



# Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): Assistance
Offering Agency:	Department of Education
CFDA Number:	84.351
CFDA Description:	Arts in Education
Opportunity Number:	ED-GRANTS-032817-001
Competition ID:	84-351C2017-2
Opportunity Open Date:	03/28/2017
Opportunity Close Date:	05/30/2017
Agency Contact:	Bonnie Carter Program Officer E-mail: bonnie.carter@ed.gov Phone: 202-401-3576

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name:

## Select Forms to Complete

### Mandatory

[Application for Federal Assistance \(SF-424\)](#)

[U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)

[Assurances for Non-Construction Programs \(SF-424B\)](#)

[Grants.gov Lobbying Form](#)

[Disclosure of Lobbying Activities \(SF-LLL\)](#)

[ED GEPA427 Form](#)

[ED SF424 Supplement](#)

[ED Abstract Form](#)

[Project Narrative Attachment Form](#)

[Budget Narrative Attachment Form](#)

[Other Attachments Form](#)

### Optional

## Instructions

[Show Instructions >>](#)

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here. If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

### Application for Federal Assistance SF-424

<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b> _____ <b>* Other (Specify):</b> _____
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<b>* 3. Date Received:</b> Completed by Grants.gov upon submission.	<b>4. Applicant Identifier:</b> _____
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<b>5a. Federal Entity Identifier:</b> _____	<b>5b. Federal Award Identifier:</b> _____
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**State Use Only:**

<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____
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**8. APPLICANT INFORMATION:**

**\* a. Legal Name:** Guilford County Schools

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 56-600-0522	<b>* c. Organizational DUNS:</b> 1255692770000
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**d. Address:**

**\* Street1:** 712 N Eugene St  
**Street2:** \_\_\_\_\_  
**\* City:** Greensboro  
**County/Parish:** \_\_\_\_\_  
**\* State:** NC: North Carolina  
**Province:** \_\_\_\_\_  
**\* Country:** USA: UNITED STATES  
**\* Zip / Postal Code:** 27401-1622

**e. Organizational Unit:**

<b>Department Name:</b> Curriculum and Instruction	<b>Division Name:</b> Arts
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**f. Name and contact information of person to be contacted on matters involving this application:**

**Prefix:** Dr.      **\* First Name:** Amy  
**Middle Name:** \_\_\_\_\_  
**\* Last Name:** Holcombe  
**Suffix:** \_\_\_\_\_

**Title:** Executive Director of Strategic Planning

**Organizational Affiliation:**  
\_\_\_\_\_

**\* Telephone Number:** 336-370-2342      **Fax Number:** \_\_\_\_\_

**\* Email:** holcoma@gcsnc.com

**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:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.351

CFDA Title:

Arts in Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-032817-001

\* Title:

Office of Innovation and Improvement (OII): Assistance for Arts Education Programs: Professional Development for Arts Educators Grants CFDA Number 84.351C

**13. Competition Identification Number:**

84-351C2017-2

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Guilford County Schools Arts Integration Academy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,420,094.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,420,094.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:



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

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Guilford County Schools

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	24,000.00	84,000.00	114,000.00	114,000.00		336,000.00
2. Fringe Benefits	5,805.00	20,320.00	27,577.00	27,577.00		81,280.00
3. Travel						
4. Equipment						
5. Supplies	214,765.00	62,960.00	62,960.00	34,000.00		374,685.00
6. Contractual	140,330.00	140,330.00	179,615.00	126,399.00		586,674.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	384,901.00	307,610.00	384,152.00	301,976.00		1,378,639.00
10. Indirect Costs*	11,574.00	9,250.00	11,551.00	9,080.00		41,455.00
11. Training Stipends						
12. Total Costs (lines 9-11)	396,475.00	316,860.00	395,703.00	311,056.00		1,420,094.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): State of North Carolina

The Indirect Cost Rate is 3.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are you a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 3.00%.

Name of Institution/Organization

Gulliford County Schools

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 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

## 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>Completed on submission to Grants.gov</p>	<p>TITLE</p> <p>Executive Director of Strategic Planning</p>
<p>APPLICANT ORGANIZATION</p> <p>Guilford County Schools</p>	<p>DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Guilford County Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Amy Middle Name:
* Last Name: Holcombe	Suffix:
* Title: Executive Director of Strategic Planning	
<b>* SIGNATURE:</b> Completed on submission to Grants.gov	<b>* DATE:</b> Completed on submission to Grants.gov

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# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Guilford County Schools"/> * Street 1: <input type="text" value="712 N Eugene St"/> Street 2: <input type="text"/> * City: <input type="text" value="Greensboro"/> State: <input type="text" value="NC: North Carolina"/> Zip: <input type="text" value="27401-1622"/> Congressional District, if known: <input type="text" value="6"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b> <div style="border: 1px solid black; height: 100px;"></div>		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Arts in Education"/> CFDA Number, if applicable: <input type="text" value="84.351"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text" value="1,420,094.00"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: <input type="text" value="Dr."/> * First Name: <input type="text" value="Amy"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Holcombe"/> Suffix: <input type="text"/> * Street 1: <input type="text" value="712 N Eugene St"/> Street 2: <input type="text"/> * City: <input type="text" value="Greensboro"/> State: <input type="text" value="NC: North Carolina"/> Zip: <input type="text" value="27401-1622"/>		
<b>b. Individual Performing Services (including address if different from No. 10a)</b> Prefix: <input type="text" value="Dr."/> * First Name: <input type="text" value="Amy"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Holcombe"/> Suffix: <input type="text"/> * Street 1: <input type="text" value="712 N Eugene St"/> Street 2: <input type="text"/> * City: <input type="text" value="Greensboro"/> State: <input type="text" value="NC: North Carolina"/> Zip: <input type="text" value="27401-1622"/>		
<b>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.</b>		
<b>* Signature:</b> <input type="text" value="Completed on submission to Grants.gov"/> <b>* Name:</b> Prefix: <input type="text" value="Dr."/> * First Name: <input type="text" value="Amy"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Holcombe"/> Suffix: <input type="text"/> <b>Title:</b> <input type="text" value="Executive Director of Strategic Planning"/> <b>Telephone No.:</b> <input type="text" value="336-370-2342"/> <b>Date:</b> <input type="text" value="Completed on submission to Grants.gov"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

ED GEPA 427 STATEMENT.pdf

Add Attachment

Delete Attachment

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## **ED GEPA 427 STATEMENT**

### **PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS**

In compliance with GEPA 427 requirements, Guilford County Schools (GCS) and its partners for the Professional Development for Arts Educators are committed to serving a diverse team of talented educators. The development and design of professional development activities will prioritize teachers in high-poverty schools and will target underrepresented teachers.

In addition, GCS and its partners are equal opportunity employers with organization-wide policies in place requiring equal employment opportunities for all persons without regard to race, gender, color, religious creed, national origin, religion, age, veteran status, sex, sexual orientation, gender identity or expression, disability, marital status, present or past history of mental disorder, mental retardation, learning disability or physical disability, or abilities unrelated to the performance of the duties of the position.

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Nathan		Street	

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Street1:	712 N Eugene St
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County:	
State:	NC: North Carolina
Zip Code:	27401-1622
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
336-370-2342	

Email Address:
streetn@gcsnc.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) #:    1    2    3    4    5    6

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.

	Add Attachment	Delete Attachment	View Attachment
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## 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.]

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## 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.pdf

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## PROJECT ABSTRACT

Organization Name: Guilford County Schools  
Address: 712 N Eugene St, Greensboro, NC 27401  
Contact Name: Amy Holcombe  
Contact Phone Number: 336-370-2342  
Contact Email: [holcoma@gesnc.com](mailto:holcoma@gesnc.com)

The Guilford County Schools Arts Integration Academy (GCS-AIA) represents a partnership between a large urban school district, a major state-funded university, and a community of artists, galleries, theatres, and museums. The goals of the project are to:

- Improve teacher integrated arts-learning, content knowledge, and pedagogy
- Expand integrated arts-learning opportunities for teachers
- Increase integrated arts-learning opportunities for students
- Increase partner and community engagement in integrated arts-learning

Ove the course of four years, Guilford County Schools intends to use online and face-to-face courses, taught by university arts integration experts, in-classroom coaching by resident artists and university faculty, virtual peer observation and feedback, professional learning communities, and principal training to increase arts education opportunities and positively impact academic outcomes for students who are disadvantaged, disabled, and/or underrepresented. In total, 18 schools (with >50% FRL), 90 teachers, over 10,000 students, and approximately 150 community partners will be impacted by this project.

### Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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

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## **GUILFORD COUNTY SCHOOLS ARTS INTEGRATION ACADEMY**

### **A. NEED FOR PROJECT**

Guilford County Schools (GCS) believes that providing children with effective teachers who are supported by opportunities for growth is essential to enriching the academic experiences of students. Comprised of students and families who are racially diverse (67% minority) and speak 105 different languages and dialects, Guilford County Schools (GCS) is among the most culturally diverse, large, urban school districts in the nation. The district serves 73,306 students and is ranked 43<sup>rd</sup> in size nationally. Considering the diversity of the district, cultural responsiveness is critical to ensuring academic success for all students. GCS believes one of the most integral vehicles for promoting academic success is through a robust arts education program. As of 2017, 83.1% of GCS students were involved in some form of district-provided arts education. We believe that stand-alone arts education programs and services, along with authentic arts integration in arts and non-arts classrooms, are the key to expanding arts education offerings to students who are disadvantaged, have disabilities, or are members of underrepresented groups. To codify this tenet, GCS included in the Strategic Plan 2016, a strategic goal of creating and implementing lessons and units for non-arts classrooms infused with arts-related learning opportunities and proven curriculum-based methods. While GCS has proven itself as a leader in arts education, there are many areas in which the PDAE grant can support and improve student outcomes.

Urban school districts, such as Guilford County Schools, are more likely than rural districts to be comprised of schools in geographically poor neighborhoods (Choi, 2010; Mayer & Tucker, 2010). These neighborhoods are more likely to predominantly consist of minority

families (Choi, 2010; Hanushek & Rivkin, 2010; Kelly, 2010; Walker, 2011; Henry et al., 2014); subsequently, the schools serving these neighborhoods are more likely to be failing schools based on achievement data (Wells, Griffith, & Kritsonis, 2007; Gorey, 2009; Huidor & Cooper 2010; Kober, 2010; Mayer and Tucker 2010; Maydun, 2011). Consequently, the need for ensuring effective, culturally responsive teachers staff these schools is paramount.

### **Project Goal One – Improve Teacher Arts-Learning, Content Knowledge, and Pedagogy**

Guilford County Schools (GCS) arts education data indicate content-specific professional training, development, and experience is critical to overall educator effectiveness. District research indicates that for every unit of increase in teacher professional development attendance, the odds of scoring a rating of “exceeds expected student growth” versus “meets expected growth” or “does not meet expected growth” on the North Carolina Analysis of Student Work (ASW) process for arts educators significantly increases. This result implies content-specific professional development, in general, is effective and, more specifically, Guilford County Schools (GCS) content-specific professional development is effective. However, further results indicate alternatively licensed teachers in the arts have a 135% chance of scoring a rating of “does not meet expected student growth” rather than “meets expected student growth.” While such results would seem counter-intuitive for other non-arts content areas, given the highly specialized nature of arts education content areas, implications may indicate ineffective pre-teacher training as well as ineffective professional development conveyance for arts educators. This data highlights an opportunity for the district to target training to alternatively licensed teachers in the arts to increase content knowledge and pedagogical skills.

In Guilford County Schools, attendance at content-specific professional development in arts education areas strongly contributes to increases in student outcomes. While most sessions



experience up to 90% attendance, the average attendance rate across sessions is 70%. Of the average 30% not in attendance at professional development sessions, up to 50% are teachers who serve minority-majority, socio-economically disadvantaged schools. Of the 50% of arts educators serving minority-majority, socio-economically disadvantaged schools, approximately 70% are or were originally alternatively licensed. Considering the results of the district-specific study, content-specific professional development in Guilford County Schools can significantly improve teacher effectiveness ratings as measured by the NC Analysis of Student Work process subsequently improving student growth rates. Furthermore, district-specific data indicated effectiveness ratings for arts educators with alternative licenses are likely to be lower than those of traditionally licensed educators as measured by the NC Analysis of Student Work process. Juxtaposing the professional development effectiveness data with minimal professional development attendance rates among arts educators in minority-majority, socio-economically disadvantaged schools against substantial numbers of educators with alternative licenses in those same schools as compared with more affluent, Caucasian-majority schools, it is clear that targeted professional development with a clear cultural relevance and personalized learning focus is an opportunity to impact the effectiveness of those educators. Ultimately, targeted teacher training will positively impact academic outcomes for our children.

### **Project Goal Two – Expand Arts-Learning Opportunities for Teachers**

Guilford County Schools (GCS) data reveal gaps of arts opportunities in predominantly minority-majority, socio-economically disadvantaged schools:

- White students have more effective arts programming and more effective teachers as measured by level of student performance and opportunities, amount of resources expended to arts programming, and the North Carolina Analysis of Student Work results

- More affluent students have more effective arts opportunities and more effective teachers as measured by level of student performance and opportunities, amount of resources expended to arts programming, and the North Carolina Analysis of Student Work results
- Schools scoring higher on North Carolina End-of-Grade and End-of-Course tests have more dedicated funds for arts supplies and personnel; and,
- Schools with more arts opportunities enjoy greater principal support for the arts.

Incidentally, schools with greater principal support for the arts enjoy greater Educator Value-Added Assessment System (EVAAS) teacher effectiveness ratings on average.

In all, schools in neighborhoods of concentrated poverty with minority-majority populations have approximately 50% less access to consistent arts opportunities in GCS resulting in significant correlations with growth and performance issues at those schools. These results are consistent with the 2016 National Assessment of Educational Progress (NAEP) results on national trends for access to arts education for white students versus students of color and for students from affluent socio-economic backgrounds versus socio-economically disadvantaged students (Institute of Education Sciences, 2017).

Fiske (1999) found students with high involvement in the arts across socio-economic strata performed at a higher rate in all other content area assessment metrics and stayed in school longer than students with low involvement. Catterall and Waldorf (1999), in their evaluation of the Chicago Arts Partnerships in Education (CAPE), found CAPE schools (schools with strategic, collaborative, intense arts integration pedagogy) performed higher on standardized assessments in reading and math for all 52 metrics than all other non-CAPE schools. To address the effects of race, SES, gaps of opportunities and resources, school climate, and principal support, university and community teaching artists and faculty will be employed to assist in

facilitating authentic arts integration in project schools through coaching, planning, professional learning communities (with arts educators) and project/performance-based learning.

Catterall and Waldorf (1999) identified four main trends in their CAPE-based research: 1) positive changes in school climate occurred; 2) significant progress in school administrator support; 3) increased collaboration between teachers, arts educators, and visiting artists; and 4) teacher buy-in for benefits of arts-integrated learning.

From the perspective of Guilford County Schools arts-specific data, there is potential for authentic and purposeful arts integration to close opportunity gaps for students (Buehler, 2013) and improve overall academic performance (Lorimer, 2011). In minority-majority, socio-economically disadvantaged schools in the district, there exists a significant correlation between academic underperformance as measured by NC End-of-Grade and End-of-Course exams and lower rates of arts education program effectiveness measured qualitatively based on provision of opportunities and pedagogy. There also exists a significant correlation between overall teacher effectiveness rates as measured by the Educator Value-Added Assessment System (EVAAS) and low rates of arts educator effectiveness as measured by the NC Analysis of Student Work process. District-specific data does indicate a significant correlation between principal appreciation, support, and assignment of importance for arts education programs as measured by financial support, scheduling, and other qualitative metrics, and arts program effectiveness, arts educator effectiveness, and overall teacher effectiveness.

### **Project Goal Three – Increase Arts Learning Opportunities for Students**

District-specific data analysis revealed a significant positive correlation between GCS African American students and free and reduced lunch (FRL) status implying socio-economic disadvantages among minority families in Guilford County Schools. In addition, results indicated significant negative correlation between free or reduced lunch (FRL) status and performance on standardized tests indicating socio-economic status in GCS significantly influences test performance. GCS-specific arts education data reveal that for every percent increase in a school’s African American or Hispanic student population, the odds of scoring a rating of “exceeds expected student growth” versus “meets expected student growth” *increases* significantly. Implications include the potential benefits of a robust arts education in ameliorating learning gaps.

### **Project Goal Four – Increase Partner and Community Involvement in District Arts Education**

Guilford County Schools (GCS) enjoys substantial arts community involvement in the school district. District data reveal the monetary and human capital contributions made by arts education partners totals in excess of \$250,000 annually and continues to expand. Community and family involvement as partners in a child’s education is central to Guilford County Schools’ (GCS) philosophy. GCS Arts Education also promotes community and family involvement as integral spheres of influence (Henry, 2010; Epstein, 2011) in a child’s life overlapping and equally dependent upon one another for success. The central focus of all arts education partnerships within these overlapping spheres of influence rests on the needs of the student. It is critical for leadership of each partnership to demonstrate complete support for the relationship (Epstein, 2011; Ward, Strambler, & Linke, 2013). Included in the appendix are letters of support

from select GCS Arts Education partners and governmental representatives dedicated to supporting GCS in implementation, analysis, oversight, and evaluation of the PDAE grant project.

### **Summary**

Horace Mann (1848) wrote, “Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men – the balance wheel of the social machinery. If education were complete and universal, it would eliminate factions in society.” Increasing access to the arts for the most highly impacted schools has the potential to change students’ lives. In this application, we will describe a plan for implementing a Guilford County Schools Arts Integration Academy. This project is an extraordinary vision for improving teacher arts-learning, content knowledge, and pedagogy, expanding arts learning opportunities for teachers, increasing arts-learning opportunities for students, and increasing partner and community involvement in district arts education. Current professional development opportunities for arts educators are not necessarily meeting the cultural and personalized needs of teachers serving minority-majority, socio-economically disadvantaged schools. Furthermore, non-arts educators also serving these schools are receiving no arts integration professional development opportunities whatsoever. Considering the academic performance, school climate, and teacher development benefits of arts integration, authentic and relevant professional development for non-arts educators is paramount. Additionally, considering the overall administrator perspectives on the consequential nature of the arts in their schools, improving appreciation, respect, and understanding of the potential for arts to improve academic performance can produce leadership for furtherance of an arts integrated curriculum. Ideally, professional development for arts, non-arts, and administrators is offered collaboratively with authentic and relevant learning opportunities that will promote



student learning of all curricular areas through the prism of the arts. The ultimate goal will be to develop and promote a replicable program that will benefit all children in all GCS schools and beyond thus establishing Guilford County Schools as the model school district for arts education through a highly integrated and supported arts curriculum.

## **B. QUALITY OF PROJECT SERVICES**

The proposal consists of four project goals: 1) Improve teacher arts learning, content knowledge, and pedagogy; 2) Expand arts learning opportunities for teachers; 3) Increase arts learning opportunities for students; and 4) Increase partner and community involvement in arts learning. As a primary partner in this mission, the University of North Carolina at Greensboro (UNCG) will design three graduate level courses designed to improve arts and non-arts teacher skills in integrating the arts with other curricular areas. The courses will be delivered as a part of the two-week long summer GCS Arts Integration Academy (GCS-AIA) which will provide hands-on, authentic arts integrated experiences for teachers. To ensure the transfer of learning to application in the classroom, university faculty will work on-site with K-8 teaching faculty to for two years following course completion to support lesson and unit planning, professional learning communities (PLC), curriculum design, performance and gallery productions, creative formative and summative assessments, and lesson delivery. As members of a professional learning community, GCS Arts Integration Academy (GCS-AIA) graduates will engage in peer-to-peer observation and evaluation. GCS-AIA graduates will use Swivl technology to capture their arts integration lessons and upload video evidences to an online platform. It is through this web-based platform that the classroom doors will figuratively open up and allow for peers to provide feedback through time-stamped annotations. This cyclical pattern of continuous improvement

will grow teacher's content knowledge and pedagogical skills, leading to increased academic performance for students. This process is illustrated below in Figure 1: Continuous Improvement Loop.

Figure 1: Continuous Improvement Loop



Additionally, project school principals will complete a separate course developed by the University of North Carolina at Greensboro (UNCG) in order to improve evaluative and observational skills for arts educators. They too will have access to the Swivl online platform to practice their skills in providing formative feedback to teachers as they integrate the arts in their classroom.

### **Proposed Menu of Services**

- 1) In partnership with the University of North Carolina at Greensboro (UNCG), the district will host the GCS Arts Integration Academy for arts and non-arts educators instruction in arts integration from theory to practice. Highly qualified music, visual art, theatre arts, and dance

professors from the College of Visual and Performing Arts at UNCG will design the online component of the course preceded by final approval from the dean of the College of Visual and Performing Arts.

a. **(Competitive Priority B) The online component of the course** will consist of intensive theoretical, practical, and standards-based arts education curricular instruction. The course will consist of three pathways for participants: 1) arts educators, 2) non-arts educators, and 3) administrators.

- Non-arts course participants will engage in modules designed to provide basic information on the North Carolina Essential Standards for Music, Theatre Arts, Dance, and Visual Art. Modules will be personalized according to participants teaching level (elementary, middle, and high school). Participants will engage in reading, discussion, application, and discovery learning in an effort to develop a repertoire of new strategies and techniques established in arts integration Praxis to better engage their students in their classrooms. Participants will also explore connections between their content standards and the music, theatre arts, visual art, and dance curriculum. Course modules will include lessons on how to appreciate the arts leading to methods for advocacy. Multiculturalism and cultural responsiveness (Posner & Rudnitsky, 2006) will serve as the prism for understanding the connections between content areas. Participants will learn how to plan an arts integrated lesson and unit as well as create curriculum maps that demonstrate understanding of the connectivity between their North Carolina content curriculum and the North Carolina Essential Standards for Music, Theatre Art, Visual Art, and Dance. Collaboration between the non-arts and arts educators will be essential when practice planning and

mapping. Modules will demonstrate how to produce teaching performances (or “informances”) and gallery walks in collaboration with their school-based team. Finally, non-arts educators will learn how to incorporate arts learning in their assessments. Formative assessment is critical to arts learning; therefore, this will be the primary focus.

- Arts educators will engage in modules designed to introduce the state standards for grades K-5 (elementary) as well as other non-arts and arts-related standards. Modules will be personalized by level. Participants will engage in reading, discussion, application, and discovery learning in an effort to develop a repertoire of new strategies and techniques established in arts integration Praxis to better engage their students in their classrooms and to promote excellence in learning regardless of content. Participants will also explore connections between their curriculum and other content standards to make connections. Course modules will include lessons on advocacy, collaborative learning, personalization in the arts, and an overview of other non-arts curricula. Multiculturalism and cultural responsiveness (Posner & Rudnitsky, 2006) will serve as the prism for understanding the connections between content areas. Participants will learn how to plan an arts integrated lesson and unit as well as create curriculum maps that demonstrate understanding of the connectivity between the North Carolina Essential Standards for Music, Theatre Art, Visual Art, and Dance and other non-arts curricula. Collaboration between the non-arts and arts educators will be essential when practice planning and mapping. Modules will demonstrate how to produce teaching performances (or “informances”) and gallery walks in collaboration with their school-based team. Finally, arts educators will learn

how to generate and analyze both qualitative and quantitative data in the arts through formative and summative assessments as well as utilizing the data to drive decision-making in the classroom.

- The administrator modules will be designed to provide principals, assistant principals, and other evaluative personnel a more thorough understanding of the intricacies, differences, and unique pedagogical structure encountered in an arts classroom. Evaluative personnel without an arts background are often only able to provide classroom management and discipline related feedback for arts educators (Arts Education Partnership, 2011). Arts educators are often left without content-specific and pedagogical feedback for improvement. The course will be designed to help principals develop and establish an arts-specific companion guide to the state mandated teacher evaluation tool. The guide will consist of specific “look-fors” when evaluating arts educators in the arts content areas housed in their buildings. Evaluative personnel will also be trained on legitimate data cases in the arts classroom and how this data may look vastly different from data inherent to other curricular areas. Finally, school-based administrators will be trained to appreciate and support the arts, value an arts integrated curriculum and school program evaluate the impact of maintaining a robust arts program on the school, understand the deleterious effects of maintaining arts opportunity gaps and the cultural needs of children, and analyze arts integrated lessons and unit plans. These plans will address recent Guilford County Schools data indicating significant negative correlations between principal support for the arts and arts educator effectiveness.

- b. Following successful completion of the online component of the course, participants will earn a micro-credential (Sawchuk, 2016) as an “Arts Integration Troubadour.” The proceeding phase of the course will be the hands-on, collaborative component designed to allow arts and non-arts participants to explore connections between curricular areas, further design and edit lesson plans, unit plans, and curriculum maps, and practice teaching arts integrated lessons in a safe environment with the content area experts and administrators as guides (Carney, 2016). Each of the four main arts content areas: music, dance, theatre arts, and visual art will be incorporated appropriately into the execution of various lessons. Higher education faculty and teaching artists will help guide both arts and non-arts learners through teaching lessons helping them make connections with their own areas and generate ideas for lesson extensions. The integration workshop will be held each summer for two weeks. Successful completion of the GCS-AIA will result in a micro-credential as an “Arts Integration Prodigy” (Sawchuk, 2016).
- 2) Throughout the year, teaching artists from community and partner arts organizations will be hired as creativity facilitators to work in project schools providing guidance in further developing authentic arts learning opportunities in non-arts classrooms. According to the Bill and Melinda Gates Foundation (2014), this type of coaching is relatively rare and most often cited as the primary desire of teachers. Non-arts educators will work with school-based arts educators to further develop their integration strategies as well. Common planning will be conducted throughout the year along with the creativity facilitators in order to align curriculum delivery in all content areas to maximize student transfer of knowledge and understanding of connectivity between content areas. Common curricular themes will be reinforced in each classroom. Creativity facilitators



will also engage teachers in planning collaborative “informances” to highlight for parents and community the interconnected and culturally relevant learning experiences (Epstein, 2011) in which students have engaged. Successful completion of eight community and family “informances” will result in a micro-credential of “Arts Integration Artist” (Sawchuk, 2016).

- 3) **(Competitive Priority A) In order for all project participants to engage with participants from other project schools, teachers will use technology devices to actively record via Swivl their integrated lessons to share with other project participants for peer feedback and evaluation.** The Bill and Melinda Gates Foundation (2014) cited lesson observation as the next most critical wish of teachers when pursuing professional development. Swivl also provides opportunities for other project participants to observe partner classrooms. Creativity facilitators, administrative personnel, and other teachers may also provide coaching and insight into the lesson and collaboration. According to Swivl, teachers are assembled in collaborative teams with mentors and coaches. Individualized observations and feedback is provided to improve instruction and build momentum for student growth. Swivl provides teachers with a flipped classroom experience with libraries of searchable best teaching practices. Successful completion of 50 or more Swivl sessions will result in a micro-credential of “Arts Integration Virtuoso” (Sawchuk, 2016).
- 4) The district will establish “The Collaboratory” at select schools designed to a) provide students with additional after-school arts learning opportunities; and b) provide teachers with additional opportunities to engage with the project cohort, teachers from across the district, and acclaimed experts in various arts genres and arts integration. Teachers will

be provided the opportunity to observe other master teachers work in a live setting with students in band, chorus, orchestra, general music, guitar, piano, visual art, dance, and theatre arts. Hands-on, collaborative professional development is the “ideal” format most often suggested by teachers (Bill and Melinda Gates Foundation, 2014). Project participants will also be encouraged to practice the skills they have acquired through the hybrid course, creative facilitator trainings, lesson/unit planning, PLCs, and Swivl sessions. The Collaboratory will meet weekly throughout the academic year providing students the opportunity to enhance their performance and artistic skills. Student ensembles and art classes will be provided unique performance and gallery opportunities in addition to their regular school arts activities. Project participants who complete a successful Collaboratory series (consisting of attendance at three-fourths of the series, presenting two teaching lessons per year, and evidence of incorporating series activities into classroom activities) will receive a micro-credential of “Arts Integration Director.” (Sawchuk, 2016).

- 5) Sustainability of results is critical to the success of the project. In order to achieve sustainability and the penultimate micro-credential of “Arts Integration Maestro” (Sawchuk, 2016), each project school will create a sustainability curriculum for their school. The sustainability curriculum is to be personalized and culturally responsive based on the individual school population and needs (Posner & Rudnitsky, 2006). The curriculum must encompass all of the content areas within each school and be fully integrated with the arts. Each model will consist of exemplar lessons, units, informance, performance, and gallery projects.

6) The promotion of research-based, arts integrated concepts is an opportunity to demonstrate the effectiveness of the project. Extending the research to address district-specific concerns will be paramount. Literacy is a key concern of Guilford County Schools (GCS). In the final year of implementation, project schools will launch a research study designed to test connectivity of cognitive processes for literacy learning with those of music reading, spatial reasoning in visual and theatre arts, and kinesthetic comprehension in dance education (Carney, 2016). Data will be collected via eye-tracking glasses and related software provided by Tobii Pro. Eye-tracking glasses is an unobtrusive solution for gaining insight into psychological processes (Mele & Federici, 2012) such as problem solving, reasoning, mental imagery, and search strategies (Poole & Ball, 2006). Eye movement tracking has the potential, for example, to test whether music reading and reasoning skills are cognitively related to word processing and phonemic awareness. Data from the research can be utilized to create learning situations and circumstances that best meet the cognitive needs of the individual student. Instruction, arts and non-arts, could be revolutionized to better align with the psychological processes of the student.

### **Likely Impact of Services**

Lorimer (2011) explored how integrating the arts into other non-arts areas of the curriculum can pedagogically enhance the relevance and rigor of the curriculum in which the arts is infused. Guilford County Schools data from 2017, support this assertion in that schools with more effective arts programs also maintain higher academic performance as measured by the NC Analysis of Student Work (ASW) process and Educator Value-Added Assessment System (EVAAS) teacher effectiveness ratings. The focus groups of the study included English

language learners, students from economically disadvantaged families, and students from various racial and ethnic backgrounds. On the whole, the results indicated increased academic achievement in all areas of the curriculum where arts were infused. Student and teacher collaboration trended higher in all instances. Student discipline was reported to be a non-issue due to the engaging classroom atmosphere. All of these results were the same for all students from each focus group. Jerome Kagan (2009) outlined the advantages of an authentic arts integrated curriculum that also broadly outlines the likely impact of project services: 1) enhancement of self-esteem and confidence of children underperforming in other content areas; 2) provides a unique mode of knowing and understanding the interconnectedness of all curriculum; and 3) enhances collaboration. The impact of the project will:

- Enhance collaboration among arts specialists and between arts specialists and non-arts educators.
- Improve arts learning, content knowledge, and pedagogy for arts and non-arts educators by increasing knowledge of arts integration strategies and methods.
- Expand arts learning opportunities for teachers by incorporating hybrid learning models, collaboratories, peer-to-peer coaching and feedback, improving evaluative feedback, providing common planning and PLC for arts and non-arts educators, incorporating research-based methods and strategies into lesson/unit planning and execution, and developing a culturally responsive and personalized curriculum (Carney, 2016).
- Increase arts learning opportunities for students by providing after school programs such as “The Collaboratory” and integrating more arts learning opportunities into non-arts classrooms. Buehler (2013) found an arts integrated curriculum effectively “evaporates” opportunity gaps for students.

- Expand community, family, and partner engagement in the overall arts education program for Guilford County Schools by employing creativity facilitators representative of community arts agencies in the schools, producing informances and teaching galleries for families and community engagement at each school, and including the most up-to-date performance and artistic strategies, trends, and methods from professional performers and artists into the classroom, lesson/unit plans, and curricula.

### **C. QUALITY OF PROJECT PERSONNEL**

#### **Grant Advisory Committee**

In order to provide the most comprehensive feedback and analysis of project requirements and needs, an advisory committee was established. The advisory committee is comprised of teachers to ensure teacher buy-in, ensure the project meets the needs of teachers, and provide content-specific perspective. The advisory committee members are among the most highly successful arts educators in Guilford County Schools (GCS) and will continue to steer the initial implementation of the project in schools. These individuals represent the quality of teachers who would be utilized in leading some professional development opportunities. Each participant has earned a rating of “exceeds expected student growth” on the North Carolina Analysis of Student Work (ASW) process for arts educators explained in more depth in Section E. The committee is representative of women in leadership, minority leadership, excellent educational practices in minority-majority schools, district leadership in the arts, excellent educational practices in socio-economically disadvantaged schools, and perspectives inclusive of other traditionally underserved and marginalized populations such as students with disabilities and students with LGBTIQ backgrounds. The committee participants are:

- Mr. Nathan Street, Arts Education Coordinator for Guilford County Schools, NC and committee chairperson
- Ms. Leigh Ann Little, Personalized Learning Education Facilitator for Guilford County Schools, NC and committee co-chairperson
- Ms. Cindy Helms, Elementary Music Teacher – Oak View Elementary School, High Point, NC and Summer Arts Institute Program Coordinator
- Ms. Lillie Harris, Elementary Music Teacher – Union Hill Elementary School, High Point, NC and Summer Arts Institute Principal
- Mr. Kiyoshi Carter, Band Director – Western Guilford High School, Greensboro, NC and Equity and Access in the Arts Committee Chairperson
- Mr. Eddie Deaton, Band Director – Page High School, Greensboro, NC
- Ms. Jeannine Dumond, Elementary Music Teacher – Northern Guilford Elementary School, Greensboro, NC
- Ms. Tammy Larrick, Elementary Art Teacher – Millis Road Elementary School, Jamestown, NC and District Lead Elementary Art Teacher
- Ms. Michaela Hafley, Middle School Art Teacher – Mendenhall Middle School, Greensboro, NC
- Ms. Katherine Kelley, Elementary Music Teacher – Guilford Elementary School, Greensboro, NC
- Ms. Kerrie-Jean King, Dance Teacher – Northern Guilford High School, Greensboro, NC and District Lead Dance Teacher
- Mr. Chris Veneris, Theatre Arts Teacher – Southeast Guilford High School, Greensboro, NC



- Mr. Donald Walter, Orchestra Director – Northwest Guilford Middle School,  
Greensboro, NC and District Lead Orchestra Director

## **Project Development Team**

The project planning committee consists of key Guilford County Schools (GCS), University of North Carolina at Greensboro (UNCG), and The Evaluation Group (TEG) personnel. All parties involved in design and implementation of the project possess a wealth of artistic (both performing and visual), educational, administrative, technological, and evaluative knowledge and experience. Information on each organization is as follows:

### *Guilford County Schools (GCS)*

Guilford County Schools (GCS) is the third-largest district in North Carolina, serving 73,306 students across 127 schools in urban, suburban and rural areas. The district is comprised of 46 magnet and choice schools with 54 programs, from Science, Technology, Engineering and Math (STEM) to performing or visual arts, advanced academics, Spanish immersion, Montessori, health sciences or aviation. High schools across GCS offer more than 30 Advanced Placement courses. These college-level classes prepare students for the higher-level courses they will take after graduating from high school and moving on to colleges and universities. GCS also offers the prestigious International Baccalaureate program at four high schools - and it is open to all students who qualify. Only a small number of districts in North Carolina are authorized by the International Baccalaureate Organization to offer the Diploma Programme, and GCS has been a part of it since 1996. Nine early/middle colleges allow students to earn up to two years of college credit free while attending high school.

Personalizing learning is at the core of the mission with a commitment to personalizing learning for each of our students. The Strategic Plan 2016: Achieving Educational Excellence: Personalizing Learning focuses on reaching each student at his or her academic or interest level, then providing the tools to move them ahead. Committee members representing GCS are:

- Dr. Amy Holcombe, Executive Director of Strategic Planning and Development
- Mr. Nathan Street, Arts Education Coordinator
- Ms. Leigh Ann Little, Personalized Learning Education Facilitator

*University of North Carolina at Greensboro (UNCG) College of Visual and Performing Arts*

The College consists of four Schools: Music, Theatre, Dance and Art. Within these Schools, the College offers nationally accredited programs and an impressive variety of degrees and certificates at the Bachelors through the doctoral level. With more than 1500 students, excellent facilities and an internationally recognized faculty of well over 100 members, the College of Visual and Performing Arts is a vibrant community of artists that produces more than 350 performances, exhibits, lectures and other events. The College is engaged with its community and committed to student success. As the largest and most comprehensive school of the visual and performing arts in North Carolina and one of the largest in the southeast and the nation, it has the capacity to provide experiences that other institutions cannot. They have a strong record of helping students develop their craft and the necessary knowledge to succeed in the highly competitive world of the arts. Because the College is part of a large research university, a full range of interdisciplinary and collaborative opportunities are close at hand.

Committee members representing UNCG College of Visual and Performing Arts are:

- Dr. Peter Alexander, Dean
- Ms. Erika Rauer, Program Director for the Community Arts Collaborative

***The Evaluation Group (TEG)***

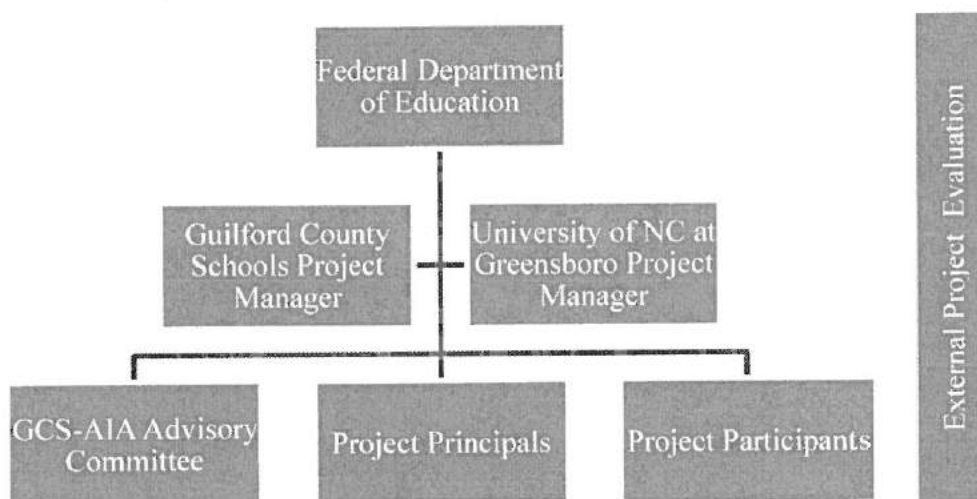
The Evaluation Group's mission is two-fold: First, to design, conduct, and disseminate high-quality program evaluations that inform decision-making and promote effective practice; and second, to be the leader at helping schools, universities, and large non-profits in the

southeastern United States to obtain and use grant resources effectively and efficiently to achieve their missions. The Evaluation Group (TEG) has over 25 years of experience in evaluating large federal, state, and foundation grant programs. Evaluators assist programs articulate their underlying theories; design evaluations that maximize results without overburdening staff; identify and develop suitable instruments; create data management and collection systems that match performance requirements; analyze data using appropriate statistical techniques; and tailor reporting to customers' needs. The committee member representing The Evaluation Group is Dr. Felix Blumhardt, Director of Evaluation.

**Project Management and Oversight**

Guilford County Schools will look to the Federal Department of Education for ultimate guidance on project requirements and outcomes. Locally, GCS and UNCG will use co-project managers to ensure that the partnership between the organizations implements all planned activities with fidelity.

Figure 2: Project Organizational Chart



Additional organizational roles will support the success of the GCS-AIA. These include:

- The Executive Director of Secondary Curriculum manages curriculum development and execution in all middle and high schools in Guilford County Schools as well as oversees the budget for all arts education programs. This individual will oversee all expenditures related to the PDAE grant. She possesses K-12 Health and PE, principal, and superintendent certification, has served as a middle and high school principal, middle school curriculum officer, and high school curriculum officer.
- The Arts Booster Council is an organization comprised of parents, families, and community members who advise, advocate for, and financially support district arts education programs. This organization will serve as a think tank charged with developing strategies for sustaining programs post-grant.
- The Arts Education Coordinator will provide direct project oversight, analysis of data, and supervise the duties of the GCS project director. This individual will also report project deliverables to the Executive Director of Secondary Curriculum, Superintendent, Board of Education, Executive Director of Strategic Planning and Development, Arts Booster Council, and community at large. Additionally, the Arts Education Coordinator will develop the professional development schedule and serve as a content-specific professional development advisor. This individual possesses 15 years of experience, a K-12 music certification, principal certification, and superintendent certification. As of mid-2017, the individual will hold a doctorate in educational leadership and is an experienced project manager.
- The Personalized Learning Education Facilitator will advise the GCS project director and Arts Education Coordinator on technology implementation and evaluation as well as

serve as content-specific professional development advisor. This individual will have at least 10 years of experience in education, possess an arts education background, and possess intimate knowledge of strategies for implementing technology into instruction.

- The GCS Project Director will be a licensed arts educator with at least 10 years of experience; most of which in working with underrepresented and underserved populations and socio-economically disadvantaged schools. He or she will provide logistical oversight for the project, submit purchase requisitions, manage professional development attendance, manage micro-credentialing, convene and facilitate PDAE Advisory Committee meetings, provide reports to the Arts Education Coordinator, liaise with UNCG College of Visual and Performing Arts partners as well as community arts organizations partnering to provide creativity facilitators, and collect and analyze data.
- The UNCG Project Director will be an arts educator with at least 10 years of experience. He or she will provide logistical oversight for university project activities including oversight of the contract for course development and coaching. The director will work closely with the external evaluator to provide all necessary data for analysis.

### **Project Advisory Committee**

The Project Advisory Committee will advise project management and oversight with regard to implementation success and challenges, suggestions for improvement, qualitative data collection and analysis, and recommendations for future implementation. This committee will be comprised of arts and non-arts teachers from project schools, administrators from project schools, UNCG College of Visual and Performing Arts faculty, the Executive Director of Strategic Planning and Development, the Chief Executive of the Arts Booster Council, the Personalized Learning Education Facilitator, and the Arts Education Coordinator.



#### **D. QUALITY OF THE MANAGEMENT PLAN**

In order to assure project goals are completed on time and within budget, Guilford County Schools (GCS) Arts Education Department will supervise the overall project in its entirety. Utilizing the Guilford County Schools (GCS) Project Management Tools, each action will be recorded and reviewed regularly. The GCS Project Management Tools enable the project manager and Arts Education Coordinator to submit a full risk analysis, communication report, contact information report, open and closed issues summary, various business decisions rendered, and an overview of the work plan followed by a detailed weekly work plan. The project manager will continually update the project tools document on CANVAS that will be made accessible to all supervisory personnel. The Arts Education Coordinator will require the project manager to submit a full deployment plan for executing the project. Following approval of the deployment plan, bi-weekly project deliverables and status updates will be provided and maintained on CANVAS. A bi-monthly project status report will be required while reviewing the progress of the project with committees. Finally, the project manager will submit a weekly status update to the Arts Education Coordinator.

Project management enables the manager and all supervisor personnel to contribute to the execution of the project in meaningful ways while continuing to improve the overall process. The tools utilized will enable management and advisory participants to understand the nature of their role and the expectations that follow. The overall workflow of the PDAE project management is proposed as follows:

Table 1: Guilford County Schools Arts Integration Academy Project Management Schedule

<b>Deliverable</b>	<b>Assigned To</b>	<b>Proposed Due Date</b>
Advertise, recruit, and hire the GCS and UNCG Project Directors	Arts Education Coordinator, Executive Director of Secondary Curriculum, Project Committee	August 1, 2017
Project Directors will complete full deployment plan and submit to Arts Education Coordinator for review and approval	Project Directors	August 20, 2017
GCS will select project schools (6 per year) in which 50% or more of the students are from low income families.	GCS Project Director	August 20, 2017
District Arts Education Calendar (including PD dates) submitted	Arts Education Coordinator, Project Directors	August 24, 2017
Recruiting, selection, and convening of Project Advisory Committee	Project Directors, Arts Education Coordinator, Project Committee	September 30, 2017
Purchase Requisitions for personnel and materials needs	Arts Education Coordinator, Executive Director of	October 1, 2017 December, 2017

	Secondary Curriculum	February 2018 April 2018 June 2018	
Weekly status updates begin	Project Directors	October 6, 2017	
Project Deliverables and Task Status Worksheet updated and reviewed	Project Directors, Arts Education Coordinator	October 6, 2017 November 6, 2017 December 6, 2017 January 5, 2018 February 6, 2018 March 6, 2018 April 6, 2018 May 7, 2018 June 6, 2018 July 2, 2018 August 6, 2018	
Project Management Tools updated and reviewed			
Arts Booster Council updated		Arts Education Coordinator, PLEF	Monthly 2017-2018
Project Status Report delivered to Arts Education Coordinator, Project Committee, and Advisory Committee		Project Directors	November 1, 2017 January 5, 2018 March 6, 2018 May 7, 2018 July 2, 2018

Review of Budget	Arts Education Coordinator,	November 2017
	Executive Director of	January 2018
	Secondary Curriculum,	March 2018
	Project Committee	May 2018
		July 2018

*Note: Shaded areas of the chart represent replicable actions throughout the life of the grant.*

**Full Project Deployment Plan**

The deployment plan is the guiding document designed to provide supervisory personnel, participating staff, and the public at large with an overview of the project. The plan guides the reader through an introduction of and contextual information on the project followed by a statement on the desired results. Included in the plan is the name and responsibilities of the individuals who are tasked with managing the project, establishing and reporting milestones, and reporting results. The focus of the deployment plan is the proposed project deliverables, the individual responsible for the deliverables, and start and completion dates. The plan also outlines the overall expected impacts of the project, who will be impacted, and how. Budget consideration is included as a component of the plan with detailed information about what is needed, the individual responsible for purchasing and maintaining the product, the amount of the purchase, status of the budget, and budget code. Staffing needs are also included as a consideration as needed. It is also critical for the deployment plan to include any assumptions that may or may not affect the overall execution of the project. Finally, project approval is recorded for posterity and transparency. This document is expected to be completed first and uploaded on the Arts Education CANVAS site by August 20, 2017.

### **Project Deliverables and Status Worksheet**

A deliverable is a specific product or event to result from the project. In order to maintain clear communication regarding the status of project deliverables and their expected dates, the Project Directors will submit the worksheet monthly. The worksheet is designed to communicate the expected deliverable; start date; projected completion date; the individual, team, or organization available as a resource for completing the task; the percent complete; and a milestone status report – whether the milestone is on track to be completed in the given timeline, the timeline has changed, or the presence of inhibiting factors. It will be the responsibility of the Project Directors in concert with the Arts Education Coordinator to review and update this document consistently as well as report monthly.

### **Project Status Reports**

A project status report will be provided bi-monthly to the project and advisory committees as well as other district and partner supervisory personnel. The report is designed to provide summarized insight into the overall execution of the project. This information includes changes to the scope of the project, issues with staffing, reporting on the schedule of project deliverables, and any requests or recommendations. In addition, the report will detail expected deliverables, their start and completion dates, status, percent complete, evidence of completion, and comments.

### **Project Management Tools**

The project management tools document is designed to provide greater detail into the components of the project plan, its deliverables, those responsible for completion, and scope. First, the Project Directors, Arts Education Coordinator, and project committee will complete a risk analysis. The risk analysis details potential threats to participating organizations as well as to the project itself, the probability of the threat occurring, its impact and severity level, and

mitigation and contingency. All entities involved in the implementation of the project will be asked to record communications regarding the project, with whom the communication was conducted, the vehicle for the communication, and the status of the information or actions sought. The document also details the individuals who are directly involved with project execution and their contact information. This is critical to ensuring communication is fluid. Open issues are detailed including the state of the issue, who is responsible, the expected resolution date of the issue, and status. As a follow-up, all issues that have been successfully closed are also recorded. At times, there will be the need for individuals who are not directly involved in the execution of the project to be consulted to make decisions necessary for the continued progress of the project. The business decisions are recorded including who will be responsible for making the decision, the resolution of the issue, date of resolution, and the impact of the decision. Finally, the Project Directors in concert with the Arts Education Coordinator, project committee, and advisory committee will provide an overview of the projected work plan followed by detailed weekly steps necessary for meeting expected milestones.

### **Weekly Status Updates**

Beginning October 6, 2017, the Project Directors will provide the Arts Education Coordinator with weekly status updates via email. These updates will be designed to simply keep supervisory personnel apprised of progress. Ideally, the Project Directors, Arts Education Coordinator, project committee, and advisory committee will continuously work together to produce significant results.



## E. QUALITY OF THE PROJECT EVALUATION

A quality evaluation is guided by quality questions (Patton, 2008). The overarching questions for GCS-AIA are: (1) To what extent is GCS-AIA reaching its intended participants (Fidelity Objective and Objectives 1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3); (2) What effect does GCS-AIA have on teacher content knowledge and pedagogy (Objectives 1.2 and 1.6); (3) What effect does GCS-AIA have on student achievement (Objectives 3.1 and 3.2); and (4) What effect does GCS-AIA have on parent and community engagement (Objectives 4.1 and 4.2)?

**Methods of evaluation include use of objective performance measures that are related to the intended outcomes of the project and will produce quantitative and qualitative data.**

The GCS Arts Integration Academy performance objectives in Table 2, below, have been written in the “*SMART*” format (Specific, Measurable, Attainable, Realistic, and Timed) to maximize validity and reliability and are directly aligned with our evaluation questions and the outcomes specified in our logic model. Each objective identifies the measure as well as the timeline for data collection and reporting.

**Table 2. Academy Goals and Objectives**

**Implementation Fidelity:** Each year, six schools will implement the key program components of GCS Arts Integration Academy with 85% fidelity or more; increasing by 3 percentage points each year in Years 2-4, or until 95% fidelity is met. *Measure: Evaluator-developed fidelity index; Timeline: Analyzed and reported annually.*

**Goal 1: Improve teacher arts-learning, content knowledge and pedagogy.**

**1.1 (GPRA)** Each year, at least thirty teachers will attend the GCS Arts Integration Academy Summer Institute. *Measure: Attendance Tracking Tool; Timeline: Analyzed and reported*

<p><i>annually.</i></p>
<p><b>1.2 (GPRA)</b> At least 85% of teachers who attend the GCS Arts Integration Academy Summer Institute will demonstrate an increase in content knowledge in the arts in Year 1; increasing 3 percentage points in Years 2-4. <i>Measure: Integrated Arts Content Knowledge Pre-Post Assessment; Timeline: Analyzed and reported annually.</i></p>
<p><b>1.3</b> In Year 1, GCS Arts Integration Academy will develop an intensive, sustainable integrated arts professional development curriculum. <i>Measure: District Administrative Records; Key Stakeholder Interviews; Timeline: Analyzed and reported in Year 1.</i></p>
<p><b>1.4</b> Each year, GCS Arts Integration Academy will establish a culturally responsive school wide integrated arts learning collaborative in six schools. <i>Measure: District Administrative Records; Key Stakeholder Interviews; Timeline: Analyzed and reported annually.</i></p>
<p><b>1.5</b> Each year, 95% of the school administrators at the implementation schools will attend the GCS Arts Integration Academy integrated arts professional development. <i>Measure: Data Tracking Tool; Timeline: Analyzed and reported annually.</i></p>
<p><b>1.6</b> At least 80% of arts teachers will demonstrate growth on the state arts teacher assessment in Year 1; increasing by 3 percentage points in Years 2-4. <i>Measure: North Carolina Arts Teacher Analysis of Student Work (NC ASW); Timeline: Analyzed and reported annually.</i></p>
<p><b>Goal 2: Expand arts-learning opportunities for teachers.</b></p>
<p><b>2.1</b> At least 80% of teachers at GCS Arts Integration Academy schools will participate in PLCs that focus on integrated arts in Year 1; increasing by 3 percentage points each year in Years 2-4; or until 95% of teachers participate in PLCs. <i>Measure: District Administrative Records; Key</i></p>

*Stakeholder Interviews; Timeline: Analyzed and reported annually.*

**2.2** At least 80% of teachers at GCS Arts Integration Academy schools will report using technology to integrate arts learning into classroom learning in Year 1; increasing by 5 percentage points in Years 2-4, or until 95% of teachers use technology in the classroom.

*Measure: Integrated Arts Teacher Survey; Timeline: Analyzed and reported semi-annually.*

**2.3** At least 75% of teachers at GCS Arts Integration Academy schools will report feeling supported towards arts integration by their school administration in Year 1; increasing by 5 percentage points in Years 2-4, or until 95% of teachers report feeling supported by their school administration. *Measure: Integrated Arts Teacher Survey; Timeline: Analyzed and reported semi-annually.*

**2.4** At least 95% of teachers at GCS Arts Integration Academy schools will receive integrated arts coaching each program year. *Measure: District Administrative Records; Integrated Arts Teacher Survey; Timeline: Analyzed and reported semi-annually.*

**2.5** At least 85% of GCS Arts Integration Academy school teachers will report increased use of integrated arts PBL strategies in Year 1; increasing 3 percentage points per year, or until 95% of teachers report increased use of integrated arts PBL strategies. *Measure: Integrated Arts Teacher Survey; Timeline: Analyzed and reported annually.*

**2.6** Each year, 90% of GCS Arts Integration Academy teachers will report utilizing technology for the purpose of arts integration at least quarterly. *Measure: Integrated Arts Teacher Survey; Timeline: Analyzed and reported annually.*

**Goal 3: Increase arts-learning opportunities to students.**

**3.1** Increase the percentage of magnet students in grades K-12 who score at or above their grade level on state ELA/reading assessments by 2 percentage points over Year 1 baseline in Year 2, 3 percentage points over baseline in Year 3, and 4 percentage points over baseline in Year 4.  
*Measure: State ELA/Reading Assessment; Timeline: Analyzed and reported annually.*

**3.2** Increase the percentage of magnet students in grades K-12 who score at or above their grade level on state math assessments by 2 percentage points over Year 1 baseline in Year 2, 3 percentage points over baseline in Year 3, and 4 percentage points over baseline in Year 4.  
*Measure: State Math Assessment; Timeline: Analyzed and reported annually.*

**3.3** At least 80% of students in the implementation schools will participate in arts integration project-based learning in Year 1; increasing by five percentage points each year in Years 2-4.  
*Measure: Curriculum Analysis; Timeline: Analyzed and reported semi-annually.*

**Goal 4: Increase partner and community involvement in district arts education.**

**4.1** At least four parent-student collaboration events designed to increase student leadership skills will be held at the magnet schools. *Measure: Attendance tracking tool; Timeline: Analyzed and reported semi-annually.*

**4.2** At least 85% of students in in each grade level of the GCS Arts Integration Academy schools will participate in at least 2 school-sponsored integrated arts community activities, per year. *Measure: School Records (e.g., art-based field trips, museums, arts community speakers, arts externships).*

**Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The GCS Arts Integration Academy evaluation will consist of a quasi-experimental design and mixed-methods. Our evaluation study will test the effectiveness of the GCS Arts Integration Academy model at increasing the student outcomes in our district. Our impact evaluation will address the following confirmatory research question: What is the impact of Academy on Math and ELA state standardized scores for students that received two years of programming? Beginning in Year 1 with Cohort 1 schools, GCS Arts Integration Academy will employ a rigorous, longitudinal impact study that meets the What Works Clearinghouse evidence standards with reservations to provide moderate level of evidence to assess the effectiveness of our model. A priori analyses indicate our studies have enough power to test for statistically significant program effects. A summary of design parameters is summarized in Table 3.

Table 3. Summary of Design Parameters for Impact Study	
Parameters	GCS Arts Integration Academy Impact Study: QED
School Level	Elementary – High (Grades K-12)
Unit of Analysis	Teacher
Sample Size	60 Schools (12 Treatment, 48 Comparison) 300 Teachers (60 Treatment, 240 Comparison)
Confirmatory Outcome(s)	ELA, Math, and ASW Scores
Propensity Score Matching Covariates	Schools matched on: Baseline ELA & Math scores, % FR/L, % Minority, Student-Teacher Ratio. 1 to 4 nearest neighbor match within district.
Statistical Analysis	Two Level HLM model: Teachers nested in schools

MDES*	0.34
* MDES assumes a Type 1 error rate of .05 at a power of 80% and accounts for unbiased sample attrition and unbalanced groups. See Appendix G for description of the power analysis.	

**Impact Study:** We will use an individual-level, longitudinal, quasi-experimental, double-cohort design to assess the effects of GCS Arts Integration Academy on MATH and ELA state standard scores for two cohorts of students who have received two years of exposure to GCS Arts Integration Academy. Beginning in 2017-18, we will match all Cohort 1 students enrolled in our GCS Arts Integration Academy schools with students from non- GCS Arts Integration Academy schools. We will match comparison schools to our GCS Arts Integration Academy schools on covariates including Baseline ELA & Math scores, % FR/L, % Minority, and Student-Teacher Ratio. We will use 1:4 propensity score matching using nearest neighbor match without replacement to match students using variables specified in Table 3. The study will follow an intent-to-treat analysis model on a stable sample of students (no in-movers). Impacts of the program will be estimated using a hierarchical linear model to account for the nesting of teachers within schools, with the level 1 unit being teachers and level 2 being schools. Hedges' g will be used to calculate effect sizes and the standard deviation estimated from the data will be pooled. Additionally, our evaluation incorporates a **mixed-methods approach** that will triangulate our data and significantly contribute to the validity of the evaluation process (Creswell, 2014; Tachakkori and Teddlie, 2003). **Quantitative data** sources include: state standardized test scores in ELA and math, attendance rates, teacher surveys, curriculum analysis, integrated arts content knowledge assessment, and the North Carolina Analysis of Student Work (NC ASW). **Qualitative data** sources include: key stakeholder interviews, open-ended survey questions, and



program meeting minutes. Quantitative data will be analyzed using descriptive statistics (means, standard deviations, frequencies, and percentages). Parametric and non-parametric inferential statistics (chi square, t-tests, ANOVAs, MANOVA, OLS) will be used and effect sizes will be computed between groups. Results will be reported in aggregate and disaggregated by relevant sub-groups. A **Fidelity Index** will assess the degree to which the program is implemented as designed and proposed. Qualitative data (surveys, interviews, and focus groups) will be coded for meaning and analyzed thematically to ascertain changes in parent and student knowledge, attitudes, behaviors, and aspirations, as well as staff and teacher feedback. Results from quantitative and qualitative data will be used to determine program success and to inform the program what the implications are for our long-term outcomes.

As indicated by the GCS Arts Integration Academy goals and objectives, aligned with our logic model and identified in Table 3 above, our mixed-methods approach will employ multiple measures to document our process and benchmark our progress toward our outcome goals. **Our formative and summative reporting will take place at various intervals throughout the project.** Formal reporting, such as the Annual Performance Report, a comprehensive evaluation report, and fidelity index will take place annually. In addition, quarterly progress reports, survey snapshots, data infographics, and less formal, ad hoc reports will be provided throughout the year, so progress may be tracked and refinements can be made. For GCS Arts Integration Academy to be developed, tested, and replicated further, we will thoroughly document and explain the structure of the project. For each key element, we will describe: (1) length, intensity, and duration of service delivery; (2) content, procedures, and activities subsumed under each key element; (3) roles, qualifications, and functions of staff responsible for service delivery; and (4) inclusionary and exclusionary characteristics defining our target population. In the likely event



that the GCS Arts Integration Academy program design yields successful outcomes, documentation of program structure will lay the groundwork for replication.

The Evaluation Group (TEG) will provide ongoing feedback to key informants and decision-makers by monitoring progress, identifying program adjustments, providing information on accountability, and encouraging positive program outcomes. To increase the evaluation's utility, TEG will strive to ensure that information gathering, data GCS Arts Integration Academy, and dissemination efforts are timely, relevant, and answer the questions most important to GCS Arts Integration Academy stakeholders. TEG is participatory because their philosophy is that “evaluation is something we do *with* our clients—not *to* them.” This approach encompasses every facet of the evaluation from inception to sustainability. Based on input from the Advisory Committee, the evaluator will facilitate and direct the evaluation, collaborating with the team to identify methods, design instruments, determine data collection protocols, and select reporting formats. Participation in the evaluation process will afford Guilford County School District more ownership, increasing the likelihood that results will be used to improve the program and ultimately to achieve positive outcomes (Patton, 2008). Additionally, the increased ownership will facilitate buy-in that is essential to the sustainability of the program. TEG provides regular, ongoing communications with the project director and other key informants through a variety of mediums, including face-to-face meetings, telephone calls, and e-mails. TEG places a high priority on effectively communicating evaluation results. Timely, useful feedback is critical in helping Guilford County School District make informed decisions that will ultimately improve their program. TEG uses a variety of formats to tailor reporting to the needs of the client, taking care to present information in a clear, concise, and comprehensive (yet understandable) format. GCS Arts Integration Academy will receive interim reports, end-of-year or final reports, survey

briefs, snapshots, and in-person briefings. Additionally, real-time reporting can be set up for data collection when possible. TEG outlines suggestions and guidance during documented telephone conversations, face-to-face meetings, formal reports, and e-mails. In addition, TEG will facilitate our stakeholder group to build consensus on the critical evaluation questions, methods, instruments, data collection protocols, and reporting formats that will define the formative evaluation. Four key agenda items will be visited at semi-annual meetings: (1) a review of the logic model; (2) an assessment of progress on meeting the performance objectives; (3) a thorough analysis of implementation, as measured by the fidelity index; and (4) plans for continuous quality improvement generated from the formative feedback. Table 4 provides an overview of GCS Arts Integration Academy’s data collection, reporting, instrumentation, and analysis.

Table 4. Data Collection, Reporting, Instrumentation, and Analysis
<p><b>Demographic and Tracking Variables and Covariates:</b> Grade; gender; ethnicity; free and reduced lunch; and student achievement; <i>Data Collection Schedule:</i> Annually; <i>Reporting Schedule:</i> Annually; <i>Instrumentation:</i> Evaluator-developed data-collection workbook available in Quarter 1, Year 1; <i>Analysis:</i> Descriptive statistics; <i>Person Responsible:</i> Project director/school personnel (collection); evaluator (analysis and reporting).</p>
<p><b>Outcome Variables—Teacher Integrated Arts Learning:</b> Teacher Content Knowledge Assessment; North Carolina Analysis of Student Work (1.2 – 1.6); <i>Data Collection Schedule:</i> Annually; <i>Reporting Schedule:</i> Annually; <i>Instrumentation:</i> Proficient rating on assessments; <i>Analysis:</i> Descriptive statistics; <i>Person Responsible:</i> Project director/school personnel (collection); evaluator (analysis and reporting).</p>

**Outcome Variables – Teacher Professional Development:** Professional development hours (1.1, 1.2, 1.5, 2.2); curriculum units (1.3); support (2.3, 2.4); PBL pedagogy (2.5, 3.3). Data Collection Schedule: Semi-annually; Reporting Schedule: Semi-annually; Instrumentation: Data collected in evaluator developed data collection workbook; evaluator developed teacher survey; evaluator developed student survey Analysis: Descriptive statistics; Person Responsible: Project director/evaluator.

**Outcome Variables – Student Achievement:** EOC scores and achievement levels in Math and English Language Arts (3.1 and 3.2); project-based learning (PBL) (3.3). Data Collection Schedule: Semi-annually (3.3) and annually (3.1, 3.2); Reporting Schedule: Semi-annually and annually; Instrumentation: Proficient rating on state standardized exams (Math, ELA); student survey; teacher survey; curriculum unit documentation. Analysis: Descriptive statistics; HLM; Person Responsible: Project director/school personnel (collection); evaluator (analysis and reporting).

**Outcome Variables – Parent and Community Engagement:** community engagement (4.1 and 4.2). Data Collection Schedule: Semi-annually (4.1 and 4.2); Reporting Schedule: Semi-annually and annually; Instrumentation: field trip and guest speaker records; parent engagement data; Analysis: Descriptive statistics; Person Responsible: Project director/school personnel (collection); evaluator (analysis and reporting).

### **The extent to which the project is supported by strong theory**

The vision of GCS Arts Integration Academy is that all students will have the opportunity to succeed academically through a high-quality education in an environment characterized by

diverse social, economic, ethnic, and racial backgrounds. Four key goals serve as the foundational framework for GCS Arts Integration Academy: (1) Improve teacher arts learning content knowledge and pedagogy; (2) Expand arts learning opportunities for teachers; (3) Increase arts learning opportunities to students; and (4) Increase partner and community involvement in arts learning. Our *rationale* or *strong theory* states that if students have access to (1) effective educators through high-quality integrated arts professional learning (2) integrated arts project-based instruction and (3) increased parent and community support, then this change will lead to improved student academic achievement, and sustainable integrated arts programs. Our GCS Arts Integration Academy logic model specifies the conceptual framework with key components for our strategies as well as the relationships to our outcomes, which are directly aligned with our goals and objective. The GCS Arts Integration Academy logic model is provided below. Our model is built on learning theories as well as a variety of practices and strategies from peer-reviewed journals and research. Research citations are included in the appendix.

To monitor our efforts and avoid program drift, we will employ the GCS Arts Integration Academy logic model to provide all stakeholders with an understanding of the crucial components of our program and to demonstrate our strong theory that supports GCS Arts Integration Academy's program implementation. A clearly articulated logic model provides an organized strategy to outline, analyze, and communicate assumptions about how program activities are expected to lead to positive outcomes (Kellogg, 2004). The model provides a logical base from which to conduct the program monitoring, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, core strategies and activities, outputs, and outcomes. TEG's model has a built-in feedback loop emphasizing the provision of

timely, regular, and useful feedback to stakeholders for informed decision-making relative to needed changes in program activities. We will revisit the logic model with stakeholders quarterly to assess fidelity between our PDAE program model in theory and in action.

**GUILFORD COUNTY SCHOOL DISTRICT ARTS INTEGRATION ACADEMY LOGIC MODEL**

**Goals: 1) Improve teacher integrated arts learning content knowledge and pedagogy; 2) Expand integrated arts learning opportunities for teachers; 3) Increase integrated arts learning opportunities to students; and 4) Increase partner and community engagement in integrated arts learning.**

Resources	Activities	Outputs	Outcomes	Impact
UNC-G College of Visual and Performing Arts	<p><b>GOAL 1:</b></p> <ul style="list-style-type: none"> <li>Develop culturally-responsive curriculum</li> <li>Implement hybrid arts integration course for teachers</li> <li>Implement arts</li> </ul>	<p><b>Teachers</b></p> <p>Enhanced curriculum</p> <p>#, % teachers who attend arts integration professional development</p> <p>#, % school administrators who attend arts integration professional development</p> <p>#, % teachers who participate in “Collaboratories”</p> <p>#, % teachers who integrate arts learning in the classroom</p> <p>#, % teachers with improved teacher content</p>	<ul style="list-style-type: none"> <li>Increased Teacher Content Knowledge</li> <li>Increased Teacher Collaboration</li> <li>Increased Administrative Support, Appreciation, and Evaluation Abilities</li> <li>Resulting in</li> </ul>	<p>Guilford County Schools will be a Model</p>



Advisory Council	integration course for school administrators	knowledge and pedagogy #, % teachers who report increased administrative support	Increased Feedback to Teachers	School District for Arts
Community Partners	<ul style="list-style-type: none"> <li>Establish a school wide arts integration learning collaborative</li> </ul>	<ul style="list-style-type: none"> <li>#, % teachers who report improved collaboration</li> <li>#, % teachers who report increased buy-in towards integrated arts learning</li> <li>#, % teachers who receive coaching</li> <li>#, % teachers who participate in PLCs that focus on arts integration</li> </ul>	<ul style="list-style-type: none"> <li>Closing Opportunity Gaps</li> <li>Increased Integrated Arts Learning for Students</li> <li>Increased Student Academic Achievement in Math and ELA</li> </ul>	Education through a highly-integrated arts curriculum
	<p><b>GOAL 2:</b></p> <ul style="list-style-type: none"> <li>Provide integrated arts coaching to teachers</li> </ul>	<ul style="list-style-type: none"> <li>#, % teachers who meet or exceed student growth on the Analysis of Student Work (ASW)</li> </ul>	<ul style="list-style-type: none"> <li>Increased Partner and Community Engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>Expand PLCs</li> <li>Conduct Peer Observations</li> </ul>			

<ul style="list-style-type: none"> <li>Facilitate Co-Teaching</li> <li>Implement technology-based feedback systems (SWIVL)</li> </ul> <p><b>GOAL 3:</b></p> <ul style="list-style-type: none"> <li>Provide Project-Based arts integration learning Opportunities</li> </ul> <p><b>GOAL 4:</b></p> <ul style="list-style-type: none"> <li>Create partnership with families and</li> </ul>	<p>#, % students who report increased arts learning opportunities</p> <p># of schools that provide increased arts education opportunities</p> <p>#, % students who demonstrate an increase in NC EOG Math standard scores</p> <p>#, % students who demonstrate an increase in NC EOG ELA standard scores</p> <p><b>Parents/Community</b></p> <p># of arts education parent events</p> <p># of arts education community engagement opportunities</p>	
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	community organizations		
<p><i>Continuous Performance Feedback Loop (supported by the following measures): State ELA Assessment, State Math Assessment, North Carolina Analysis of Student Work, Fidelity Index, Teacher Surveys, Curriculum Unit Analysis, District Administrative Records, Key Stakeholder Interviews, Attendance Tracking Tool</i></p>			

**Conclusion**

Guilford County Schools (GCS) boasts one of the most prolific and robust arts education programs in the state of North Carolina with 83.1% of total student population involved in district arts education programming. Guilford County Schools (GCS) arts educators routinely perform above the state average on Analysis of Student Work (ASW) process indicating students involved in the arts in GCS are growing at a more enhanced rate than those measured by the same process in other school districts in North Carolina. While this statistic is laudable, there is much improvement necessary to close opportunity gaps particularly in schools located in more socioeconomically disadvantaged areas. Arts integration is a proven strategy for improving arts learning opportunities for teachers and students. Quality, authentic, research-based professional development for arts educators where feedback is specific, automatic, detailed, and stems from hands-on learning opportunities are what educators most often request (Bill and Melinda Gates Foundation, 2014). Involving the community in arts teaching and learning is critical for assessing opportunity needs in each school as well as

working to close those gaps. Professional artists and musicians working alongside arts and non-arts educators will greatly enhance arts theory, pedagogy, practice, and performance for all students, teachers, and administrators involved.

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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

**BUDGET NARRATIVE**

The below table describes budget expenditures by federal line item. There are not expenditures planned in the travel, equipment, construction and "other" categories.

<b>1. Personnel</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
GCS Project Director	\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
Teacher Stipends	\$0	\$60,000	\$90,000	\$90,000	\$240,000
<b>Subtotal Personnel</b>	<b>\$24,000</b>	<b>\$84,000</b>	<b>\$114,000</b>	<b>\$114,000</b>	<b>\$336,000</b>

The GCS Project Director is budgeted at 40% FTE (2 days per week) at the rate of \$60,000 per year.

GCS Arts Integration Academy Participants will receive a stipend of \$3,000. The first payment of \$1,000 will be paid upon completion of the two-week long GCS-AIA Summer Institute. Teachers will receive an addition \$1,000 payment each year for two years upon successful completion of site-based coaching, peer observations with Swivl, and participation in PLC's. This represents a payment of approximately \$100 per month with time and effort expended per month estimated at 10 additional hours of work.

<b>2. Fringe Benefits</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
FICA	\$1,836	\$6,426	\$8,721	\$8,721	\$25,704
Retirement	\$3,970	\$13,894	\$18,856	\$18,856	\$55,574
<b>Subtotal Fringe Benefits</b>	<b>\$5,806</b>	<b>\$20,320</b>	<b>\$27,577</b>	<b>\$27,577</b>	<b>\$81,278</b>

The federally approved FICA rate is 7.65%.

The state approved retirement rate is 16.54%.



<b>5. Supplies</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Total</b>
Tobii Pro	\$183,305				\$183,305
Swivl C1	\$17,970	\$17,970	\$17,970	\$0	\$53,910
Team Cloud Account	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Pro-Cloud Video Accounts	\$1,500	\$3,000	\$3,000	\$3,000	\$10,500
Swivl Stands	\$990	\$990	\$990	\$0	\$2,970
Institute Instructional Supplies	\$10,000	\$10,000	\$10,000	\$0	\$30,000
Classroom supplies and materials	\$0	\$30,000	\$30,000	\$30,000	\$90,000
<b>Subtotal Supplies</b>	<b>\$214,765</b>	<b>\$62,960</b>	<b>\$62,960</b>	<b>\$34,000</b>	<b>\$374,685</b>

Tobii Pro- We request to purchase 10 Tobii Pro Glasses 2 for researchers, principals, and peer observers to track teacher eye movement and focus data while giving instruction in the arts. This data will be used to provide feedback and increase effectiveness. Pricing includes glasses and a four year software license for data analysis.

Swivl C1- We request to purchase 90 Swivl C1 devices (1 per teacher) to be used for recording and sharing live instruction data feed from peer to peer.

Team Cloud Account- We request to purchase a team cloud account for use by principals and researchers to analyze teacher data across schools from the Swivl lesson recordings.

Pro-Cloud Video Accounts- We request to purchase an annual license for each of our 90 teachers during the time in which they will be receiving coaching. This purchase includes access to the web-based software that allows for time-stamped annotation.

Swivl Stands- We request to purchase 10 Swivl stands per teacher cohort that will be used for checkout. Teachers without tripods will be able to checkout these stands to aid in video-taping their lessons.

Institute Instructional Supplies- We estimate that each GCS-AIA institute will require \$10,000 in instructional and art supplies to implement the planned curriculum.

Classroom supplies and materials- In order to ensure implementation of learned curriculum, we intend to provide every first year GCS-AIA graduate with a \$1,000 budget with which to purchase the art supplies necessary to implement their arts integration curriculum.

6. Contractual	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
UNCG Project Coordinator	\$22,700	\$22,700	\$22,700	\$22,700	\$90,800
UNCG Course Development	\$27,000				\$27,000
UNCG Course Instructors	\$36,575	\$36,575	\$36,575	\$0	\$109,725
UNCG Faculty Coaches	\$0	\$27,000	\$54,000	\$54,000	\$135,000
UNCG Indirect Costs	\$39,255	\$39,255	\$51,540	\$34,899	\$164,949
Project Evaluation	\$37,500	\$37,500	\$37,500	\$37,500	\$150,000
<b>Subtotal Contractual</b>	<b>\$140,330</b>	<b>\$140,330</b>	<b>\$179,615</b>	<b>\$126,399</b>	<b>\$677,474</b>

GCS will contract with the University of NC at Greensboro to provide a project coordinator, course development, course instructors, and faculty coaches. Cost breakdowns are as follows:

Project Coordinator- 20% FTE during the academic year, 64% FTE during the summer based upon an average program administrator salary.

Course Development- \$9,000 (inclusive of benefits) per course for three courses.

Course Instructors- \$7,315 (inclusive of benefits) per instructor, 5 instructors per GCS-AIA

Faculty Coaches- \$90 per hour (inclusive of benefits). Each teacher will receive 10 hours of coaching for the two years following completion of the GCS-AIA.

UNCG Indirect Costs- The university charges 45.5% indirect costs on all contracts.

Project Evaluation- The Evaluation Group has provided a quote of \$150,000 to complete annual and summative evaluations of the project.

<b>9. Total Direct Costs</b>	\$384,901	\$307,610	\$384,152	\$301,975	\$1,378,637
<b>10. Indirect Costs (3.007%)</b>	\$11,574	\$9,250	\$11,551	\$9,080	\$41,456
<b>12. Total Costs</b>	<b>\$396,475</b>	<b>\$316,860</b>	<b>\$395,703</b>	<b>\$311,055</b>	<b>\$1,420,093</b>

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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### LIST OF ELIGIBLE PROGRAM SCHOOLS

School	% FRL	% Black	% Hispanic	% White	% Other
WILEY ACCEL/ENRICHMENT	78.57%	85.3	9.6	3.2	1.9
GILLESPIE PARK ELEMENTARY	74.01%	81.1	14.0	1.5	3.4
PARKVIEW VILLAGE ELEMENTARY	73.53%	72.8	17.4	4.2	5.6
CONE ELEMENTARY	73.20%	79.5	10.7	1.7	8.1
PECK ELEMENTARY	72.87%	45.7	33.4	9.9	11.0
HAMPTON ELEM UNIV PARTNERSHIP	71.85%	80.5	12.5	2.0	5.0
BESSEMER ELEMENTARY	71.84%	69.3	23.8	2.5	4.4
HAIRSTON MIDDLE	71.04%	73.8	16.8	1.7	7.7
FAIRVIEW ELEMENTARY	70.34%	60.4	25.8	2.2	11.5
KIRKMAN PARK ELEMENTARY	70.03%	65.3	21.1	10.2	3.5
FALKENER SR ELEMENTARY	69.34%	66.1	21.6	1.3	11.0
JACKSON MIDDLE	67.23%	51.1	31.5	5.0	12.4
MURPHEY TRADITIONAL ACADEMY	66.35%	59.6	28.5	3.8	8.2
BLUFORD ELEMENTARY	65.10%	84.3	10.6	1.4	3.8
WASHINGTON ELEMENTARY	63.98%	88.4	3.8	3.5	4.4
OAK HILL ELEMENTARY	62.78%	27.2	46.0	11.6	15.2
NEWCOMERS SCH	62.08%	35.4	33.5	9.5	21.5
WELBORN MIDDLE	62.08%	68.4	14.8	6.1	10.7
FOUST ELEMENTARY	61.92%	54.4	37.5	2.6	5.4
HUNTER ELEMENTARY	61.71%	36.4	49.6	6.0	8.1
UNION HILL ELEMENTARY	60.59%	60.3	15.0	6.1	18.6
NORTHWOOD ELEMENTARY	59.85%	42.9	29.4	15.0	12.7
SEDGEFIELD ELEMENTARY	59.36%	30.2	48.7	5.2	16.0
RANKIN ELEMENTARY	58.98%	57.0	23.1	5.1	14.8
MONTLIEU ACADEMY OF TECHNOLOGY	58.07%	70.5	14.4	7.4	7.7
SUMNER ELEMENTARY	56.11%	50.5	35.1	9.8	4.7
ALLEN MIDDLE	55.10%	55.3	27.4	3.3	13.9
ARCHER ELEMENTARY	53.77%	47.7	25.7	3.4	23.2
FERNDALE MIDDLE	53.75%	39.6	20.1	23.9	16.3
BRIGHTWOOD ELEMENTARY	53.19%	69.2	17.9	7.3	5.6
AYCOCK MIDDLE	52.67%	66.1	13.1	8.3	12.5
FRAZIER ELEMENTARY	52.65%	61.0	25.4	3.7	9.8
VANDALIA ELEMENTARY	52.32%	79.3	11.3	4.3	5.1
ALLEN JAY ELEMENTARY	51.43%	23.8	25.1	23.6	27.5
JOHNSON STREET GLOBAL STUDIES	51.02%	49.0	22.8	18.5	9.8
PEELER OPEN ELEMENTARY	50.57%	73.6	11.2	11.5	3.7
JOYNER ELEMENTARY	50.00%	47.7	17.5	25.3	9.5

## **FELIX BLUMHARDT, PHD, LCSW, MSW**

The Evaluation Group

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### **SUMMARY**

Felix Blumhardt serves as the Director of Evaluation for The Evaluation Group. She provides oversight for the design and implementation of evaluations throughout the Southeast. She provides lead consultation and evaluation services to clients who are implementing the US ED *National Professional Development* project through a partnership between Winthrop University and three school districts in South Carolina, US ED *Race to the Top* project in Statesville, North Carolina, and the US ED *Math and Science Partnership* project in York and Chester, South Carolina. She has also supervised numerous US ED grants, to include Teacher Quality Partnership, School Leadership Program, Elementary and Secondary School Counseling, School Climate Transformation, Investing in Innovation (i3), Race to the Top, Teacher Incentive Fund, and GEAR UP as well as DoDEA and foundation grants.

### **EDUCATION**

PhD, University of South Carolina, College of Social Work, Columbia, South Carolina

MSW, East Carolina University, School of Social Work, Greenville, North Carolina

BSW, *cum laude*, North Carolina State University, Raleigh, North Carolina

### **PROFESSIONAL EXPERIENCE**

**Director of Evaluation**, The Evaluation Group, Columbia, SC, 2015-present

- Project Manager for evaluation of a US Department of Education National Professional Development program
- Project Manager for evaluation of a US Department of Education Math and Science Partnership program
- Project Manager for evaluation of a US Department of Education Race to the Top - District program
- Project Supervisor for evaluation of six US Department of Education Investing in Innovation programs
- Project Supervisor for evaluation of a US Department of Education Teacher Incentive Fund program
- Project Supervisor for evaluation of a US Department of Education Advanced Placement Initiative program

Regional Manager of the Carolinas, The Evaluation Group, Columbia, SC, 2012-2015

Evaluation Researcher, The Evaluation Group, Columbia, SC, 2010-2012

Researcher & Evaluator, Instructor, School of Social Work, University of Hawaii-Manoa  
Center for Training, Evaluation, and Research of the Pacific Rim, 2007-2009

Practicum Coordinator, Instructor, School of Social Work, University of Hawaii-Manoa, 2006-2007

Instructor, School of Social Work, University of Hawaii-Manoa, 2005-2006

Instructor, School of Social Welfare, University of Kansas, 2005

Instructor, College of Social Work, University of South Carolina, 2002-2003

Field Supervisor (LCSW), M.S.W. Leadership Project College of Social Work, University of South Carolina, The Center for Child and Family Studies, 2002-2003

Licensed Clinical Social Worker (LCSW), United States Army Family Advocacy Program, Winn Army Community Hospital, Fort Stewart, Georgia, 1999-2001

U.S. Army 3<sup>rd</sup> Infantry Division Social Worker (LCSW), 3<sup>rd</sup> Infantry Division (Mechanized), Fort Stewart, Georgia, 1997-1999

Assistant Chief (LCSW), Social Work Service, Womack Army Medical Center, Fort Bragg, North Carolina, 1994-1997

Social Worker, Department of Social Services, Fayetteville, North Carolina, 1990-1991

## **PUBLICATIONS**

Leach, D., Johnson, L, Blumhardt, F., & Bush, C. (2014). Utilizing a university-school partnership to improve the academic achievement of middle school students (including those with special needs) by instituting school-wide co-teaching. In *Creating visions for university/school partnerships: A volume in Professional Development School Research* (Ferrara, Nath, & Guadarrama, ed.).

Sherr, M.E., & Blumhardt, F.C. (2002). Rural Elderly Women: Application of Human Behavior Theory and Issues for Social Work Education. *Journal of Human Behavior and the Social Environment*, 6(4), 48-64.

Sherr, M.E., & Blumhardt, F.C. (2005). Rural Elderly Women: A triple jeopardy population. In L. Ginsberg (ed.). *Social work in rural communities* (4<sup>th</sup> ed.). Alexandria, VA: Council on Social Work Education.

## **PRESENTATIONS**

Blumhardt, F.C. (2013, September). School Leadership Program: Evaluation and Sustainability. The School Leadership Program Annual Conference. Long Beach, California.

Blumhardt, F.C. (2013, November). Data Visualization: Enhancing Evaluation through the Use of Infographics. RTP Evaluators' Quarterly Meeting. Cary, North Carolina.

Blumhardt, F.C. (2013, September). School Leadership Program: NetLEAD: Successes and Challenges. The School Leadership Program Annual Conference. Albuquerque, New Mexico.

Blumhardt, F.C. (2011, May). School Leadership Program: Evaluation Challenges. The School Leadership Program Annual Conference. Virginia Beach, Virginia.

Blumhardt, F.C. (2010, November). Conducting Evaluations in a Multiethnic Context: Lessons from a Hawaiian Experience. The American Evaluation Association Annual Conference. San Antonio, Texas.

Sherr, M.E., & Blumhardt, F.C. (2003, February). Rural Elderly Women: A multidimensional theoretical framework and issues for social work education. The First National Gerontological Social Work Conference. Atlanta, Georgia.

Blumhardt, F.C., & Conner, S. (1995, September). The Clinical Challenges of Working with Special Operations Soldiers and Their Families. Annual Post-Graduate Army Social Work Conference. Miami, FL.

## **AFFILIATIONS**

American Evaluation Association  
American Educational Research Association  
Council on Social Work Education  
National Association of Social Workers  
Society for Social Work and Research  
Research Triangle Program Evaluators Association

## **SERVICE TO THE PROFESSION:**

2010 American Evaluation Association (Reviewer)

2007 Council of Social Work Education (Reviewer)



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#### **LICENSURE**

K-12 Music Class "M"  
NC Principal  
NC Superintendent

#### **EDUCATION**

2017, Doctor of Education; Educational Leadership (expected) ABD, Liberty University  
2004, Master of Music, University of North Carolina at Greensboro  
2002, Bachelor of Music Education, Wingate University

#### **POSITIONS HELD**

**2014-present, Guilford County Schools Virtual Public Schools Teacher  
Guilford County Schools, Greensboro, NC**

- Teach music appreciation courses online for high school virtual students.

**2008-present, Arts Education Coordinator, Program Manager of Summer Arts Institute  
Guilford County Schools, Greensboro, NC**

- Maintained and increased the budget for arts programs administered by the district in all areas of music, dance, theater, and visual art.
- Works closely with Human Resources in personnel placements within each elementary classroom for art and music.
- Installed equity standards throughout middle school band and orchestra programs that resulted in multiple new positions added.
- Installed high school concentrations in arts education for students to complete a track in an arts education area. This initiative was a part of the 2009 curricular plan presented by the North Carolina Department of Public Instruction for arts education.
- Implemented Essential Standards for arts education in GCS.
- Implemented better equity in scheduling for elementary specialist schedules that has resulted in 80% contentment among those teachers.
- Facilitates professional development for eleven content areas and 400 teachers.
- Established nine lead teachers to help facilitate other professional development opportunities.
- Facilitates all-county events for band, jazz band, orchestra, high school chorus, middle school chorus, and elementary chorus.
- Developed a unique partnership with North Carolina A&T State University where they produced a county-wide visual art event that displayed the best of the best from all area high schools. In addition to this event, NC A&T and Street facilitated a "college student for a day" program where high school visual art students shadowed college visual art students for a day.
- Project manager for developing the Summer Arts Institute that debuted in 2010. As a part of the unique Summer Arts Institute that included the immersion of students in all arts education areas for one week, students had the opportunity to audition and participate in a county-wide musical, *Willy Wonka and the Chocolate Factory* in partnership with Community Theater of Greensboro. In 2011, the Summer Arts Institute expanded to include not only the Immersion Week and the musical, *Beauty and the Beast*, but will also include the program "Shakespeare in the Park" for high school students to produce *Macbeth* and a Show Choir Camp. In 2014, the Summer Arts Institute saw its greatest increase in attendance with a record 1,200 students.
- Re-visioned Parkview A+ Elementary School into Parkview Elementary School for the Expressive Arts.
- Co-chaired a committee in the development of a new and innovative school in the former Allen Jay Middle School complex. He continues to work on the committee assisting with instructional and curricular development.
- Produced *On Stage!*: a collaborative event with Guilford Education Alliance that showcases talent.

- Designed and implemented the band and orchestra preview festival.
- Served as an evaluator for the North Carolina Student Growth Portfolio as well as the Analysis of Student Work (ASW) that is a component of the teacher evaluation system.
- Team lead in the implementation of the ASW process in GCS.
- Reviewer of the National Core Arts Standards.
- Facilitator of summer school for the district.
- Current Music Program Leaders Chair for the North Carolina Music Educators Association.
- Work with principals and teachers in developing arts education curriculum at the school and district levels in Guilford County Schools.
- Observes and evaluates teachers in their classrooms as well as models lessons inside the classroom and work with ensembles in preparation for contests and festivals.
- Frequent clinician and adjudicator for music contests and festivals.
- Frequent conference and convention speaker.
- Liaison to various community organizations in Greensboro, High Point, and the state where he has forged partnerships with Moore Music Company, Music and Arts Company, Community Theatre of Greensboro, High Point Theatre, Greensboro Ballet, Greensboro Symphony Orchestra, Piedmont Opera, Greensboro Opera, The Music Academy of North Carolina, and many more.
- Managed budget, presented to principals for, designed, re-revisioned, and managed the high school credit recovery for students who failed courses in 2015 and 2016. Implemented complete online learning. Increased summer graduation rate from 85 to 90%.
- Implemented music and art instruction at the summer Read to Achieve Camp for GCS.

#### **2006-2008, Director of Instrumental Music**

##### **Western Guilford High School, Greensboro, NC**

- Director of Instrumental Music: taught Concert Band, Wind Ensemble, Jazz Ensemble, Marching Band, Orchestra, and Advanced Placement Music Theory.
- Consistent excellent and superior ratings in all festivals and competitions as well as several first place designations in festivals through the state, region, and nation.
- Facilitated the purchase of new uniforms (the first new set in 16 years), a transport trailer, and a new drum line. The organization flourished academically and financially under his leadership. During his tenure, he supervised many student teachers and interns and produced two major concert productions entitled *A Night at the Pops* in Dana Auditorium at Guilford College and *Something Old, Something New, Something Borrowed, Something Blue* in Huggins Auditorium at Greensboro College.

#### **2004-present, Minister of Music**

##### **Randleman Church of God, Randleman, NC**

- Grown the ministry to encompass 30% of the congregation.
- Facilitated dynamic growth in all areas including the installation of a new Media Ministry.
- Directs the Voices of Praise – the main vocal ensemble of the church, four praise teams, and a band.
- Manages the Music Committee which consists of seven individuals. His ensembles continue to travel and perform at churches from every denomination and at conventions and conferences.

#### **2002-2006, Choral Director**

##### **Chatham Central High School, Bear Creek, NC**

- Director of Choral Music: taught Honors Chamber Singers, Concert Choir, Men's Choir, Women's Choir, Mixed Chorus, and Gospel Choir.
- Grew program from 23 to 250 students within a school of 500 students total.
- Consistent excellent and superior ratings at contests and festivals locally and nationally. The ensembles endured an extensive and often exhausting travel schedule performing off campus nearly every week and weekend.
- Implemented a booster organization and raised money from campaigns and donations.
- Ensembles performed in many high profile venues including Universal Studios in Orlando and the Brooklyn Tabernacle in New York City. During his tenure, he supervised student teachers and interns and produced two major performances with full choirs and symphony orchestra entitled, *The Greatest Story* and *The History of American Music*.



**2002-2003, Choral Director**  
**Chatham Middle School, Siler City, NC**

- Taught general music and choral classes. Enacted a unique integration curriculum that is still implemented.

**PUBLICATIONS**

Street, N. L. (2017). Measuring the effectiveness of an arts program. Manuscript in preparation.

Street, N. L. (2017). *Predicting teacher value-added results in non-tested subjects based on confounding variables:*

*A multinomial logistic regression* (Unpublished doctoral dissertation). Liberty University, Lynchburg, VA.

Street, N. L. (2016, July 20). Five ways arts education is closing opportunity gaps in Guilford County [Blog post].

Retrieved from <http://blog.americansforthearts.org/2016/07/20/five-ways-arts-education-is-closing-opportunity-gaps-in-guilford-county>.

**PROFESSIONAL PRESENTATIONS**

- *ASW S-O-S*, NC Music Educators Association Conference, Winston-Salem, NC, November 2016
- *STEAMing Through Learning*, UNC World View Conference, Jamestown, NC, August 2016
- *Implementing Analysis of Student Work (ASW)*, Collaborative Conference for Student Achievement, Greensboro, NC, March 2016
- *Implementing Analysis of Student Work (ASW)*, NC Region 7 Principals Meeting, Hickory, NC, March 2016
- *Implementing Analysis of Student Work (ASW)*, NC Region 5 Principals Meeting, Greensboro, NC, March 2016
- *Interviewing 101*, North Carolina Music Educators Association, Winston-Salem, NC, November, 2015.
- *Analysis of Student Work*, GCS Middle School Principals, Greensboro, NC, April 2014.
- *Analysis of Student Work*, GCS High School Principals, Greensboro, NC, April 2014.
- *Action for Equity*, GCS High School Curriculum Facilitators, Greensboro, NC, September 2013.
- *Teacher Evaluations*, UNC Greensboro Music Education Majors, Greensboro, NC September 2013.
- *From STEM to STEAM*, Guilford County Schools High School Principals, High Point, NC, July 2013.
- *The Hit Parade: Curriculum Integration in the Arts and Implementing the Essential Standards*, Guilford County Schools High School Curriculum Facilitators, Greensboro, NC, February 2013.
- *The Hit Parade: Curriculum Integration in the Arts and Implementing the Essential Standards*, Rockingham County Schools Arts Educators, Wentworth, NC, November 2012.
- *The Power of Arts Education*, AchieveGuilford blog, Greensboro, NC, April 2012.
- *Music and Literacy*, Guilford County Music Educators, Greensboro, NC, January-February 2012.
- *The Basics of Getting a Job*, North Carolina Music Educators In-Service Conference, Winston-Salem, NC, November 2011.
- *Implementing the Essential Standards*, Guilford County Schools Arts Educators In-Service, Greensboro, NC, August 2011
- *The Brain and the Arts*, Guilford County Schools Principals, Curriculum Facilitators, and Arts Educators, Greensboro, NC August 2009-May 2010.
- *Curriculum Integration*, GCS Curriculum Facilitator Conference, Greensboro, NC, April 2009
- *Classroom Management*, North Carolina Music Educators In-Service Conference, Winston-Salem, NC, November 2008
- *Curriculum Integration*, Guilford County Schools Curriculum Specialist Conference, Greensboro, NC, December 2008, 2009
- *Comparisons of Musical Intelligence Between Honors and non-Honors Musicians and non-Musicians as Measured By MIDAS*, UNCG, 2006

- *The Use of Gospel Music in the Curriculum*, UNCG, 2004.

**PROFESSIONAL AFFILIATIONS**

National Council of Supervisors of Music Education

ArtsGreensboro: Board of Directors

High Point Area Arts Council: Education & Fundraising Committees

National Association for Music Education

North Carolina Music Educators Association, Music Program Leaders Chair

Association of Supervision and Curriculum Development

**REFERENCES**

Dr. Avis Williams, Assistant Superintendent; Tuscaloosa City Schools, Alabama; 205-759-3510.

Dr. Nora Carr, Chief of Staff; Guilford County Schools; 336-370-8992.

Dr. John Eldridge, Headmaster; Chatham Charter School, 919-742-4550.

Ms. Leigh Jones, Executive Director of Secondary Curriculum; Guilford County Schools; 336-370-8107

# Erika Rauer

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Greensboro, NC 27408

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## SUMMARY

Experience in senior management at a major New York cultural institution, leadership position at a research university managing community engagement initiatives in the arts, twelve years of in-class experience teaching students in public schools, ten years of experience in arts management, expertise in writing and implementing arts curricula, professional performance credits.

## EXPERIENCE

**Director, Community Arts Collaborative –College of Visual and Performing Arts, University of North Carolina at Greensboro**  
2014 – current | Greensboro, NC

- Established community relationships with local after-school programs, private schools and arts organizations in Greensboro. Developed formalized partnerships with Salvation Army Boys and Girls Club of Greensboro, Greensboro Parks and Recreation, City Arts, Greensboro Day School and Weaver Academy
- Established a Private Lessons Program to offer low-cost lessons to community members. Developed web presence, created marketing and business plan and recruited and trained student instructors.
- Successfully engaged private funders to support community-engaged work, including an endowment fund for the Community Arts Collaborative
- Awarded foundation grants to support after-school programs from United Way of Greater Greensboro and ArtsGreensboro
- Connected faculty members with community partners and maintained relationships with community stakeholders
- Structured agreements with community partners in order to create mutual beneficial relationships with the university
- Liaised with upper-level university administration to advocate for community arts as a priority on campus

**Lecturer, Arts Administration –College of Visual and Performing Arts, University of North Carolina at Greensboro**  
2015 – current | Greensboro, NC

- Developed and taught Arts as Social Change: Theory and Practice course, studying community arts theories of change and requiring field-work placements for students
- Co-developed a course in Systems Thinking with the UNCG Online: Division of Online Learning using arts case studies for students enrolled in online Bachelors in Integrated Professional Studies (BIPS) and Masters of Liberal Studies (MALS) programs
- Engaged in planning phases of Post-Baccalaureate Certificate Program in Teaching Artistry for use as a minor, concentration, and arts track in the BIPS program. Partnering with Dreamyard Project to implement training and field-work opportunities
- Engaged to develop future online courses in Arts as Social Change and Arts and Wellness with UNCG Online: Division of Online Learning.

## Manager, Elementary School Programs – Carnegie Hall, Weill Music Institute

2013 – 2014 | New York, NY

- Managed 1.2 million dollar budget for the Weill Music Institute's elementary programs Link Up and Musical Explorers, reaching 20,000 NYC school children
- Developed original curriculum for 2014-2015 season of Musical Explorers
- Managed team of two full-time associates and freelance teaching and consultant personnel for professional development workshops and concerts
- Produced Musical Explorers concerts at Zankel Hall for 5,000 K-2 students
- Managed launch of the Music Educator's Toolbox, a set of online resources for music teachers available at the Carnegie Hall digital library
- Liaised with Development staff in preparation of proposals, reports, and vendor contracts

## Director of Education - New York City Opera

2011 – 2013 | New York, NY

- Produced yearly Opera is Elementary productions for 28 participating schools including venue and score rental, casting, hiring of artistic and production team, and oversight of budget and artistic concept
- Managed Education Department including roster of Teaching Artists and support staff
- Managed and allocated \$225,000 budget including payroll, income and expenditures
- Wrote educational materials for touring workshops and elementary teacher's guide. Designed individualized curriculum for high school residencies according to the needs of the school
- Interfaced with funders and Development staff to prepare grant proposals and solicit donations
- Increased 2013 Opera is Elementary enrollment by 52% over 2011 numbers
- Designed professional development workshops for teaching artists, teachers and administrators
- Managed Middle School Opera and Literacy project and high school partnerships

## Staff Teaching Artist - New York City Opera

2006 – 2011 | New York, NY

- Wrote and directed scripts for the school tours of the operas *Where the Wild Things Are* (Knussen), *Treemonisha* (Joplin) and *Alice in Wonderland* (Chin) featuring New York City Opera artists
- Facilitated and planned the Vocal Seminar for High School Students
- Taught *Acting for Singers* in the Vocal Seminar for High School Students
- Taught opera residencies in high schools and middle schools. Directed student performances which featured original scripts and music based on an opera in the repertoire
- Collaborated with teachers and administrators to integrate opera study into classroom curricula

- Designed and facilitated interactive workshops for family audiences of up to 700 people
- Designed professional development workshops for teachers and created standards-based materials
- Recruited new schools and managed the Opera Is Elementary program from 2008-2010

### Opera Singer – Various Employers

1997– 2014 | New York, NY

- Credits include Salome at Oper Bremen, Abigail in *The Crucible* at Opera Boston, Belinda in *Dido and Aeneas* with Orchestra of St. Luke's, Helena in *A Midsummer Night's Dream* at Tanglewood Music Center, as well as cover engagements with New York City Opera, Gotham Chamber Opera, Opera Company of Philadelphia, and Opera Company of North Carolina
- Young Artist at the Glimmerglass Festival, Fellow with the Tanglewood Music Center for three seasons, Chamber Music Fellow at the Steans Institute, Ravinia Festival
- Upcoming engagements include a recital of Chinese art song at Weill Recital Hall, Carnegie Hall
- Sound clips and images available at [www.erikarauer.com](http://www.erikarauer.com)

### Teaching Artist - Orchestra of St. Luke's

2006 – 2011 | New York, NY

- Designed and taught music education curriculum for elementary students in the Bronx and Corona, NY
- Taught composition to fifth graders culminating in original works performed by artists from the Orchestra of St. Luke's

### Teaching Artist - Dreamyard Project

1998–2001, 2003–2005 | Bronx, NY

- Designed and taught opera and drama projects during year-long residencies in public elementary schools in the Bronx and East Harlem
- Collaborated with classroom teachers and administrators to integrate the arts into classroom curricula
- Successfully managed classroom environments and behavioral challenges of students
- Student adaptation of *The Magic Flute* was chosen for 2005 regional festival at Lehman College

### ADDITIONAL EXPERIENCE

#### Vocal Instructor – Highbridge Voices

Taught voice lessons to children ages 7-15 in semi-professional choir school  
2004–2005 | Bronx, NY

#### Academic Coordinator – Children's Aid Society

Tutored high-risk high school students and advised on college application process in pregnancy prevention program  
2000–2001 | New York, NY

Development Assistant – Orpheus Chamber Orchestra  
Assisted in grant writing process, donor relations, and gala preparation  
1997–1998 | New York, NY

## EDUCATION

University of North Carolina – Greensboro | Greensboro, NC  
PhD student in Educational Studies, concentration in Cultural Foundations

Yale University | New Haven, CT  
Master of Music, Voice (2003)  
Maintained voice studio of undergraduate, graduate non-majors, and private students

Swarthmore College | Swarthmore, PA  
Bachelor of Arts, Religion (1997)  
Additional study in Music Theory, German and French languages, and study-abroad in Italy



# AMY HOLCOMBE

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## DISTRICT LEVEL LEADERSHIP

### **Executive Director of Strategic Planning and Development, Guilford County Schools** **2016-present**

- Lead the district's strategic planning process, strategic initiatives, performance measures and innovative projects in alignment with district budget priorities.
- Growing key donor and grantor relationships in the community to fund strategic projects throughout the district. Over \$2,000,000 generated in the first 90 days.

### **Executive Director of Talent Development, Guilford County Schools** **2007 to 2016**

- Led *Mission Possible*, a performance based compensation program designed to recruit, retain and develop effective educators for the district's most highly impacted schools. Since inception, the program has achieved 100% staffing annually, increased teacher retention from 64% to a high of 89%, and delivered over 350 custom-developed workshops and institutes to over 4,000 educators. One-hundred percent of program schools increased student achievement and growth.
- Created *Guilford County Schools Alternative Certification Track (GCS-ACT)*, North Carolina's first in-district licensure program for teachers, resulting in an increase in first year alternatively certified teacher retention rates from 66% to a high of 100%. Nationally recognized for successfully recruiting and retaining minority candidates in education.
- Developed and facilitated interview protocols for chief officers, principals and teachers. Introduced group interviewing protocols to the district, now a standard screening method for alt cert candidates.

### **Director of Curriculum and Instruction, K-12, Guilford County Schools** **2005 - 2006**

- Led a collaborative team of curriculum specialists that implemented a three-year strategic plan resulting in the provision of need targeted support services for over 4,000 teachers and 120 schools
- Created and facilitated the use of K-12 curriculum maps, pacing guides and lesson plans that supported the alignment of curriculum, instruction, and evaluation
- Facilitated the development of 300+ web-based benchmark assessments for grades 3-12 in multiple subject areas to support data driven instructional decision making and monitoring of student growth

### **Director of Federal and Special Programs, Guilford County Schools** **2004 - 2005**

- Collaborated with district leadership and 96 school principals to implement, monitor and evaluate federally funded school improvement initiatives, magnet programs, and middle/early college programs
- Designed the district's first paperless federal grant budgeting system to streamline workflow

### **Program Director, Enhancing Education through Technology Grant, Guilford County Schools** **2001 - 2004**

- Designed and facilitated QUEST, an 80-hour training program and on-site coaching model resulting in technology integrated instruction by secondary school teachers and technology leadership by principals
- Facilitated all aspects of grant management including: needs-assessments, curriculum development, budgeting, program evaluation and dissemination of findings, federal compliance and monitoring

### **Instructional Technology Specialist for Secondary Schools, Guilford County Schools** **1998 - 2001**

- Developed and implemented face-to-face and web-based professional development training for over 2,000 middle and high school teachers to support the delivery of the NC Standard Course of Study



**SCHOOL LEVEL LEADERSHIP**

**Principal, Falkener International Baccalaureate PYP School, Guilford County Schools** **2006 - 2007**  
 – Recognized as one of the 9 most improved elementary schools in the district  
 – Attained full authorization as an International Baccalaureate Primary Years Program School

**Teacher, English, Science, Social Studies, Lincoln Middle School, Guilford County Schools** **1995 – 1998**

**OTHER LEADERSHIP**

**Adjunct Professor, School of Education, University of North Carolina, Greensboro, NC** **2000 - 2009**  
 Developed and delivered courses in pedagogy, instructional technology, diverse learners

**North Carolina Teacher Academy, Raleigh, NC** **1999 - 2006**  
 State-Level Teacher Trainer and Course Developer: Literacy, Diversity, Technology

**EDUCATION**

Doctor of Philosophy, Curriculum and Teaching ..... University of North Carolina at Greensboro, 2001  
 Master of School Administration ..... North Carolina A&T State University, 2006  
 Master of Education, English ..... University of North Carolina at Greensboro, 1998  
 Professional Teaching Credential ..... Sonoma State University, 1995  
 Bachelor of Arts, English ..... Sonoma State University, 1993

**CERTIFICATIONS**

*Teaching Certifications:* English/Language Arts (K-12), Technology (K-12), Principal (K-12)  
*Program/Assessment Certifications:* Intel Master Teacher Trainer, 360°Leadership Profile, Change Style Indicator, Influence Style Indicator, Decision Style Profiler, Paper Planes, Inc., The Exchange, Project CRISS

**BOARDS**

Love Greensboro, Board Member **2015-present**  
 Guilford Green Foundation, Board Member, Co-Chair **2013-present**  
 Scholastic Administrator Magazine, Editorial Advisory Board Member **2008-present**  
 AASPA, Chair, Professional Development Committee **2007-2016**

**GRANTS**

Principal Preparation Program, 2016 **\$1,800,000**  
 Race to the Top- District Level, 2013 **\$35,000,000**  
 Transition to Teaching, 2011 **\$1,900,000**  
 Teacher Incentive Fund, 2010 **\$23,000,000**  
 Transition to Teaching, 2008 **\$2,200,000**  
 Amplify 21<sup>st</sup> Century Schools, 2006 **\$2,000,000**  
 Title Program Formula Grants (Title I, II, V, Magnet) **\$25,000,000**  
 Enhancing Education through Technology, 2001 **\$1,400,000**

**AWARDS AND RECOGNITIONS**

2014 William L. Hunter Point of Light Award- Exceptional Teacher Licensure Program  
 2011 William L. Hunter Point of Light Award- Exceptional Minority Recruitment Program  
 2010 American Association of School Personnel Administrators- Best Webpage  
 2010 American Association of School Personnel Administrators- Best Program Communications  
 2004 North Carolina Outstanding Technology Teacher of the Year Award (NCAect)  
 2002 North Carolina Technology Teacher of the Year (NC Department of Public Instruction)  
 1997 Novartis Fellow  
 1996 Lockheed Martin Fellow  
 1995 Rookie Science Teacher of the Year

## PUBLICATIONS

- Holcombe, A. (2013). *Global Gateway- A High School Curriculum*. Chapel Hill, NC: Visiting International Faculty.
- Holcombe, A. (2010). *Global Connections- A Middle School Curriculum*. Chapel Hill, NC: Visiting International Faculty.
- Holcombe, A. (2010). Experiences of an Early Adopter of Incentive Pay. *The School Administrator*, 3(67), 16-17.
- Holcombe, A. (2009). More than the sum of its parts. *Principal Leadership*, 9(7), 32-36.
- Grier, T. & Holcombe, A. (2008). Mission Possible: A North Carolina school district solves the problem of recruiting and retaining teachers in its most challenging schools. *Educational Leadership*, 65(7), 25-30.
- Holcombe, A. (2003). Are you ready? Planning for productive online technology staff development. *Learning & Leading with Technology*. 30(7), 49-57.
- Holcombe, A. (2003). *Technology Staff Development: Facilitators and Barriers to Online Learning*. Society for Information Technology and Teacher Education, International Conference Proceedings.
- Holcombe, A. (2003). *QUEST: Quality Educational Strategies and Technologies*, 2<sup>nd</sup> Edition. Greensboro, NC: Guilford County Schools.
- Holcombe, A. (2002). *QUEST: Quality Educational Strategies and Technologies*. Greensboro, NC: Guilford County Schools.
- Holcombe, A., Gant, A., Maye, D. & Huskins, N. (2002). *Reading in the Content Areas: Linking Adolescent Literacy and Learning*. Durham, NC: NCTA.
- Holcombe, A., Morgan, R. & Maye, D. (2002). *A Framework for Understanding Poverty: Facilitator Manual*. Durham, NC: NCTA.
- Holcombe, A. (2001). *Technology Staff Development: Facilitators and Barriers to Online Learning*. Doctoral dissertation, University of North Carolina at Greensboro.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). *Adolescent Literacy: Reading in the Content Areas Follow-up Training, Volume II*. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). *Adolescent Literacy: Reading in the Content Areas Follow-up Training, Volume I*. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). *Adolescent Literacy: Creating Independence Through Student Owned Strategies, Volume II*. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (1999). *Adolescent Literacy: Creating Independence Through Student Owned Strategies, Volume I*. Durham, NC: NCTA.
- Maye, D., Holcombe, A., Gant, A. & Huskins, N. (2004). *Reading in the Content Areas: Linking Adolescent Literacy and Learning Follow-up Training*. Durham, NC: NCTA.

## STATE AND NATIONAL PRESENTATIONS

- 2016 Large District Superintendent's Consortium  
*An Analysis of Models for Alternative Certification for Teachers*
- 2016 National Association of Alternative Certification  
*Leveraging a Mastery Learning Approach in New Teacher Preparation*
- 2015 American Association of School Personnel Administrators  
*Building Standards Based Interview Protocols*
- 2015 Large District Superintendent's Consortium  
*Facilitating Teacher Leadership in Schools*
- 2015 American Association of School Personnel Administrators  
*Webinar: Super Size Your STEM Teacher Pipeline*
- 2015 American Association of School Administrators  
*Mission Possible- Recruiting Highly Effective Teachers for Hard to Staff Schools*
- 2014 The Governor Jim Holshouser Legislators Retreat (HLR)  
*Improving Educator Effectiveness through Evaluation and Compensation Reform*
- 2014 Legislative Task Force on Teacher and School Administrator Effectiveness and Compensation  
*Strategic Staffing Using Elements of Performance Based Compensation*
- 2014 American Association of School Administrators  
*Navigating Education Effectiveness and Accountability Policy Changes with Reliable Analytics*
- 2014 National Association of Alternative Certification  
*What to Teach Before They Teach*
- 2013 American Association of School Personnel Administrators  
*Social Recruiting- Leveraging Facebook, Linked In, Twitter and Pinterest to Recruit Highly Effective Teachers*
- 2012 National Association of Alternative Certification  
*It Takes a Village to Support Alternately Certified Teachers*
- 2012 American Association of School Personnel Administrators  
*Tired of Looking Under Rocks for Quality STEM Teachers?*
- 2012 Council of the Great City Schools- Annual Conference  
*Preparing Alternately Certified Teachers for the Challenges of Urban Schools*
- 2012 Council of the Great City Schools- Annual Conference  
*Using Value Added Analysis to Support Teacher Evaluation, Strategic Staffing and Differentiated Compensation*
- 2011 Carnegie Foundation- Special Topics Meeting  
*Panelist, Value-Added Models*

- 2011 National Institute for Excellence in Teaching  
*Panelist, Performance Based Compensation Systems*
  
- 2011 Council of the Great City Schools  
*From Mission Possible to Mission Accomplished*
  
- 2010 National Press Club  
*Performance Based Compensation Programs*
  
- 2010 Capitol Hill Senate Briefing  
*Performance Based Compensation Programs*
  
- 2010 National Staff Development Council  
*Increasing Math Teacher Effectiveness for Student Achievement Gain*
  
- 2010 Association for Supervision and Curriculum Development  
*Creating a Sustainable Performance-Based Compensation Program*
  
- 2010 National Association of Alternative Certification  
*DIY Alternative Certification- Recruit and Certify Your Own Teachers*
  
- 2009 National Staff Development Council  
*Success Secrets for Preparing, Supporting and Retaining Alternatively Certified Teachers*
  
- 2009 American Association for School Personnel Administrators  
*What Matters Most- The Six Critical Factors for Lateral Entry Success*
  
- 2009 Teacher Incentive Fund Summit- Sponsored Speaker, Broad Foundation  
*Panelist*
  
- 2009 Climate for Student Success Forum  
*Keynote Speaker*
  
- 2009 American Association for School Personnel Administrators  
*Using Differentiated Compensation as a Recruiting Tool*
  
- 2009 Association for Supervision and Curriculum Development  
*Mission Possible: Recruiting and Retaining Teachers in Highly Impacted Schools*
  
- 2008 Alliance for Excellent Education- National Forum  
*Keynote Speaker*
  
- 2008 American Association for School Personnel Administrators  
*Beating the Odds: Recruiting and Retaining Math Teachers Amidst a Teacher Shortage*
  
- 2008 Battelle for Kids—National Value Added Data Conference  
*Panelist with Dr. William Sanders*
  
- 2008 National Staff Development Council  
*Recruiting and Retaining Faculty in Impacted Schools*

- 2008 The Education Trust  
*The Cumulative Effect: Raising Teacher Quality in High School Math Classrooms*
- 2008 The Education Trust Value Added Data Summit  
*Using Value Added Data to Target Assistance*
- 2008 Association for Supervision and Curriculum Development  
*Equitable Support for Inequitable Student Assignment*
- 2008 North Carolina ASCD  
*Recruiting and Retaining the Best*
- 2007 Principals' Leadership Conference  
*If You Want to Lead, You Have to Walk in Front*
- 2005 North Carolina ASCD  
*Designing Engaging Learning Experiences*
- 2004 National Staff Development Council  
*Planning and Designing a High Impact NCLB Staff Development Program*
- 2004 National School Board Association's T&L<sup>2</sup> Conference  
*Technology Taxonomy: A Blueprint for Learning*
- 2004 North Carolina Middle School Association  
*Wiring Our Students: Technology for 21st Century Kids*
- 2004 North Carolina Association for Educational Communications and Technology  
*Integrated Technology Lesson Plans You Can Use*
- 2003 North Carolina Educational Technology Conference  
- *Wiring Our Teachers*  
- *For Teachers, By Teachers: Integrated Technology Lesson Plans You Can Use*
- 2003 National School Board Association's T&L<sup>2</sup> Conference  
- *Raising Student Achievement through Quality Educational Strategies and Technologies: A No Child Left Behind Professional Development Model*  
- *School Administrators Discussion on Title II.D.1-2: NCLB's Enhancing Education through Technology Legislation*
- 2003 Society for Information Technology and Teacher Education International Conference  
*Technology Staff Development: Facilitators and Barriers to Online Learning*
- 2003 North Carolina Association for Educational Communications and Technology  
*Quality Educational Strategies and Technologies (QUEST): A Professional Development Model*
- 2002 North Carolina Educational Technology Conference  
*Integrating Technology into the English/Language Arts Curriculum*

- 2002 North Carolina Middle School Conference  
*Using Picture Books in the Middle Grades Classroom*
- 2001 North Carolina Middle School Conference  
*CRISS- Come Find Out about NC Teacher Academy's Newest Module*
- 1999 National Youth at Risk Conference  
*Race and Risk*
- 1999 North Carolina Professional Development Schools Conference  
*Professional Development School Model's that Work*
- 1998 North Carolina Middle School Conference  
*Developing an Afterschool Writing Academy*
- 1998 North Carolina Professional Development Schools Conference  
*Professional Development School Model's that Work*

Dr. Peter Alexander  
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Performing Arts  
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## Education

1982            **Doctor of Education, Teachers College, Columbia University.**

Majors- College Teaching and Music Performance.

Dissertation: An Analysis and Performance of Selected Twentieth-Century English Clarinet Works.

1967            **Master of Music, University of Wisconsin.**

Majors- Music Performance and History. Thesis: Recitals.

Graduate Teaching Assistant in clarinet for two years.

1965            **Bachelor of Music, Eastman School of Music.**

Degree awarded with Honors and a Performer's Certificate.

Majors - Music Performance and History. Recipient: George Eastman Scholarship.

Other formal study: Harvard University as a National Endowment for the Arts Fellow (Beethoven studies with Lewis Lockwood); Manhattan School of Music (Jazz history with Billy Taylor); University of Oslo, Norway (Liberal studies); and the Cummington School of the Arts (chamber music).

Additionally, I have studied German for several years and have participated at the B2 and C1 levels at the Goethe Institute, Schwabisch Hall and the Carl Duisberg Center, Munich.

## University Administrative and Teaching Experience

2013-present **Dean, College of Visual and Performing Arts,  
University of North Carolina-Greensboro**

The College of Visual and Performing Arts has grown by 10% since my arrival to 1500 students and is the largest and most comprehensive arts college in North Carolina and one of the largest in the Southeast. It has a full-time faculty of 100, many part-time faculty, over 25 support staff and more than 75 graduate assistants. It is known for its graduate programs and many of its alumni are faculty members at prestigious universities across the country. I have implemented new programs in arts administration and musical theatre, initiated a new



Distinguished Alumni Awards program, created The Arts Summit Series, secured private sponsorships for the University Concert and Artist Lecture Series for the first time, ran two year-long campus and community thematic interdisciplinary collaborations (Globe and Cosmos had 30 events and War and Peace Imagined had 80 events), founded the Community Arts Collaborative to enhance community engagement, developed new international programs, including some with Chinese universities, and implemented a new Teaching Artist Certificate Program with the Dreamyard Project of the Bronx. The overall budget of the College is \$15 million.

**2001-2012     Dean (now emeritus) and Professor (now emeritus),  
Jordan College of Fine Arts, Butler University.**

The Jordan College is comprised of the School of Music, and the Departments of Art and Design, Arts Administration, Dance, and Theatre. It offers degrees to more than 550 majors and instruction to 1800 pre-college community students.

As dean, I was responsible for 53 full-time faculty, about 50 part-time faculty and 25 staff members, all aspects of curriculum, student recruitment and retention, fundraising and grants, facilities, public relations and publicity, an operational budget of over \$6,000,000, a large scholarship budget, and alumni programs. I initiated new programs in art and design, a Master of Fine Arts degree in dance, a jazz studies concentration, a musical theatre concentration and a recording industry studies major. New international study opportunities were implemented in China, Russia, Germany, England, Italy, South America and Australia. Programs in Arts Administration, Dance, Music and Theatre are specially accredited at the national level as well as generally accredited under university auspices. We established a series of retention-related activities that resulted in the Jordan College often having the highest first-year student retention rate of all the colleges at Butler (further retention rate of all the colleges at Butler (further details available)). We expanded the number of new student applications through the concerted efforts of the departments working with the College Admissions Representative. Through the use of careful search and screen we were able to improve the faculty diversity of several departments hiring professors Tong Wang, Derek Reid, Gautam Rao, and John Turner.

Each year, the Jordan College produces about 350 public events, a series of festivals for high school students (band, orchestra, choir, jazz) and a number of summer camps under the auspices of the Butler Community Arts School (BCAS), including piano, jazz, strings, percussion, and theatre camps. The Butler Community Arts School, which I created in 2002, continues to serve about 1800 community students the majority of whom are from minority backgrounds and receive sliding-scale scholarships thanks to grant support. The BCAS has partnerships with more than a dozen community centers and public, private and charter schools in the Indianapolis area. Instruction is provided by specially-trained and recommended undergraduate and graduate students, a fairly unique model.

I founded a new arts lecture series in 2002, titled the Leadership Through The Arts Forum, that brought more than three-dozen leading national and international speakers to campus for lectures and student workshops. Speakers included dancers Jacques D'Amboise, Joe Goode, and Denise Jefferson; musicians Leonard Slatkin, Phillip Glass, and Leon Botstein; theatre professionals Anne Bogart, Kristin Linklater, and Bernardo Rey; and critics/historians Michael Kimmelman, Ken Auletta, Paul Goldberger among many others.

In 2004, I originated *The Projects Series* of interdisciplinary festivals that fostered collaboration between all Jordan College programs and better integrated the College with the Indianapolis arts community. The Carmen Project-2004, the Crucible Project-2005, The Mozart Project-2006, The Photographer-2006, In Our Names: A Community Conversation on the Death Penalty-2007, and the Mahler Project-2009 /10 have involved the Jordan College with literally *all* the major arts organizations in Indianapolis. The *Series* enhanced public awareness of the many performances that were its focus while generating special topical coursework within the Honors Program.

Facilities expansion has included planning and construction of a 45,000 square foot classroom and rehearsal hall building, a new recital hall that seats 150, renovations to Lilly Hall, and fundraising, design and planning for a new multi- purpose 450-seat performance hall with a groundbreaking that occurred in May, 2011.

My personal teaching responsibilities occurred in the Butler Honors Program where I taught interdisciplinary courses.

**1996-2001    Dean and Professor, College of the Arts, University of Southern Mississippi, Hattiesburg, Mississippi.**

The College included the School of Music, and Departments of Art, Theatre and Dance with a full-time faculty of more than 60, many part-time faculty, 43 graduate teaching assistants and a large staff. The College had about 750 students and a budget of about \$7,000,000. The School of Music offered a variety of doctoral programs while the Department of Theatre offered MFA degrees. The scope of responsibilities was similar to those at Butler University. New curriculum implementations included programs in Museum Studies, Photography, Dance Education, and a BA in Music. New outreach initiatives included creation of a new membership organization, *Partners for the Arts*, which raised funds for the College and produced an annual national-level performing arts series, the *Connoisseur Series*. *Partners for the Arts* had a thirty-member community board and continues to thrive today. Alongside the *Partners*, I established a Community Arts School that grew to serve about 500 students, was funded by a local hospital, and had its own director. A new 70,000 square foot theatre/dance complex was completed and occupied in August 1999.

**1988-1996    Dean and Professor, School of Fine and Performing Arts, State University of New York at New Paltz.**

The School included the Departments of Art, Art History, Music and Theatre. The scope of responsibilities was similar to those at Butler University. At the time, the

School had the largest undergraduate theatre and visual arts programs in the SUNY system. I led a robust campaign of facilities expansion and renovation that included construction of a 63,000 square foot art building, renovation of three theaters and rehabilitation of the original art building.

I directed, helped fund and performed in *The Music in the Mountains Festival*, a summer American music series whose concerts were broadcast nationally on NPR. The festival was regularly funded by the National Endowment for the Arts, the Aaron Copland Foundation, the Kvistad Foundation, the Ottaway Foundation, the Ogden Foundation, and the Studley Foundation and had a community board. The Festival ran an annual new orchestral composition competition awarding a cash prize (the Davenport Prize) and an orchestral performance of the winning composition with JoAnn Falletta conducting.

I organized a new lecture/conference series titled Arts in America Now that exploited the university's location near New York City to bring major speakers to campus. This series included conferences on Arts and Education, Arts and Freedom of Expression, The Practice of Arts Criticism among other topics. The series was underwritten by private contributions from James Ottaway and through grants (New York State Humanities Council, New York State Council on the Arts, The New York Foundation for the Arts and so forth).

**1985-1988 Chairperson and Professor, Department of Music, State University of New York at New Paltz.**

The Music Department included 15 full-time faculty and additional adjunct faculty. It was accredited by the National Association of Schools of Music and the National Association for Music Therapy.

I organized a Women in Music Conference, a Festival of Expressionist Music, Art, Dance and Theatre in conjunction with Bard College, 2 Band Festivals in cooperation with twelve high schools, founded the Youth Orchestra of the Hudson Valley, and helped start a musical theatre program and a jazz studies program.

**1992-2001 National Dance Institute Residency Programs at State University of New York & the University of Southern Mississippi.**

Collaborated with the colleges of education at both universities as well as with the National Dance Institute to bring free spring term and one-month summer dance experiences to children. Funded by the National Endowment for the Arts, the Mississippi Arts Commission, the Hattiesburg Arts Council, the New York Mid-Hudson School Study Council and Ronald McDonald Charities.

**1967-1985 Professor of Music, State University of New York at New Paltz.**

I received the Chancellor's Award for Excellence in Teaching and taught a wide variety of courses including performance, theory, jazz history, and psychology of music. I also conducted ensembles (jazz, band, orchestra) when colleagues were on sabbatical.

## **Selected Professional Music Activities:**

### **1970-1997 Principal Clarinetist, Hudson Valley Philharmonic.**

Forty to sixty concerts annually plus other activities.

### **1980-1990 Director and Clarinetist, Hudson Valley Wind Quintet**

Funded by six grants from the New York State Council on the Arts. Ten formal and twenty school concerts annually (circa) .

## **Selected Recordings:**

*Quintet for Clarinet and Strings* by Robert Starer for Albany Records

*Quintet for Clarinet and Strings* by Meyer Kupferman for Soundspell Productions

*Peter and the Wolf* narrated by Tony Randall for IBM Multimedia *Proscenium, A*

*Chamber Opera*, by Meyer Kupferman for Soundspell Productions

*Solstice* by Lou Harrison for the Jean Erdman Dance Video Archive

*Clarinet Concerto* by Meyer Kupferman with the Boston Pro Arte Chamber Orchestra, Leon Botstein conducting, for Composer Recordings Inc. following Harvard premiere

*Little Ivory Concerto* by Meyer Kupferman for Soundspell Productions

*Homage to Bartok* by Katherine Hoover for Parnassus Record

## **Selected Premieres:**

*Eclipse for Clarinet, Violin, Cello and Piano* by George Tsontakis

*Woodwind Quintet* by Victor Kissine

*Quintet for Clarinet and Strings* by Meyer Kupferman

*Clarinet Concerto* by Meyer Kupferman

*Little Licorice Concerto* by Meyer Kupferman *Quintet for*

*Clarinet and Strings* by Robert Starer *Clarinet Concerto*

by Robert Starer

*Kaaterskill Quartet* by Robert Starer

*"Qwintet" for Winds* by Katherine Hoover

*Silver for Clarinet and Dancer*, Music by Richard

Cameron-Wolf, Choreography by Sarah Stackhouse

## **Other professional activities:**

- Greensboro Cultural Arts Master Plan Task Force
- International Council of Fine Arts Deans- Chair of Arts in Education Committee Mississippi Arts Commission- grant panelist and consultant
- New York State Council for the Arts - concert auditor/adjudicator
- SUNY-Wide Committee on the Arts
- Hudson Valley Philharmonic -member, Board of Director

# artsgreensboro

National Folk Festival **host** 2015–2017

April 18, 2017

Ms. Betsy DeVos  
LBJ Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

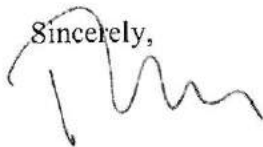
Dear Secretary DeVos;

As President and CEO of Greensboro's local arts council ArtsGreensboro, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators application. ArtsGreensboro recognizes how partnerships between schools and community organizations can result in innovative approaches to educator development in the arts. I'm also excited that the project will establish the GCS Arts Institute designed to generate data that when analyzed and implemented will inspire innovative approaches that will benefit student development, particularly where the student need is greatest. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

Increasing access to arts education in our community is a cornerstone of ArtsGreensboro's mission. ArtsGreensboro has a long history of partnering with Guilford County Schools, its staff, teachers and students on arts programs in support of GCS curriculum. In addition to grants for arts projects in schools and an annual arts teacher of the year award to further a teacher's professional development, ArtsGreensboro (and the arts organizations supported through our grant programs) frequently sponsor artists and performances for students. As the local host of the 2015-2017 National Folk Festival we will continue to work with GCS as we create a permanent and ongoing festival when the National moves on in 2018. We have also been honored to present renowned performers within GCS to celebrate America's rich and diverse culture and heritage as part of the Festival's three-year residency.

I support the goals and activities of the GCS proposal and wholeheartedly commit ArtsGreensboro's to supporting its implementation.

Sincerely,



Thomas Phillion  
President & CEO





North Carolina General Assembly  
House of Representatives

REPRESENTATIVE CECIL BROCKMAN  
60th DISTRICT

April 21, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As a member of the North Carolina House of Representatives, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I recognize the importance of the arts in our schools and want to ensure that these programs are able to continue under excellent leadership. It is crucial that our students are not only prepared for the real world, but also well-rounded and cultured. I believe this grant will allow Guilford County Schools to further the impressive progress they have made in this area.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

A handwritten signature in blue ink that reads "C. Brockman".

Rep. Cecil Brockman  
District 60—Guilford County  
North Carolina House of Representatives

CHERYL CULLOM STEWART

PUBLIC ART CONSULTANT

4005 WESTMOUNT DRIVE

GREENSBORO, NC 27410

(336) 601-2062

[CACSTEWART1@AOL.COM](mailto:CACSTEWART1@AOL.COM)

April 25, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As a Public Art Consultant, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

With the Community Foundation's Public Art Endowment and the Piedmont Triad International Airport, I have collaborated with the Art Teachers of GCSNC on several projects. They are enthusiastic and wonderful educators.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Cheryl Stewart  
Public Art Consultant  
336-601-2062





Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As a the Youth Programs Director for Community Theatre of Greensboro, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name: Rozalynn T. Fulton

Title: Youth Programs Director

Date: April 17, 2017



200 N Davie St., Greensboro, NC 27401

[www.thedramacenter.com](http://www.thedramacenter.com)

The Drama Center of City Arts is a division of the Greensboro Parks and Recreation Department

April 18, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the Director of Artistic Development at the Drama Center of City Arts, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

The arts are a vital component of a well-rounded education. A 2010 study by the Missouri Department of Education found that the arts had a significant effect on the academic and social success of their students. Those with arts involvement demonstrated greater proficiency in academic subjects, had increased class attendance, higher SAT scores and graduation rates, and fewer disciplinary issues. Similar studies of statewide education systems have produced nearly identical results.

Although I have not conducted a formal study, I have personally seen the arts greatly benefit young people. As a children's theatre director I have seen numerous young people find their niche and find confidence, self-esteem, self-expression, comradery with other students, increased communication skills, and performing abilities as they participate in theatre arts. When I worked at a theatre in Pennsylvania, we did a touring show for years in schools all over the county. Many of the kids had never seen a live theater performance before and we reached kids in a visceral way. Often our appearance would generate their interest and many young people became interested in pursuing theatre arts and participating in the theatre.

This grant would assist us in bringing such a program to the Guilford County Schools. We could also provide drama classes and programs within the school system. We could also provide teacher workshops and help teachers explore ways they could use Drama techniques in an educational setting.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name: Rosina Whitfield

Title: Director of Artistic Development, the Drama Center of City Arts

Date: 4/18/2017

# GREENHILL

CENTER FOR NC ART

200 NORTH DAVIE STREET | GREENSBORO, NC 27401 | 336.333.7460

April 17, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the Director of Education at GreenHill, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

GreenHill is proud to have collaborated with GCS for over 38 years . The Artists-in-the-Schools (AIS) program in particular has been a shining example of the benefits of school-community partnerships . Through AIS 4<sup>th</sup> graders meet artists such as Senora Lynch whose pottery is on view at the Smithsonian's American Indian Museum, Eliseo Santos, an author and illustrator of children's books, painter Juie Rattley who emphasizes the benefits of working hard for what you want to achieve, and the many other artists who serve as role models. We also serve as liason for the GCS Youth Art Month exhibition and reception in March, provide Traveling Art Trunk presentations in the schools, and have facilitated Teacher Workshops over the years.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Jaymie Meyer

Director of Youth and Education Programs | GreenHill

Date: 4/17/2017



*Department of Music*

April 24, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As Chair of the Music Department at Greensboro College, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

Greensboro College and Guilford County Schools enjoy a valuable partnership in providing our college students with fieldwork and student teaching experiences. Specifically in the arts area, there is much collaboration between our professors and GCS faculty. GCS students and faculty are invited to music concerts featuring guest artists and our music education majors assist GCS band directors with their All-County Band Auditions. Greensboro College music professors regularly visit GCS middle school and high school band and choral programs, offering expertise in music performance as the students prepare for concerts or MPAs. Just last week, the Greensboro College Jazz Ensemble toured and performed at three Guilford County high schools. Arts Education Coordinator, Nathan Street is a positive mentor and is always willing to speak with our college music education majors about preparation for their careers in music and participates in the collegiate portion of the NCMEA Conference. Our positive collaboration benefits both GCS students and our college music education majors and I look forward to continuing that relationship.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Dr. Jane G. McKinney  
Chair, Department of Music  
Office 336.272.7102, ext. 5281  
Fax 336.217.7235  
Email: [mckinneyj@greensboro.edu](mailto:mckinneyj@greensboro.edu)  
Website: [music.greensboro.edu](http://music.greensboro.edu)



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**  
School of Music

April 11, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the Artistic Director of Greensboro Opera and the Director of Opera/Professor of Music at the University of North Carolina at Greensboro, I have partnered with the Guilford County Schools (GCS) for over fifteen years, and I am writing to express my strong support of the GCS Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

Since 2002, the Guilford County Schools, Greensboro Opera and the UNCG Opera Theatre have annually collaborated to provide a live theatrical experience in the historic downtown Carolina Theatre for over 6,000 fifth grade students. This unique and innovative program, which has a creative writing component, strengthens literacy and exposes a broad population (many of whom are in a low socio-economic demographic) to a rich educational and cultural experience that many would not have otherwise.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name: \_\_\_\_\_

Title: Artistic Director, Greensboro Opera; Director of Opera/Professor of Music, UNCG

Date: April 11, 2017



# GREENSBORO SYMPHONY

DMITRY SITKOVETSKY  
MUSIC DIRECTOR

April 18, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary DeVos,

As Education Manager for the Greensboro Symphony I am writing to express our strong support of the Guilford County Schools' Professional Development for Arts Educators (PDAE) application.

The Greensboro Symphony Orchestra (GSO) and Guilford County Schools (GCS) work together in many ways. We serve over 30,000 students each year through our education concerts and outreach activities, from Pre-K through grade 12. This grant will strengthen the connections between GCS and the GSO. The GSO working with GCS in professional development capacities will benefit the children in our county as well as teachers, musicians, and community members across the region.

We understand that this project will also establish the GCS Arts Institute (GCSAI). This unique program will contribute greatly to the cultural life of our community and will focus on extending opportunity to underserved areas. Not only will the GCSAI nurture students and involve teachers and mentors from community organizations like the GSO, but it will also generate data which will help us improve our arts education programs.

The Guilford County Schools include students from all demographic and economic groups from urban, suburban, and rural areas. Granting support for innovative proposals such as the GCS PDAE application will serve not only local students but will provide data which can be used to implement and improve educational programs across the country.

Sincerely,



Peter Zlotnick  
Education Manager  
Greensboro Symphony Orchestra  
pzlotnick@greensborosymphony.org  
(336) 335-5456 x230



**Hampton Elementary University Partnership Magnet**  
**2301 Trade Street Gso, NC 27401**  
**(336)370-8220 Phone (336)370-8192 Fax**  
**Thyais L. Maxwell, Principal**

May 24, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the principal of Hampton Elementary School in Guilford County Schools, I am writing to express my strong support of the Professional Development in Arts Education (PDAE) application. This grant will provide training and executive coaching to Guilford County Schools teachers and principals in arts programming and integration strategies. In addition to these strategies, the project will provide collaborative opportunities between community arts organizations and the school district that will result in hands-on, personalized professional development that will ultimately provide more effective classroom results. I look forward to the positive changes this grant will bring to Guilford County Schools.

This grant will allow our students at Hampton and across other schools in GCS to have the support they need from teachers who have received high-quality professional development. Our students love the arts and Arts Education is critical for learning. This grant will allow students to be academically enriched and creatively enhanced.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring that the project is implemented with fidelity at Hampton Elementary. I support the PDAE application in order to implement a program that provides professional growth opportunities, mentoring, and support for teachers and principals that will lead to increased educator effectiveness and student achievement in Guilford County as well as increase the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Thyais L. Maxwell, Principal



**Hampton Elementary University Partnership Magnet**  
**2301 Trade Street Gso, NC 27401**  
**(336)370-8220 Phone (336)370-8192 Fax**  
**Thyais L. Maxwell, Principal**

May 24, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the principal of Hampton Elementary School in Guilford County Schools, I am writing to express my strong support of the Professional Development in Arts Education (PDAE) application. This grant will provide training and executive coaching to Guilford County Schools teachers and principals in arts programming and integration strategies. In addition to these strategies, the project will provide collaborative opportunities between community arts organizations and the school district that will result in hands-on, personalized professional development that will ultimately provide more effective classroom results. I look forward to the positive changes this grant will bring to Guilford County Schools.

This grant will allow our students at Hampton and across other schools in GCS to have the support they need from teachers who have received high-quality professional development. Our students love the arts and Arts Education is critical for learning. This grant will allow students to be academically enriched and creatively enhanced.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring that the project is implemented with fidelity at Hampton Elementary. I support the PDAE application in order to implement a program that provides professional growth opportunities, mentoring, and support for teachers and principals that will lead to increased educator effectiveness and student achievement in Guilford County as well as increase the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,



Thyais L. Maxwell, Principal



REPRESENTATIVE JON HARDISTER  
North Carolina General Assembly  
*House Majority Whip*  
59th District

638 LEGISLATIVE OFFICE BUILDING  
300 N. SALISBURY STREET  
RALEIGH, NC 27603-5925  
PHONE: (919) 733-5191  
EMAIL: jon.hardister@ncleg.net

April 24, 2017

CAPITAL, CHAIR  
APPROPRIATIONS, VICE CHAIR  
ABC, VICE CHAIR  
BANKING, VICE CHAIR  
EDUCATION K-12  
ELECTIONS AND ETHICS LAW  
INFORMATION TECHNOLOGY  
RULES

Dear Secretary DeVos:

North Carolina is a state that strongly supports Arts Education. As a legislator, I believe in the importance of Arts Education for students and in the provision of professional development for teachers, both Arts teachers and regular classroom teachers.

Guilford County Schools are in the process of applying for a federal grant to offer professional development in Arts Education. I support their endeavor to receive a federal grant to enhance professional development for arts teachers, as well as for mainstream teachers. Students will also greatly benefit from the new ideas arts teachers will be able to utilize in the classroom from acquiring this grant.

Guilford County Schools plan to use this grant to implement new methods and techniques for strengthening Arts Education. They hope to create some new "out of the box" ideas to enrich professional development in Arts Education. Overall, if they are awarded this grant, North Carolina will be one of the only states to provide a new and unique approach to professional development in this subject matter.

Thank you so much for your careful consideration of this issue.

Sincerely,

Rep. Jon Hardister



May 24, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the principal of Johnson Street Global Studies in Guilford County Schools, I am writing to express my strong support of the Professional Development in Arts Education (PDAE) application. This grant will provide training and executive coaching to Guilford County Schools teachers and principals in arts programming and integration strategies. In addition to these strategies, the project will provide collaborative opportunities between community arts organizations and the school district that will result in hands-on, personalized professional development that will ultimately provide more effective classroom results. I look forward to the positive changes this grant will bring to Guilford County Schools.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring that the project is implemented with fidelity in Johnson Street Global Studies. I support the PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for teachers and principals that will lead to increased educator effectiveness and student achievement in Guilford County as well as scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,



Name: Kris M. Wheat

Title: Principal, Johnson Street Global Studies

Date: May 24, 2017





## PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

April 18, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As North Carolina Superintendent of Public Instruction, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. With PDAE grant funding, GCS will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches related to educator development in the arts. The project will establish the GCS Arts Institute which will generate data to guide pedagogy benefitting student development particularly in populations where opportunity gaps exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

The NC Department of Public Instruction has collaborated with GCS on the creation of valuable tools including Arts Education Administrator Guides, Arts Education High School Placement Tools, and ArtsFolio. The Department has shared these tools with other NC school districts to support improved Arts Education programming across the state. GCS has shown initiative as an early adopter of the state Analysis of Student Work evaluation process for Arts Educators, consistently producing higher percentages of teachers meeting and exceeding expected growth than the state average. PDAE grant funding would allow GCS to strengthen existing partnerships between GCS and local Arts entities, build relationships with new partners, deploy high quality content-based professional development for educators, bolster standards-aligned evaluation practices, and elevate Arts Education within the State of North Carolina.

I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content leading to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Johnson".

Mark Johnson

MJ/jd

### OFFICE OF THE NORTH CAROLINA SUPERINTENDENT

Mark Johnson, *Superintendent of Public Instruction* | [mark.johnson@dpi.nc.gov](mailto:mark.johnson@dpi.nc.gov)  
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER





MOORE MUSIC COMPANY

615 WEST MARKET STREET, GREENSBORO, NC 27401 • TEL: 336.274.4636 • FAX: 336.273.7593 • TOLL FREE: 800.659.4136

April 1, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the owner of Moore Music Company, Greensboro's oldest and largest locally owned music retailer, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program which provides professional growth opportunities, mentoring and support for all teachers regardless of content leading to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name: D. Alan "Al" Stephens  
Title: Owner, Moore Music Company

Date: April 11, 2017



**NORTH CAROLINA  
AGRICULTURAL AND TECHNICAL  
STATE UNIVERSITY**

[www.ncat.edu](http://www.ncat.edu)

A LAND-GRANT UNIVERSITY and A CONSTITUENT INSTITUTION of THE UNIVERSITY of NORTH CAROLINA

April 23, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As Chair of the Department of History, here at North Carolina Agricultural and Technical State University, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I know firsthand the value and importance of art in our schools. For the past four years North Carolina A&T State University's Department of History has sponsored the annual Gibbs Student Conference. The purpose of this conference is to encourage and support elementary, middle and high school students, as well as community college and undergraduate students from the local community. The conference encourages an appreciation of family, community, school and state history through researching, writing, and learning. NCA&T's department of History and Guilford County Schools partnered this spring to showcase the artwork of local children.

The main purpose of our collaboration was to help public school students "think like historians" by teaching them how to conduct historical research and writing that focuses on local history. This project encompassed an entire school year with teachers working with students to produce art based on the theme "Forgotten and Unrecorded North Carolina History." The final activity was the showing of student art projects during the department's Annual Gibbs Student Conference. Teachers worked with elementary, middle and high school students preparing them through their art classes for their participation in the program as well as introducing them to the fundamentals of researching and writing history through the medium of Art.

I believe that authentic partnerships between primary and secondary schools and higher education can effectively prepare and encourage students to pursue higher education while supporting their learning about and contributing to the understanding of their community. Through the use of art, elementary, middle and high school students were introduced to history. An art contest was a part of our project with the student's work being judged and awarded prizes by Mr. Pearless Speller, a nationally recognized artist and NCA&T Alum. Students of various age groups created images of the first 200 years, of North Carolina's History. All who students

who participated had their artwork put on display in NCA&T's Mattie Reed Museum's Art Gallery for two weeks. This project and the art it produced helped students and visitors better understand and appreciate the richness of North Carolina's history and the importance of art in telling stories.

Thus, I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

A handwritten signature in cursive script, appearing to read "Arwin D. Smallwood".

Arwin D. Smallwood, Ph.D  
Professor and Chair



May 22, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the principal of Northwood Elementary in Guilford County Schools, I am writing to express my strong support of the Professional Development in Arts Education (PDAE) application. This grant will provide training and executive coaching to Guilford County Schools teachers and principals in arts programming and integration strategies. In addition to these strategies, the project will provide collaborative opportunities between community arts organizations and the school district that will result in hands-on, personalized professional development that will ultimately provide more effective classroom results. I look forward to the positive changes this grant will bring to Guilford County Schools.

As an International Baccalaureate Magnet school, we constantly strive to have a meaningful coordination between the curriculum framework and arts education. Being able to support these efforts through collaborative planning and professional development would help us to continue to offer an educational experience that provides opportunities to enrich the whole child.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring that the project is implemented with fidelity in Northwood Elementary. I support the PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for teachers and principals that will lead to increased educator effectiveness and student achievement in Guilford County as well as scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Scott Winslow  
Principal  
Northwood Elementary School



**North**  
wood

818 W. Lexington Ave. High Point, NC 27262  
P 336.819.2920 F 336.819.2921



325 Gordon Street - High Point, North Carolina 27260 – Phone: 336-819-2945

**Parkview Village Elementary Expressive Arts Magnet School**

*Mr. Wayne L. Mayo*  
Principal

*Mrs. Barbara McRae*  
Assistant Principal

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the principal of Parkview Village Elementary Expressive Arts Magnet School in Guilford County Schools, I am writing to express my strong support of the Professional Development in Arts Education (PDAE) application. This grant will provide needed training and executive coaching to teachers and principals in arts programming and integration strategies. The project would also provide collaborative opportunities between community arts organizations and the school district that will result in hands-on, personalized professional development that will ultimately provide more effective classroom results.

This grant is needed to help expand learning opportunities for our students and staff. Teachers in the field of Art Education often have missed opportunities to enhance their professional goals. The professional development would lead to increased educator effectiveness and educational practices that support the vision and goals of Parkview.

I fully support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring that the project is implemented with fidelity in Parkview. I support the PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for teachers and principals that will lead to increased educator effectiveness and student achievement in Guilford County as well as scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name:

*Wayne Mayo*

Title:

*Principal*

Date:

*5/24/17*





North Carolina General Assembly  
House Of Representatives

Representative Pricey Harrison  
57th District, Guilford County

Office: 1218 Legislative Building  
16 W. Jones Street  
Raleigh, NC 27601-1096  
Telephone: (919) 733-5771  
Facsimile: (919) 754-3259  
Email: pricey.harrison@ncleg.net  
Home Address: P.O. Box 9339  
Greensboro, NC 27429

April 11, 2017

COMMITTEES:

Appropriations  
Appropriations Subcommittee on General Government  
Elections  
Environmental & Natural Resources  
Judiciary  
Judiciary C  
Public Utilities & Energy  
Regulatory Reform  
Regulatory Reform Subcommittee on Environmental  
Environmental Review Commission  
Joint Legislative Elections Oversight Committee

The Honorable Secretary Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary DeVos:

As a North Carolina State Representative from District 57, Guilford County, North Carolina, I fully support the Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Regards,

Representative Pricey Harrison





April 18, 2017

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education Betsy DeVos,

As the Artistic Director of Shared Radiance Theatre, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

The Arts in Guilford County Schools have flourished under the leadership and stewardship of Nathan Street over the past several years. Nathan is a champion collaborator and has made partnerships with the community at large that strengthen the arts and opportunities provided for students and teachers. Along with performing Shakespeare in GC Schools with Shared Radiance actors, I have participated in teacher training and staff activities through Shared Radiance and before as Educational Director with the North Carolina Shakespeare Festival. Your support would offer other opportunities for teaching training, student workshops and performances that foster literacy and critical thinking. Nathan and GCS are dedicated to providing all students quality artistic training and experiences.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for

all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Sherri S. Raeford

Name: Sherri S. Raeford

Title: Artistic Director, Shared Radiance Theatre

Date: 04/18/2017



THE UNIVERSITY *of* NORTH CAROLINA  
**GREENSBORO**

April 17, 2017

Mrs. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary of Education DeVos:

As a university professor at UNCG, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Walter', is written over a faint, larger version of the same signature.

Name: Jennifer S. Walter

Title: Associate Professor, Instrumental Music Education

Date: 17 April 17



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

School of Music  
PO Box 26170 Greensboro, NC 27402-6170  
336.334.5789 Phone 336.334.5497 Fax  
[www.uncg.edu/mus](http://www.uncg.edu/mus)

Ms. Betsy DeVos  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Wednesday, April 12, 2017

Dear Secretary of Education Betsy DeVos,

As an Associate Professor of Music Education at the University of North Carolina at Greensboro, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development, particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

Currently, the music education faculty at the university of North Carolina at Greensboro partner with the Guilford County Schools in a number of ways. First, our preservice teachers are placed in area schools where they receive important professional training from the inservice teachers in these schools. Not only will this grant support the education of inservice arts teachers in Guilford County, but that training will also support our preservice teachers, approximately 150 in number. Second, the faculty at UNCG currently does professional development for the Guilford County Arts teachers, but this training has been sporadic. The support of this grant would allow for much more indepth study. Finally, we partner with the Guilford County schools to increase access to the arts for undeserved communities. This is an area of great importance and related to this particular grant application.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support GCS' PDAE application in order to

implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

Name: Rebecca B. MacLeod

Title: Associate Professor of Music Education

Date: 4.12.17





THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**

*School of Music*  
PO Box 26170 Greensboro, NC 27402-6170  
336.334.5789 Phone 336.334.5497 Fax  
<http://performingarts.uncg.edu/>

April 20, 2017

Ms. Betsy DeVos, Secretary of Education  
Lyndon Baines Johnson (LBJ)  
Department of Education Building  
400 Maryland Ave, SW  
Washington, DC 20202

Dear Secretary DeVos:

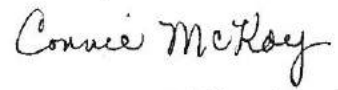
As an associate professor of music and Director of Undergraduate Studies in the School of Music at the University of North Carolina at Greensboro, I am writing to express my strong support of Guilford County Schools' (GCS) Professional Development for Arts Educators (PDAE) application. This grant will create and strengthen partnerships between schools and community organizations, enabling cross-sector collaboration and the sharing of innovative approaches as they relate to educator development in the arts. The project will also establish the GCS Arts Institute (GCSAI) designed to generate data that when analyzed and implemented will guide pedagogy benefitting student development particularly in populations where gaps in opportunities exist. I look forward to the positive changes this grant will bring to Guilford County Schools and the community.

I have had the pleasure of providing professional development workshops for the music teachers of Guilford County Schools over the last 5 years and my most recent sessions with the teachers have focused on addressing issues of equitable achievement in music for all students in the school system. My most recent professional development session focused on culturally responsive teaching in music education, which is my area of specialty, having recently published a book on the topic: *Culturally Responsive Teaching in Music Education: From Understanding to Application*. This focus was specifically requested by the arts education coordinator and in my view, demonstrates the forward thinking and pro-active stance taken by the coordinator and the music educators in Guilford County to better serve their students.

I support the goals and project activities proposed in this PDAE grant proposal and confirm my commitment to ensuring implementation fidelity. I support Guilford County Schools' PDAE application to implement a program that provides professional growth opportunities, mentoring and support for all teachers regardless of content that will lead to increased educator

effectiveness and student achievement in Guilford County, and to scale the educational practices with evidence of effectiveness from this project to other schools.

Sincerely,

A handwritten signature in cursive script that reads "Constance L. McKoy". The signature is written in black ink and is positioned below the word "Sincerely,".

Constance L. McKoy, Associate Professor  
Director of Undergraduate Studies in Music