporting forms;</p> <p>Number of completed individual teacher professional development plans</p>
Objective 2.2 Increase enrollment in the Fine Arts	
OUTCOMES	MEASUREMENTS
<p>2.2 Through increased quality instruction the effect will be increased student enrollment in fine arts programs.</p> <p><i>Target: Increase enrollment in the Fine Arts by 5% per year.</i></p>	<p>2.2 Student data from simple tally reports in eSchool.</p>
Objective 2.3 Improve Fine Arts scores reflected on the Common Formative Performance Assessments.	
OUTCOMES	MEASUREMENTS
<p>2.3 Fine Arts students will increase their growth.</p> <p><i>Target: Increase scores by 3-5% annually with more than average growth on the CFA.</i></p>	<p>2.3 District Common Formative Performance Assessments.</p>
Objective 2.4 Reduce failures in the Fine Arts.	
OUTCOMES	MEASUREMENTS
<p>2.4 Students enrolled in Fine Arts courses will show a higher passing rate in their class than elective</p>	<p>2.4 Grade reports from eSchool (Student</p>

counterparts in RPSD schools. <i>Target: Comparative pass/fail rates with Fine Arts Electives and all other elective courses.</i>	Information System)
Objective 2.5 Increase overall Fine Arts achievement as compared to the 2013-2014 RPSD Fine Arts District data	
OUTCOMES	MEASUREMENTS
2.5 Overall fine Arts achievement will increase over the 4 year grant. <i>Target: 10% total growth from 2013-2014 baseline data in AP enrollment and a score of 3+ indicating college level proficiency.</i>	2.5 Enrollment reports from eSchool for AP enrollment; AP test results
Goal 3: Incorporate technology to create 21st Century Fine Arts Programs.	
Objective 3.1 Provide Professional Development opportunities for K-12 Fine Arts Teachers on incorporating technology in the Arts.	
OUTCOMES	MEASUREMENT
3.1 All Fine Arts Teachers will participate in trainings on using technology to enhance student achievement in the arts. <i>Target: 90% attendance for PD trainings.</i>	3.1 PD sign-ins and evaluations
Objective 3.2 Growth in the number of Arts and Technology Integrated lessons in the Fine Arts Courses and Arts Integration classrooms.	
OUTCOMES	MEASUREMENT
3.2 Frequent observable technology based Fine Arts instruction that will include hands-on and minds-on	3.2 Number of Lesson plan submissions; coaches log

integration. <i>Target: 25% annual growth in observable technology integrated lessons</i>	
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(b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The objectives in this project will improve current practices establishing better opportunities within the districts' arts program. An assessment will be conducted which will capture current practices and program offerings. This data along with initial testing in August/September of middle school students (DEA and STAR), high school Common Formative Benchmark Assessments, enrollment in the arts and Fine Arts competition 2013-2014 data (i.e., Advanced Placement participants and results, Illinois Music Educator Association regional competition number of participants) becomes baseline for program objectives. The following table is the District Assessment Schedule which provides performance feedback, permitting periodic assessment of progress towards raising math achievement. Contractually, minimum twice a month staff teams meet to analyze data to plan for instruction.

Table 13: Assessment Schedule

	Description	Occurrence	Type
MIDDLE SCHOOL			
DEA	<u>Progress Monitor</u> Discovery Education provides a comprehensive assessment solution that satisfies AYP and	3x/yr September, December,	Multiple Choice

	<p>proficiency requirements as well as IDEA Response To Intervention guidelines. Periodic, predictive benchmarks screen for tiered intervention and measure student growth. Once students are identified for tiered interventions, teachers monitor student progress using DE probes or local curriculum-based measures.</p>	May	
STAR	<p><u>Progress Monitor</u></p> <p>The STAR Math Enterprise assessments include skills-based test items, in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements.</p>	<p>3x/yr</p> <p>September, January, April</p>	<p>Multiple Choice</p>
ISAT	<p><u>State Benchmark - CHANGING OVER ASSESSMENT IN 2015 THUS NOT INCLUDED IN THE EVALUATION PLAN</u></p> <p>Provides a shot in time assessment of student knowledge of grade level standards.</p>	<p>1x/yr</p> <p>March</p>	<p>Multiple Choice/ Extended Response</p>

MIDDLE AND HIGH SCHOOL

CFA	<u>District Benchmark</u> Teacher created assessments based on curriculum maps to provide guidance on student progress in the course.	4x/yr End of each quarter	Multiple Choice/ Extended Response
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Lu Ann Widergren

13276 White School Road, Roscoe, IL 61073
815.520.4290 widergl@rps205.com

Director/Principal Summary of Qualifications

- Active team leader and member effectively communicating and collaborating with all levels of staff to ensure optimum learning environment for students
- Passion for literacy, motivation and creativity to create an engaging and challenging learning environment with strong connections to community
- Self-directed, resourceful and enthusiastic educator with a genuine interest in fostering students' cognitive and social growth
- Skilled in the design of developmentally-appropriate, innovative, differentiated programs to meet social and emotional needs of students as well as state standards.

Professional Administrative Experience

Director of Fine Arts/CAPA, Rockford Public Schools #205, IL/2012-Present

Fine Arts including Creative and Performing Arts program responsible for the leadership of Fine Arts K – 12 and implementation and review of district curriculum and assessments, aligning with Illinois State Standards as well as creating/sustaining all district professional development goals, needs-assessment and district-wide in-service. Recruiting and interviewing teachers and administrators. Assisting principals in staffing and building quality programs. Grant writing and managing of Federal, State and other competitive grants to support district programs in the Fine Arts. Fine Arts Textbook adoptions, national and district research, Re-establishing District-wide arts events; Kennedy Center Partnership fostering relationships between the District and Community Collaboration.

Brookview Elementary, Rockford Public Schools #205, Rockford, IL/2006-2012

Principal responsible for nearly 500, K-5 students. Successes have been making AYP the past six years and making significant gains in subgroups, black and low income in both math and reading. Brookview ranks 2nd to Washington Gifted in RPS ISAT scores. The school is recognized for high academic achievement, parent involvement and a positive learning environment.

District Curriculum Department, Rockford Public Schools #205, Rockford, IL/2001-2006 –

Fine Arts/PE Coordinator responsible for the leadership of Fine Arts and PE, K – 12 and implementation and review of district curriculum and assessments, aligning with Illinois State Standards as well as creating/sustaining all district professional development goals, needs-assessment and district-wide in-service. Recruiting and interviewing teachers and administrators. Assisting principals in staffing and programs. Grant writing and managing of Federal, State and other competitive grants to support district programs in the Fine Arts, PE, and Pre-AP/Advanced Placement; awarded over 1.25 million grant dollars. Fine Arts Textbook and AP program adoptions, national and district research, District-wide arts events, including a 14,000 student arts integration program, All City Theatre program; District and Community Collaboration; K-12, All City Music Festival; District-wide High School Music Showcase, Arts on First; Regional Arts Integration Conference, Reach for the Stars; fourth grade student arts enrichment performance.

Illinois State Board of Education- Art Specialist K -12/Type 03, 09 & Type 75 Administrative Certification

Awards & Recognition

Golden Apple Foundation Puri Family Outstanding Principal Award 2012

Rockford Public Schools "Those Who Excel" Award of Recognition 2003

Mayor's Arts Recognition Award: "Arts Advocate", "Community Event" 2002, 2003, 2004

The Golden Apple Foundation Golden Apple Nominations

Class Act Award for outstanding programs in the schools

Positive Image Award, Rockford Education Association

First Grant Recipient for innovative teaching

Crayola Dream-Makers Recognition for quality art instruction

2005 Inductee of DELTA KAPPA GAMMA, Beta Gamma Chapter for Key Women Educators

Member: Association for Supervision and Curriculum Development, Rockford Principals and Supervisors Association – Co-President, Vice-President, Rockford Area Arts Council, Rockford Symphony Orchestra, Rockford Art Museum. Recent Past: National Arts Education Association, Delta Kappa Gamma, Beta Gamma Chapter, Illinois Arts Education Association, Art Institute of Chicago

Education

Ed.S, Northern Illinois University 2006

Master of Art Education, Northern Illinois University 1996

B.S. Education, UW-Platteville 1981, *Art Education*

Outside Professional Positions

Mayor's Art Education Committee 2008-2010

Friends of the Coronado Board Member 2001-2006

Burpee Museum Board Member 2005-2006

Rockford Symphony Orchestra Educational Advisory Committee 2001-2008

Northern Illinois University Art Education Advisory Committee, 2001

Teaching Experience

Demonstrated experience at all grade levels and training in the following areas: curriculum/assessment development and implementation; integration of fine arts and academic curriculum; instructional strategies and multicultural curriculum infusion in the Fine Arts; success in working with minority students in heterogeneous groupings; success in working with special needs students (i.e., hearing-impaired/deaf, learning disabilities); recognized for improving school environments and programs to create community and student "friendly" surroundings and "hands-on" education.

Rockford Public Schools #205, Rockford, IL/1986-2001:

Jefferson High School Art Specialist: teaching Art Fundamentals, Senior Portfolio and Sculpture. Art Club Advisor, Fine Arts Festival Coordinator, School Art Murals and Display Boards.

Rolling Green Elementary Art Specialist teaching K – 6 Art with Exploratory, Thematic and Integrated Arts Curriculum – Hearing Impaired Program and Special Needs Program. Art Club Advisor, Art Festival, School Art Murals.

Conklin Elementary Art Specialist teaching K – 6 Art with Exploratory, Thematic and Integrated Arts Curriculum. Computer Club Advisor, Art Club Advisor, Art Festival.

Committees – Mayor's Arts Committee, District Art Curriculum and Assessment Committee, District Report Card Committee, Building Committee, Mission Statement and Goals Committee, Parent Booster Club, Parent Teacher Organization.

Beloit Turner School District, Beloit, WI/ 1983-86:

Beloit Turner Middle and High School Art Teacher: Fundamentals of Art, Drawing, Painting, Graphics Art. Arts Club Advisor, Head Volleyball Coach, Student Council, Job Training Partnership Coordinator, Grant Writing, Curriculum Writer.

Upsala Area Schools, Upsala, MN/1982-83:

Upsala 4 – 12 Long-Term Substitute Art Teacher: Exploratory Art in Upper Elementary and Middle School, and High School Courses in Drawing, Painting, Printing, Sculpture. Arts Club Advisor, Fine Arts Festival Coordinator, Grant Writing, Head Volleyball Coach.

Stillwater Junior High, Stillwater, MN/1981-82:

Stillwater Middle School Internship/Long-Term Substitute Art Teacher: Exploratory Art. Soccer Coach.

Professional Experience

Northern Illinois University, DeKalb IL/ Summer High School Visual Arts Experience: Instructor 2009 - present

Professional Studies

Leadership Development academies and workshops, Best Practices workshops in Reading, Writing, and Math, Standards-Aligned Curriculum and Instruction Workshops, Certified Data-Driven Decision Making and Data Teams, Rtl workshops, School Law Updates, 504; Balancing the Playing Field, Crisis Intervention and Prevention Training (CPI), FEMA Crisis Training, College Board Pre-Advance Placement and Advanced Placement Programming for School Districts

Matt Vosberg

3302 Dynasty Ln. • Rockford, IL 61111 • Phone: 815-218-8865 • E-Mail: matthew.vosberg@rps205.com

Objective

Create positive and lasting change as superintendent in District 205.

Experience

- Assistant Superintendent-Rockford Public Schools June 2011-present
- High School Principal- South Beloit Public Schools August 2006-June 2011
- Assistant Principal-Rockford Public Schools August 2001-July 2006
- High School Business Teacher-Rockford Public Schools August 1999-June 2001
- High School Business Teacher-Stillman Valley Public Schools August 1994-June 1999

Education

- Ed.S. Educational Administration Northern Illinois University August 2011
- M.S. Educational Administration Northern Illinois University May 1999
- B.S. Business Education Illinois State University May 1994

Accomplishments

- Initiated major reforms with alternative education resulting in the creation of two new programs
- Played a key leadership role in teacher contract negotiations that resulted in major contractual changes
- Presenter at the 2011 Raising Student Achievement Conference-PSAE Math
- Awarded 2011 "Puri Family Outstanding Principal" for Boone and Winnebago Counties
- Served as principal for "2010 Best High Schools In America" as reported in U.S. News & World Report
- Served as principal for "2008 Honor Roll School" as recognized by the Illinois State Board of Education

Community involvement

Member of Rockford Cosmopolitan Club

Organized a golf play day benefiting Big Brothers/Big Sisters of Rock River Valley for nine years

- Former Board of Director for the Rockford Sports Coalition
- Chaired the Rockford Sports Coalition golf play day

Dr. Daniel S. Woestman
 dsw@danielwoestman.com
 815.997.0087

EDUCATION

Degree	Academic Focus	Institution	Date
Ed. D.	Educational Leadership	Northern Illinois University	2014
Ed. S.	Superintendent Endorsement	Northern Illinois University	2011
M. Ed.	Educational Leadership	University of Cincinnati	2008
BA	English Teaching	Brigham Young University	2006
Minor	TESOL	Brigham Young University	2006

EXPERIENCE – K12

- 2011 – Present** **ROCKFORD PUBLIC SCHOOLS IL – 29,000 students**
- Assistant Superintendent of Accountability**
 Promoted to superintendent’s cabinet to manage support for the superintendent’s annual goals, the district’s strategic plan, board priorities, and district strategic reporting.
- Director of Accountability**
 Provided executive level leadership for academic programs, data and assessment systems, and process improvement initiatives.
- 2006-2011** **HONONEGAH COMMUNITY HS DISTRICT IL – 2,000 students**
- Assistant Principal**
 Provided building level leadership for academic, intervention, and climate programs.
- English / ELL Teacher**
- 2005-2006** **NEBO SCHOOL DISTRICT UT – 30,500 students**
- English Teacher**

PRESENTATIONS, AWARDS, & NOTABLE ACHIEVEMENTS

2014 Illinois National School Public Relations Association Keynote Speaker
 2013 IARSS Raising Student Achievement Conference Presenter
 2013 Illinois IIPEX Baldrige Performance Excellence Trainee
 2013 Illinois State Board of Education District Data Advisory Council
 2012 Illinois Administrative Academy Presenter: LaSalle County ROE
 2012 INSPRA Winter Conference Keynote Address Presenter
 2011 Illinois Administrative Academy Presenter: KIDSROE
 2011 Rockton School District Administrative Team Workshop Presenter
 2010 AdvancED Quality Assurance Reviews team member
 2010 IARSS Raising Student Achievement Conference Presenter
 2010 IPA Assistant Principals Conference Presenter
 2010 KIDSROE Global Education Conference Presenter
 2008 State of Illinois Those Who Excel “Excellent Early Career Educator” recipient awarded by the Illinois State Board of Education
 2006 Student Teacher of the Year awarded by Brigham Young University English Department

PROFESSIONAL AFFILIATIONS

* denotes current

American Association of School Administrators*
 Phi Kappa Delta International*
 Association for Supervision and Curriculum Development*
 International Society for Technology in Education*
 Illinois Principals Association*
 National Alliance of Black School Educators*
 National Council of Teachers of English

BOARD MEMBERSHIP / COMMUNITY SERVICE AFFILIATIONS

Bishop, Church of Jesus Christ of Latter-day Saints: Rockford Illinois Stake
 High Councilor, Church of Jesus Christ of Latter-day Saints: Rockford Illinois Stake
 Boy Scout Charter Organization Head, Blackhawk Area Council Troop 707
 Cub Scout Charter Organization Head, Blackhawk Area Council Pack 707
 Operating Board, Alignment Rockford
 Logistics Committee, TEDx Rockford

CURRENT CERTIFICATIONS

Type	Description	State	Renewal Date
75	Superintendent Endorsement	Illinois	July 2016
75	Administrative Certificate	Illinois	July 2016
09	Secondary Teaching: English	Illinois	July 2014

ADMINISTRATIVE ACCOMPLISHMENTS – K12

Assistant Superintendent

District Superintendent's Cabinet, Rockford Public Schools

Promoted to superintendent's cabinet to manage support for the superintendent's annual goals, the district's strategic plan, board priorities, and district strategic reporting. These efforts include, but are not limited to the following responsibilities:

- Developed annual update to the district strategic plan with school board members and superintendent's cabinet.
- Developed and oversaw quarterly department reporting systems for strategic indicators throughout all of the district's departments.
- Oversaw reporting and progress monitoring for school board strategic priorities.
- Oversaw district charter schools, including the execution and management of the district's charter renewal process.
- Directed Process Improvement projects for all district departments, including HR, Finance, Operations, and Schools.
- Implemented and oversaw governing committees for district-wide technology strategic planning and project-portfolio management.
- Developed weekly-generated dashboards for secondary and elementary administrative personnel that combined 43 different climate and academic related reports into one visual, drillable document.
- Facilitated day-long site support visits in Middle and High Schools that engaged students, parents, and cross-building teams to provide points of commendation and suggestions for improvement as part of the school improvement process.
- Oversaw 1:1 tablet proof of concept in five elementary buildings and two secondary buildings.
- Worked in tandem with communications department to deploy weekly school board updates, strategic press releases, and rollouts of initiatives.
- Participated in district strategic and community presentation planning sessions.

Director of Accountability

Office of Accountability, Rockford Public Schools

Provided executive level leadership for academic programs, data and assessment systems, and process improvement initiatives. This includes, but is not limited to the following responsibilities:

- Directed research of longitudinal district achievement data to create a system of predictive academic benchmarks for students, preschool through high school graduation.
- Implemented "wall-to-wall" academy structure at high schools to develop and incorporate career pathway specific curriculum for students.
- Directed the initial adoption of Professional Learning Communities across 43 buildings

with over 1750 teachers.

- Directed the use of triangulated data for placement of over 10,000 students in middle and high school classes after adopting new course sequences.
- Directed the implementation of district testing for 43 buildings, including ACCESS, NAEP, ISAT, and PSAE.
- Oversaw the implementation of a new district assessment manager for over 1750 teachers and 29,000 students.
- Supervised district curriculum coordinators through creation of over 285 teacher-created common quarterly assessments deployed in 43 schools within year one of a strategic Professional Learning Community implementation plan.
- Supervised district implementation of common Document-Based-Question assessments and table reading schedule for all social science and English teachers grades 6-12 in 10 secondary buildings.
- Oversaw introduction of Online Learning Management (Haiku) system to alternative high school
- Initiated Value Stream Mapping events in multiple district departments to introduce Lean Management principles designed to increase efficiencies in district workflows.
- Constructed automated referral process that saved the district \$250,000 annually in wasted salaried time.
- Assisted with pilot of standards-based report card usage in elementary schools.
- Conducted weekly curriculum coordinator meetings to determine curricular decisions, plans, and coordination.
- Presented monthly to the Accountability Committee and School Board regarding academic trends, future projections, and improvement efforts in the district.
- Evaluated certified district personnel, including principals.

Assistant Principal

Hononegah Community High School District

Provided building level leadership for academic, intervention, and climate programs. This includes, but is not limited to the following responsibilities:

- Supervised curricular teams in English, math, social studies, and science departments through implementation of common curriculum, curricular alignment, and assessment usage.
- Supervised Advanced Placement testing during record growth, Jay Mathews/ Newsweek recognition.
- Implemented a tutorial program for at-risk students that decreased the English department rate of failing freshmen and sophomores from over 12% to under 2%.
- Served as the district PSAE Testing Supervisor, Accommodations Coordinator, and Backup Supervisor
- Submitted regular mandated reports to the US Office of Civil Rights in regards to

- student records and discipline, staff training, and victim remediation efforts.
- Acted as district assessment manager coordinator, training teachers on assessment usage, data analysis, and improved measurement tools.
 - Initiated an administrative watch program to assist high-expulsion-risk students, decreasing expulsion rates by 30%.
 - Oversaw Emergency Management & Safety program, including conducting annual review of current district Emergency Management Guide.
 - Acted as district Homeless Liaison to identify students needing services; provided services including the receiving and dispersing of federal grants.
 - Served on RtI committee in developing a plan to address specific needs of students at different tiers, including weekly data reviews to determine placement for students receiving services.
 - Executed methods to implement district's strategic plan.
 - Constructed web site <www.floppyit.com> to increase student homework completion rates; the site has had over 750,000 page views from students in every US state and 65 different countries.

Illinois State Board of Education
School Business Services Division
Restricted/Unrestricted Indirect Cost Rates for Program Year 2014
(From 2011-2012 AFR)
Rates Highlighted in green calculated as a negative number

<u>RCDT Number</u>	<u>County Name</u>	<u>District Name</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
03026204026	Fayette	Ramsey CUSD 204	1.35%	13.48%
53090098002	Tazewell	Rankin CSD 98	3.15%	21.03%
09010137002	Champaign	Rantoul City SD 137	4.26%	13.57%
09010193017	Champaign	Rantoul Township HSD 193	1.78%	12.32%
07016220017	Cook	Reavis Twp HSD 220	1.95%	17.00%
45079132026	Randolph	Red Bud CUSD 132	0.89%	16.78%
12051010026	Lawrence	Red Hill CUSD 10	0.74%	12.45%
56099255U26	Will	Reed Custer CUSD 255U	0.08%	20.13%
06016084502	Cook	Rhodes SD 84-5	3.45%	11.67%
07016227017	Cook	Rich Twp HSD 227	1.72%	12.00%
56099088A02	Will	Richland GSD 88A	1.73%	10.55%
44063157016	McHenry	Richmond-Burton CHSD 157	1.99%	4.15%
07016122002	Cook	Ridgeland SD 122	4.05%	15.54%
17064019026	McLean	Ridgeview CUSD 19	4.02%	14.75%
06016234016	Cook	Ridgewood CHSD 234	4.02%	12.31%
44063018004	McHenry	Riley CCSD 18	1.66%	12.53%
55098002026	Whiteside	River Bend CUSD 2	1.12%	11.23%
06016090002	Cook	River Forest SD 90	4.20%	17.91%
06016085502	Cook	River Grove SD 85-5	0.86%	12.31%
08043210026	Jo Daviess	River Ridge CUSD 210	1.01%	13.56%
05016026002	Cook	River Trails SD 26	3.32%	14.02%
49081100026	Rock Island	Riverdale CUSD 100	1.51%	10.34%
55098014002	Whiteside	Riverdale SD 14	5.21%	16.53%
06016096002	Cook	Riverside SD 96	3.32%	13.34%
06016208017	Cook	Riverside-Brookfield Twp SD 208	2.66%	13.72%
51084014026	Sangamon	Riverton CUSD 14	1.07%	18.39%
43102002004	Woodford	Riverview CCSD 2	1.33%	13.76%
43102060026	Woodford	Roanoke Benson CUSD 60	1.02%	15.18%
53090085002	Tazewell	Robein SD 85	2.07%	10.09%
12017002026	Crawford	Robinson CUSD 2	2.26%	11.63%
47071231004	Ogle	Rochelle CCSD 231	0.74%	7.93%
47071212017	Ogle	Rochelle Twp HSD 212	1.26%	13.37%
51084003A26	Sangamon	Rochester CUSD 3A	2.41%	18.23%
55098013002	Whiteside	Rock Falls ESD 13	0.00%	11.89%
55098301017	Whiteside	Rock Falls Twp HSD 301	1.69%	8.21%
49081041025	Rock Island	Rock Island SD 41	2.65%	12.37%
56099084002	Will	Rockdale SD 84	1.10%	9.50%
04101205025	Winnebago	Rockford SD 205	4.04%	14.19%
49081300026	Rock Island	Rockridge CUSD 300	0.78%	9.91%
04101140004	Winnebago	Rockton SD 140	1.14%	10.45%
25041002004	Jefferson	Rome CCSD 2	2.63%	9.35%
34049072002	Lake	Rondout SD 72	1.48%	11.32%
17053425004	Livingston	Rooks Creek CCSD 425	0.37%	9.40%
19022012002	Dupage	Roselle SD 12	5.26%	19.71%
06016078002	Cook	Rosemont ESD 78	0.00%	17.91%
54092007026	Vermilion	Rossville-Alvin CUSD 7	1.98%	9.83%

EDUCATION

Principal Certification, Lamar University, TX – 2011- 2012
M.Ed., Educational Technologies, National University, CA - 2003
B.S., Social Science Education, Illinois State University, IL - 1999

CONTINUING EDUCATION

Foundation for Teaching Economics – Variety of courses in economics education-2001 – 2008
University of Phoenix- Courses in gifted education and reading- 2008
Northern Illinois University- Courses to prepare for National Board Certification – 2006 - 2007
Northwestern University- Course to prepare for teaching AP Economics – 2005
California State University, San Marcos- Courses to prepare for teaching AP Government – 2004

ADMINISTRATIVE EXPERIENCE

ROCKFORD PUBLIC SCHOOLS 205, Rockford, IL

June 2012 - Present

Director of College and Career Readiness

- Developing College and Career academies to begin in 2012-2013 school year at Jefferson High School
- Creating community based support organizations to support the development and sustainment of College and Career Pathways for all students
- Developing district wide benchmarks for all students to attain to demonstrate College and Career Readiness
- Facilitating the development of end-of-year projects at each grade level in high school which require in-depth research, quality writing, and presentation skills
- Revising current course offerings to align to Common Core State Standards and course state descriptions
- Identifying and pursuing grant funding to support College and Career Academy efforts

ROCKFORD PUBLIC SCHOOLS 205, Rockford, IL

September 2011 – June 2012

Dean of Social Studies and Career & Technical Education Curriculum

- Revised high school planning guide to provide six new course offerings for district students
- Collaborated to develop curriculum for Career Awareness course providing ninth grade students with student success skills and workplace competencies
- Implemented reading, writing, and thinking initiative in social studies courses from sixth thru twelfth grade using district wide teacher led scoring and data analysis process
- Coordinated third grade Rockford History project in conjunction with Rockford Lutheran Schools and the Coronado Theater
- Completed internship at the District Office with Director of Accountability- Dan Woestman

TEACHING EXPERIENCE

JEFFERSON HIGH SCHOOL, Rockford, IL

August 2005 - Present

High School Social Studies Teacher

- Managed 150 students in five sections of senior-year Economics and American Government.
- Social Studies Department Chair responsible for setting agendas in department and data team meetings; managed department budget

- Chair of the School Leadership Committee and Literacy Team responsible for developing annual goals focused on increasing teacher performance to enable student achievement.
- Planned/coordinated Institutes Days focused on *Common Core Standards* and student engagement
- Active participant in *Writing Across the Curriculum* course through NIU's Project Real with Brad Peters
- Member of *Alignment Rockford*; part of the assessment/evaluation sub-committee
- Tutored students in preparation for the writing test of the ACT
- Provided after-school tutoring to students at every grade level in all subject areas.
- Developed curriculum that connected class content with the students' lives.
- Created a learning experience that utilized a variety of instructional strategies and educational technologies.
- Developed a classroom culture of high expectations, respect, open communication, and a love of learning.
- Mentored dozens of clinical students and a student teacher from local universities.
- Received exceptional ratings on four separate evaluations conducted by school administration.

SCHOOL OF BUSINESS AND TECHNOLOGY (SBT), Oceanside, CA **June 2002 – June 2005**
Founding Teacher

- Developed school programs and curriculum for a small high-tech charter school for high school students.
- Collaborated with community and business leaders to provide students with an education that met graduation requirements, enrolled them in community college, promoted community service and provided them with job shadow and internship experiences.
- Instructed courses in Economics (AP), American Government, American History (AP), Speech, AVID, Student Government, Entrepreneurship, and Workplace Competencies.
- Initiated student recruitment and parent education sessions regarding the charter school and the services offered.

MIRA COSTA COMMUNITY COLLEGE, Oceanside, CA **February 2003 – June 2005**
Adjunct Teacher

- Instructed adult education students seeking a high school diploma in American History and Government.

CHINO HIGH SCHOOL, Chino, CA **August 2000 – June 2002**
High School Social Studies Teacher

- Conducted classroom instruction, prepared daily lesson plans, administered tests, and provided feedback on learning achievements and needs for improvement in World History, American History, and Economics.
- Managed summer camps, practices, fundraisers, and developed game plans as the head coach of the girls' varsity volleyball team.
- Honored as the teacher of the year at Chino High School for the 2001 - 2002 school year.

INTRODUCTORY AND PART-TIME INSTRUCTOR EXPERIENCE

Rockford Park District, Rockford, IL	Internal Auditor	May 2006 – Aug 2008
Medinah Middle School, Roselle, IL	8 th Grade History & English Teacher	Feb 2000 – May 2000
Sylvan Learning Center, Wheaton, IL	Tutor	June 1999 – May 2000
Glenbard School District, Glen Ellyn, IL	Substitute Teacher	Sep 1999 – Feb 2000
Indian Trail Junior High, Addison, IL	Student Teacher	Feb 1999 – May 1999

CERTIFICATIONS

State of Illinois Administrative Certificate, 2012 - Current
 National Board Certification in Social Science Education, 2007 - Current
 State of Illinois Master Teaching Certification in Social Sciences, 1999 - Current
 State of Wisconsin Certification in Social Sciences, 2007- Current
 State of California Certification in Social Sciences, 2000 - 2005

James O'Hagan

819 Glendale Avenue · Rockford, Illinois 61108 · 815-600-6319 · jimohagan@gmail.com
<http://www.linkedin.com/in/jamesohagan>

Dynamic, resourceful education professional with a genuine interest in developing the next generation of productive citizens. Actively involved in all areas of education including cutting edge instructional design, paradigm shifting, student 21st century career preparation, pedagogy evolution and community relations. A strong passion for technology to motivate and inspire students, creating a fun and challenging learning environment. A self-driven leader with excellent communication and interpersonal skills who effectively collaborates with all levels of staff members and fosters quality relationships with students.

CERTIFICATIONS

Northern Illinois University, College of Education, DeKalb, Illinois
Major: Instructional Technology

Doctor of Education, May 2016
GPA: 3.875

Lewis University, College of Education, Romeoville, Illinois
Major: Education Leadership

Master of Education, December 2009
GPA: 3.97

Purdue University, College of Education, West Lafayette, Indiana
Major: Elementary Education Endorsement: Coaching

Bachelor of Arts, May 1999
GPA: 3.30

Type 03 Illinois Standard Elementary Teaching Certification
Type 75 Illinois Education Administration Certification

INSTRUCTION

- Teach elementary classes based on Common Core and State Standards
- Teach high school special education technology courses that focus on state standards and National Education Technology Standards
- Teach a gifted class of fifth and sixth graders, highlighting a program called Game Maker, to design and develop their own video game
- Football, Basketball and Chess coach

TECHNOLOGY

- Implement and administer one-to-one program encompassing grades K-12 and all staff at several schools
- Administer, deploy, configure, purchase, maintain, troubleshoot and repair computer network, hardware and software for over 1000 users
- Maintain and update the PowerSchool Student Management System and Illinois Student Information System and serve as primary contact in matters related
- Administer and maintain several assistive technology systems such as Dragon Dictate, Co:Writer and Kurzweil
- Evaluate websites and supplemental education materials for McGraw-Hill textbooks
- Develop a troubleshooting database with resources to empower students and staff to independently resolve problems
- Develop and maintain the district website

MANAGEMENT

- Lead, coordinate, create and administer staff technology professional development in new technologies and related instructional best practice with focus on National Education Technology Standards and Common Core
- Evaluate instructional staff within accepted Illinois framework
- Oversee student discipline and attendance
- Provide the vision and guidance of the school district technology plan and evaluation
- Submit and compile federal eRate funding requests resulting in full eligible Tier 1 funding
- Research, purchase and evaluate new technologies and programs for district deployment
- Northwest Education Association MAP Test administrator and facilitator

James O'Hagan

819 Glendale Avenue · Rockford, Illinois 61108 · 815-600-6319 · jimohagan@gmail.com
<http://www.linkedin.com/in/jamesohagan>

WORK HISTORY

Director of Instructional Technology & Library Services Rockford, IL	Rockford Public Schools 205 2013 - Present
Assistant Principal Rockford, IL	Roosevelt Alternative High School - Rockford Public Schools 205 2012 - 2013
Director of Instructional Technology Forreston, IL	Forrestville Valley School District 221 2011 - 2012
Director of Technology Northbrook, IL	The Cove School 2009 - 2011
Director of Technology Palos Heights, IL	Palos Heights School District 128 2006 - 2009
Director of Technology/Coach Burr Ridge, IL	Community Consolidated School District 180 2004 - 2006
Game Design Teacher Homewood, IL	National-Louis University: Worlds of Wisdom and Wonder 2004 - 2006
Technology Integration Specialist Homewood, IL	James Hart School - Homewood School District 153 2002 - 2004
Quality Assurance Consultant Burr Ridge, IL	McGraw-Hill - Higher Education Division 2002 - 2004
Fifth Grade Educator/Coach Lansing, IL	Heritage Middle School - Sunnybrook School District 171 1999 - 2002

Anne E. O'Keefe
Rockford Area Arts Council, President and CEO

Professional History

Rockford Area Arts Council, Rockford, IL President and CEO, 2005 - present
Annual budget \$350,000

Supervise Education /Engagement Director, Administrative Assistant, Business Manager

Chief fund raiser – State of the Arts and the Mayor's Arts Awards, event for 350 people, recognizing local artists, annual appeal, corporate appeal, grants

Community Events--ArtScene, Spring ArtScene, (Gallery Tours), Family Festival, Arts and Culture Forums, Artists Forums, Artists Events

Founded the Rockford Arts Alliance which brings together the top 10 arts organizations in Rockford monthly to discuss building audiences, marketing, fund raising, accessibility of the arts and advocacy

Sister City Commission, 2007 – present

Appointed by the Mayor of the City of Rockford

Represented Rockford Arts on three trips to Sister City of Borgholm, Sweden in collaboration with the Rockford Area Convention and Visitors Bureau

Collaborative show with seven Rockford artists at the Vida Museum in 2009

Community Outreach-Rockford Register Star, Advisory Group, *Rockford Woman*, Advisory Board, a magazine produced by Rockford Register Star,

-Coronado Advisory Group, 2005-2006

-Community Foundation of Northern Illinois, Arts and Culture Committee 2006 – 2009

-YWCA Leader Luncheon Review Panel, 2009-2010

-RPS 205 Fine Arts Articulation Committee 2011-present

-Mendelssohn Performing Arts Center Marketing Committee- 2010 – present

-Art on the Lawn juror, 2007 - present

-Greenwich Village Art Fair volunteer, 2007 - present

Education:

Northern Illinois University, DeKalb, IL, Bachelor of Arts, May 1989

Oxford University, Oxford, England – British Literature, 1988

Affiliations:

Arts Alliance Illinois, arts advocacy agency, Board of Directors, 2008- present

Boylan Educational Foundation Board since 2010

Walker School 100th Anniversary Celebration Committee for 5/19/12

Illinois Arts Council grant review panel 2008 – present

Association of Fundraising Professionals, Board member, Every Member Campaign Chair 2009- 2010

NIU Rockford Advisory Council 2010

Ann L. Rundall

413 Stiles Parkway * Rockford, Illinois 61102 * 815-978-6464 * annrundall@gmail.com

Areas of Expertise

Educational Leadership * Professional Development * Curriculum * Arts Integration

Experience

Currently

- Adjunct Professor for National Louis University-Educational Leadership Program
- Consultant: Regional Office of Education & Houghton Mifflin Textbook Company

2004-2011

- Principal of Haskell Year-round Academy: Rockford Public Schools #205

2004-2000

- Director of Professional Development/Research/Curriculum: Rockford Public Schools #205

2002-2003

- Interim Assistant Superintendent of School Support: Rockford Public Schools #205

2000-2003

- Instructor: Aurora University

1995-2000

- Multicultural/Arts Curriculum Coordinator: Rockford Public Schools #205

1991-1995

- Education Director: Rockford Area Arts Council

Education

MA in Educational Leadership: National Louis University

Pamela S. Short



7965 Cricklewood Drive Roscoe, IL 61073 | 815-218-4614 | Mapshort@aol.com

Summary

Creative and respected retired Theatre/Language Arts teacher that specializes in mentoring and consulting with young and inexperienced teachers to help achieve success in their classrooms.

Education

MS | 1994 | ST XAVIER UNIVERSITY

- Major: Teaching and Leadership

BS IN EDUCATION | 1976 | NORTHERN ILLINOIS UNIVERSITY

- Major: Theatre Education
- Minor: Speech and English

Highlights

- Adept classroom manager
- Creative lesson planner
- Critical Thinker
- Experienced organizer
- Urban public school background
- Artistic theatre director
- Coordinator of total theatre productions
- Talented Mentor
- Positive and encouraging
- Strong leader

Accomplishments

Received Golden Apple Teaching award in 2007

Department Head of Creative and Performing Arts (CAPA) program for 6 years.

Producer of All City Theatre Performances for 3 years

Director of All City Theatre Performance that involved over 100 K- 12 grade students.

Experience

THEATRE/LANGUAGE ARTS TEACHER | ROCKFORD SCHOOL DISTRICT 205 | 1977-2011

- Taught Theatre/Language Arts in Rockford School District for 33 years
- Directed and Technical directed 2-4 performances each year for 30 years.
- Ran programs that raised money to help support theatre department and CAPA programs.
- Successfully mentored new teachers for 2 years after retirement.
- Helped design and refurbish 3 school theatre facilities renovations.
- Hired as a consultant to revamp and relocate the upgraded CAPA program.

Fine and Performing Arts Consultant
Rockford Public Schools

7834 North Gate Road
Rockford, IL. 61073
815-871-7998
kathrynet51@gmail.com

Education

Doctor of Philosophy in Music Education

First year complete

Northwestern University, Evanston, IL.

Master of Music Education

Emphasis in Choral Education

Northwestern University, Evanston, IL.

Bachelor of Fine Arts

Professional Certification: K - 12 Teaching in Illinois Type 03, 09

MacMurray College, Jacksonville, IL.

Professional Experience

Present: 2 years, Fine and Performing Arts Consultant

Rockford Public Schools, Rockford, IL.

Previous: 5 years, K - 12 Fine and Performing Arts Curriculum Coordinator

Rockford Public Schools, Rockford, IL.

Administration: Department of Academics

Previous: 31 years, Middle and High School Music Education

Rockford Public Schools, Rockford, IL.

Previous: Adjunct Instructor - Northwestern University, Evanston, IL.

Invited Presentations

Educational Forum: *Current Questions in Education*, Role of Technology Conference: *Designing Portfolios For The Music Classroom*, School Music: *Reading - Assessment - Technology*, Linking Technology and Middle School General Music, Choices: *The Signs Through Life*, The Qualitative Music Education Researcher: *a look at the initial experience of data collection*, Assessing Standards in the Choral Classroom, Music in Urban Education: *a model for collaborative music education*, Teaching Music Through the Performance Ensemble: *Music Education in Illinois*, Portfolio Processes and Assessment Ideas

Awards and Honors

National Urban Music Leadership Conference: *National Chair*, The Golden Apple Award: *recipient for 2000*, Those Who Excel: *Rockford Teacher of the Year*, Outstanding Teacher Award: *Rotary Club*, Award of Teaching Recognition: *Rockford Special Education Advisory Council*, Race-Unity Award: *Rockford, Illinois*



MATTHEW KEEFE

Artistic Director - Choreographer - Dance Teacher - Arts Administrator
913 N Main St. #1503 | Rockford, IL 61103 | 646 456 4564 | meadowroad@gmail.com

Objective

To utilize my diverse artistic, administrative and leadership experience to be an effective member of the national cultural landscape.

Leadership, Dance Education and Choreography Experience

2012-present	Rockford Dance Company - Rockford, IL <i>Artistic and School Director</i>
2008-11	American Repertory Ballet - Princeton, NJ <i>Resident Choreographer, Ballet Master and Operations Manager (11-12)</i> <i>Production Manager and Ballet Master (10-11)</i> <i>Production Stage Manager (09-10)</i> <i>Company Manager and Stage Manager (08-09)</i>
2007-08	George Street Playhouse - New Brunswick, NJ <i>Development Associate, Event Planner</i>
2008-09	Mason Gross School of the Arts, Rutgers University <i>Adjunct Faculty, Dance Department</i>
2006-07	Ballet Quad Cities - Rock Island, IL <i>Interim Artistic Director</i>
2006	Minnetonka Dance Theater and School - Minnetonka, MN <i>Associate Artistic Director</i>
2004-06	Studio 2a Project - Minneapolis, MN <i>Founder/Director/Choreographer/Dancer</i>
1995-01	Burklyn Ballet Theater - Johnson, VT <i>Resident Choreographer</i>

Professional Dancer Experience

2001-05	James Sewell Ballet - Minneapolis, MN
2000-01	BalletMet Columbus - Columbus, OH
1999-00	Ohio Ballet - Akron, OH
1994-97	Louisville Ballet - Louisville, KY
1992-94	Charleston Ballet Theater - Charleston, SC
1991-92	Fort Wayne Ballet - Fort Wayne, IN
1990	The Lyric Opera of Chicago - Chicago, IL
1989-91	The Lynda Martha Dance Company - Evanston, IL

Guest Artist Engagements

Over ten years experience as a freelance dancer, teacher and choreographer -- a detailed list of guest artist engagements, repertoire or references provided upon request.

Education

1999	MFA - University of Iowa - Dance Performance
2006	<i>Leadership for Artistic Directors - Dance/USA and TCG</i>
2008-10	Non Profit Management - Rutgers Continuing Education Certification Course

Volunteer Service

2004-10	Dance/USA - <i>Dancer Council Chair (04-06), Board of Trustees (06-10)</i>
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Awards and Honors

Nominated for the 2013 Mayor's Arts Award - Rockford, IL
Choreography Selected for the Ballet Builders 2003 Showcase
1996 Habich-Corey Award for Choreography

PR/Award # U351C140015

JULIE A. HINDENBURG
3607 Pheasant Run, Rockford, IL 61103
Home: 815-282-6342
Cell: 815-670-9698
Email: dn5js@comcast.net

PROFILE

Vivacious teacher with a solid and successful foundation in the arts; creating differentiated and arts integrated lessons to address best practices and the diversifying needs of all students; focused on educational brain research, multiple intelligences and student learning styles to enhance teacher instruction and student learning to support all curriculum; and educating and rejuvenating a joy for learning and teaching to all in the educational community.

PROFESSIONAL EXPERIENCE/KEY ACCOMPLISHMENTS

2012- Present

**6th & 8th Grade Language Arts/
CAPA Team Leader
(West Middle School)**

2011-2012

**8th Grade Language Arts/
CAPA Coordinator
(Ellis Arts Academy)**

2010-2011

**Elementary Music Specialist/
8th Grade Language Arts
(Ellis Arts Academy)**

- ❖ Administrative Internship
- ❖ 2 month acting assistant principal
- ❖ Pearson Language Arts Program
- ❖ General music instruction- Grades K, 1, 2, 4
- ❖ Arts integration- k-8
- ❖ 6-8 Choir

2005-2010

**Arts Integration
Specialist/CAPA Coordinator
(Ellis Arts Academy)**

- ❖ Staff assistance, support, and creation of arts integrated lessons and performances
- ❖ Coordinate and present professional staff development on arts integration and differentiation district-wide
- ❖ Master scheduling for arts, arts integration, and academic classrooms K-8
- ❖ Coordinate and create future vision for community partnerships with Good Will and Rockford Dance Company
- ❖ Coordinate and develop the 6th-8th CAPA (Creative and Performing Arts) Program for Ellis (audition process, recruitment, ongoing student review of academic rigor, and selection committee work)
- ❖ Create and maintain policy and procedure for all arts programs
- ❖ Vertical and horizontal articulation with central office, community, and high school CAPA Program.
- ❖ Assisted with our SIG grant- set up teacher workshops on differentiated instruction

2002-2005

**6-8 Social Studies/
8th Grade (02-03) /2nd Grade (04-05) Dance
(Ellis Arts Academy)**

- ❖ Taught 6th grade World History and 7th grade Geography
- ❖ Utilized a layered curriculum model and focused on differentiation and arts integration to teach social studies curriculum
- ❖ Taught arts integration in the Ellis after-school program
- ❖ Taught all 2nd grade dance classes
- ❖ Dance areas taught; ballet, tap, improvisational, jazz, lyrical, modern, folk, composition, technical, and historical

2001-2002

**6-8 Language Arts/Math/Arts Project
(Ellis Arts Academy)**

- ❖ Created the vision and curriculum for Arts Project
- ❖ School yearbook advisor

1999-2001

**K-5 Dance and Music
(Ellis Arts Academy)**

- ❖ Created music and dance integrated curriculum, (1999)

Adjunct professor at Rockford College- “Dance for Elementary School Teachers” (2000)

1998-1999

**K-5 Drama
(Ellis Art Academy)**

- ❖ Without Shoes Modern Dance Company Member (1993-1999)
- ❖ Rockford Area Arts Council Summer School dance integration teacher(1993-1999)
- ❖ Served on the dance curriculum writing committee for RPS205 (1998-2000)

Adjunct professor at Rockford College- Dance for Elementary School Teachers (Co-taught, 1999)

1997-1998

**1st Grade
(Ellis Arts Academy)**

- ❖ Climate committee president (1997- 2010)

1996-1997

**5-7 Dance/
7-8 General Music/ALPS
(West Middle School)**

- ❖ Restitution- Choice Theory and Reality Therapy training (William Glasser Institute)

1993-1996

**4-8 Dance Instructor
(West Middle School)**

- ❖ 5th Grade Rockford D.A.R.E. Program teacher
- ❖ Recruiting district-wide for talented and passionate students interested in the CAPA Program
- ❖ Career fair committee member

EDUCATION

Administrative Type 75, Northern Illinois University, 2011
M.A., Teaching- Arts Integration, Aurora University, 2000
B.S., Teaching, Northern Illinois University, 1993

PROFESSIONAL DEVELOPMENT

Tools for Engagement-Eric Jensen, 2010
Global Education for the 21st Century- 2009
Heartsaver AED, 2008
Media Relations for School Administrators, 2008
Standards Aligned Classroom Training, 2007
School Improvement e-Plan Training, 2007
Joyful Noises-“Music that Reaches and Teaches”- 2007
National Incident Management System & Emergency Operations Center Operation, 2007
Gifted/Diverse Learning- Parallel Curriculum- Aurora University, 2006
Effective Teaching Strategies, 2005
CPI Training- 2000-2005
Differentiated Instruction- Aurora University- 2005

PROFESSIONAL/COMMUNITY AFFILIATIONS

Rockford Area Arts Council, 1993-present
Rock River Valley Girl Scouts, co-leader, 2000- 2011
Hands Around the Court House, 2005-2011
Goodwill- Rockford, IL, 2006-2011
St. Bernadette Catholic School- volunteer and vacation bible school leader 2007-present
Selection Committee- RPS 205 Gifted/Talented Department, 2008-2011
CAPA and Gifted work groups (PGE), 2005-present
School interview team (Ellis and West), 2005- present
Master scheduling team, Ellis Arts Academy, 2006-2012, West Middle School 2012-Present

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](#)

**Rockford Cultivation of Creative Minds Program
BUDGET NARRATIVE
Professional Development for Arts Educators Program**

BUDGET CATEGORY	Year 1			Year 2			Year 3			Year 4		
	Grant	Local Contrib.	Total									
1. PERSONNEL												
A. Director Fine Arts Director will oversee all components of the entire project from planning, to implementation, to acting as a liaison to the partners and schools. (.20 FTE @ \$90,000)= \$18,000 In-kind Contribution		18,000	18,000		18,000	18,000		18,000	18,000		18,000	18,000
B. Director of Instructional Technology and Library Services will support PD in instructional technology (.05 FTE @ \$68,955) = \$		3,448	3,448		3,448	3,448		3,448	3,448		3,448	3,448
C. Dean of Secondary Math will over-see Math achievement (0.5 FTE @ \$82,400)= \$4,120		4,120	4,120		4,120	4,120		4,120	4,120		4,120	4,120
D. Deans of English will over-see reading achievement (.05 FTE of 76,500)= \$		3,825	3,825		3,825	3,825		3,825	3,825		3,825	3,825
E. Music Coach to oversee music teachers in curriculum, assessments, instrumentation, vocal and tech applications (1.0 FTE@ \$)	-	-	-	32,925	-	32,925	32,925	-	32,925	32,925	-	32,925
F. Teacher Coverage/Substitutes for Professional Learning. (1/day x \$100.64/substitute x 120 Teacher Days)= \$12,077	12,077	-	12,077	12,077	-	12,077	12,077	-	12,077	12,077	-	12,077
Subtotal Personnel	12,077	29,393	41,470	45,002	29,393	74,395	45,002	29,393	74,395	45,002	29,393	74,395
2. FRINGE BENEFITS												
Standard, county government fringe benefits package required by state law. This package includes:												
Federal Teacher Retirement Fund (7.44%)	899	2,187	3,085	3,348	2,187	5,535	3,348	2,187	5,535	3,348	2,187	5,535
State Teacher Retirement (9.4%)	1,135	2,763	3,898	4,230	2,763	6,993	4,230	2,763	6,993	4,230	2,763	6,993
T.H.I.S. - Tchr Health Ins Sys (.76%)	92	223	315	342	223	565	342	223	565	342	223	565
Medicare (1.45%)	175	426	601	653	426	1,079	653	426	1,079	653	426	1,079
Ins. (Life/Health/Dental - \$13185/FTE)		4,615	4,615	13,185	4,615	17,800	13,185	4,615	17,800	13,185	4,615	17,800
Unemployment/Workers' Comp (\$933/FTE)		327	327	933	327	1,260	933	327	1,260	933	327	1,260
Clerical Benefits (IMRF/FICA/Med)(18.02%)		-	-	-	-	-	-	-	-	-	-	-
Subtotal Employee Benefits	1,402	10,541	12,841	19,343	10,541	33,232	19,343	10,541	33,232	19,343	10,541	33,232
3. TRAVEL												
A. Regional and National Travel- (i.e., IMEA, IAEA, AP/Pre-AP) (approx. 30 Teachers each year x approx. \$2,000 including registraion, travel, food)	60,000	-	60,000	60,000	-	60,000	60,000	-	60,000	60,000	-	60,000
B. Kennedy Center Annual Meeting x 2 Staff		3,500	3,500		3,500	3,500		3,500	3,500		3,500	3,500
Subtotal Travel	60,000	3,500	63,500									

Rockford Cultivation of Creative Minds Program
BUDGET NARRATIVE
Professional Development for Arts Educators Program

BUDGET CATEGORY	Year 1			Year 2			Year 3			Year 4		
	Grant	Local Contrib.	Total									
4. EQUIPMENT												
B. Teacher Technology Devices to support tech applications (i.e., iPads, camera/video/mic unit)	60,000		60,000	40,000		40,000	40,000		40,000	40,000		40,000
<i>Subtotal Equipment</i>	60,000	-	60,000	40,000	-	40,000	40,000	-	40,000	40,000	-	40,000
5. SUPPLIES												
A. Music Composition Software, Adobe Master Suite site licenses for Fine Arts Labs		68,000	68,000									
B. Educational Tech and/or Curriculum/Assessment/Instructional Supplies: items less than \$500 (i.e., MirrorCase/recording for teacher feedback, iPods, Resources for implementing National Core Standards)	33,750	30,000	63,750	33,750	20,000	53,750	33,750	20,000	53,750	33,750	20,000	53,750
C. General Office Supplies (Postage, chart paper, pencils, tape, pens, etc.)	1,200		1,200	1,200		1,200	1,200		1,200	1,200		1,200
D. Marketing costs that include web page, fliers, promotional materials, etc.		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000
<i>Subtotal Supplies</i>	34,950	99,000	133,950	34,950	21,000	55,950	34,950	21,000	55,950	34,950	21,000	55,950
6. CONTRACTUAL												
A. Kennedy Center Arts Resource Arts Integration Workshops 4 PD Workshops x \$3,000	12,000		12,000	12,000		12,000	12,000		12,000	12,000		12,000
B. Presenters: National Core Art Standard Workshops, Technology in the Arts Workshops, Curriculum/Assessment/Instructional Workshops	9,000		9,000	9,000		9,000	9,000		9,000	9,000		9,000
C. Rockford Area Arts Council will provide Instructional Coaches that will coach teachers and provide in-services to teachers.	50,400		50,400	50,400		50,400	50,400		50,400	50,400		50,400
D. Rockford Dance Company will provide tech and theatre production in-service to teachers	5,000		5,000	5,000		5,000	5,000		5,000	5,000		5,000
D. Rockford Art Museum will provide visual and art media in-service to teachers	2,500		2,500	2,500		2,500	2,500		2,500	2,500		2,500
E. Evaluation and Documentation												
Gathering data for the evaluation reports and documentation.	20,000	5,000	25,000	20,000	5,000	25,000	20,000	5,000	25,000	20,000	5,000	25,000
F. Outside Audit (Single Audit Act Amendments of 1996)												
<i>Subtotal Contractual</i>	98,900	5,000	103,900									
7. CONSTRUCTION												
<i>Subtotal Construction</i>		-										
8. OTHER												
<i>Subtotal Other</i>												
9. TOTAL DIRECT COSTS	267,329	147,434	415,661	298,195	69,434	370,977	298,195	69,434	370,977	298,195	69,434	370,977
10. INDIRECT COSTS (3.63%)	9,704	5,352	15,056	10,824	2,520	13,345	10,824	2,520	13,345	10,824	2,520	13,345
11. TRAINING STIPENDS (120Teachers x 15 hr.s x 22.50/hr. or substitute teacher coverage) and benefits	40,500		40,500	30,700		30,700	30,700		30,700	30,700		30,700
	7,715		7,715	5,848		5,848	5,848		5,848	5,848		5,848
<i>Subtotal Stipends</i>	48,215		48,215	36,548		36,548	36,548		36,548	36,548		36,548
12. TOTAL COSTS	325,248	152,786	478,932	345,568	71,954	420,870	345,568	71,954	420,870	345,568	71,954	420,870

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

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

Name of Institution/Organization

Rockford Public Schools District 205

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	12,077.00	45,002.00	45,002.00	45,002.00		147,083.00
2. Fringe Benefits	1,402.00	19,343.00	19,343.00	19,343.00		59,431.00
3. Travel	60,000.00	60,000.00	60,000.00	60,000.00		240,000.00
4. Equipment	60,000.00	40,000.00	40,000.00	40,000.00		180,000.00
5. Supplies	34,950.00	34,950.00	34,950.00	34,950.00		139,800.00
6. Contractual	98,900.00	98,900.00	98,900.00	98,900.00		395,600.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	267,329.00	298,195.00	298,195.00	298,195.00	0.00	1,161,914.00
10. Indirect Costs*	9,704.00	10,824.00	10,824.00	10,824.00		42,176.00
11. Training Stipends	48,215.00	36,548.00	36,548.00	36,548.00		157,859.00
12. Total Costs (lines 9-11)	325,248.00	345,567.00	345,567.00	345,567.00	0.00	1,361,949.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

Name of Institution/Organization Rockford Public Schools District 205	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	29,393.00	29,393.00	29,393.00	29,393.00		117,572.00
2. Fringe Benefits	10,541.00	10,541.00	10,541.00	10,541.00		42,164.00
3. Travel	3,500.00	3,500.00	3,500.00	3,500.00		14,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	99,000.00	21,000.00	21,000.00	21,000.00		162,000.00
6. Contractual	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
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)	147,434.00	69,434.00	69,434.00	69,434.00		355,736.00
10. Indirect Costs	5,352.00	2,520.00	2,520.00	2,520.00		12,912.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	152,786.00	71,954.00	71,954.00	71,954.00		368,648.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mrs.	First Name: LuAnn	Middle Name:	Last Name: Widergren	Suffix:
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Address:

Street1:	501 7th St
Street2:	
City:	Rockford
County:	
State:	IL: Illinois
Zip Code:	61104-1221
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
815-966-720-4856	

Email Address:
widergl@rps205.com

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"/>	Add Attachment	Delete Attachment	View Attachment
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