

# **Arts Link: Building Competencies in Mathematics and Science through an Arts Integration Model**

Final Report for U. S. Department of Education

Office of Innovation and Improvement

Arts Education Model Development and Dissemination Grant

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*TAP Consulting*



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

PR/Award # (11 characters): U351D100075

**FINAL REPORT**

**ARTS LINK: BUILDING MATHEMATICS AND SCIENCE COMPETENCIES THROUGH AN ARTS INTEGRATION MODEL**

**Summary of Project Outcomes**

The Philadelphia Arts in Education Partnership is privileged to have engaged in the development of an arts integration program model design and significant arts integration research made possible through the U.S. Department of Education AEMDD grant program. The success of the Arts Link: Building Mathematics and Science Competencies Through an Arts Integration Model as evidenced in all program evaluation outcomes is due in large measure to the development and implementation of innovative methodology and pedagogy, which relied on formative assessment to drive the evolution of all aspects of the program including project infrastructure, professional development content and delivery structures, program curricular content and classroom delivery methods, and inquiry and evaluation of factors in addition to the GPRA measures. These included supplemental surveys to assess the important attributes of school culture that can lead to overall effectiveness as well as assess the involvement of parents/guardians in the education of their children to examine, in both cases, the extent to which participation in the Arts Link program improves scores over time for the treatment group and creates an increase in treatment scores as compared to the control group.

**Program Objectives:**

1. Select schools for participation, conduct random assignment of eligible schools into treatment and control groups, and form teaching/ learning teams in intervention schools.
2. Successfully deliver Arts Link Professional Development Program.
3. Enhance classroom teacher skills in the following areas:
  - a. Pedagogical and classroom management skills relating to the use of differentiated instruction to build mathematics and science skills in students;
  - b. Classroom teacher capacity to design and implement arts-integrated instructional strategies to deliver mandated curriculum;
  - c. Classroom teacher capacity to engage in productive partnerships with Art Teachers and Teaching Artists to deliver mandated curriculum; and,
  - d. The ability of the Art Teacher to assume a leadership role in the establishment of a partnership between classroom teachers and master teaching artists to utilize arts-integrated instructional strategies to deliver mandated curriculum.
4. Improve students' attitudes towards self, school, and the arts, fostering pro-social behavior in the school setting and improve student academic behavior in terms of study habits, homework completion, and parental/guardian involvement in academic assignments;
5. Improve students' academic performance in mathematics and science; and,
6. Improve students' skills in creating, performing, and responding to the arts.

By the end of Project Years three and four, what emerged and finally crystallized were two conceptual precepts for the work; one is the evolution of PAEP's definition of Arts Integration and the other a clear articulation of the PAEP Model. Arts Integration is a strategy for teaching and learning that engages the arts as central to the acquisition of concepts and skills required to master other core academics. PAEP's Arts Link model is a research-based methodology for teaching and learning that recognizes concepts, skills, and processes common to both the arts and academic subjects, aligns them, and incorporates them through a comprehensive experiential approach that informs the arts and academics by acknowledging their reciprocity, thus facilitating authentic learning across the prescribed core curriculum.

We have considerable evidence, both empirical and anecdotal, that Arts Link resulted in significant outcomes for targeted stakeholder groups. This is particularly evident when comparing evaluation results from the first two years with those obtained in years three and four. Reported educator skill acquisition years three and four were significantly higher than those reported in the first two years. In addition, the gap between the treatment and control scores were also greater in years three and four than in the initial two years.

Student performance in the mathematics and science PSSA standardized test scores were on the rise during the final two years of the project and the gap between the treatment and control schools was greater during this time period as well. Finally, the reported number of student artifacts reached a plateau during the final two years, where scores were significantly higher than in the initial two years of the project.

Taken as a whole, these results suggest a threshold effect takes place with the first two years serving to acclimate students and educators into the co-curricular design process, initiate educator and administrator engagement, and begin the process of transforming how classroom teachers approach arts integration in their classrooms. As a result, the changes noted in this final report did not occur in a linear fashion; rather, they are the product of a two-step process first occurring in the initial two years, and then realized in the final two years.

## I. Summative Program Evaluation: Outcomes Assessment

- **Participating educators found Arts Link's professional development to be relevant, directly applicable to their classrooms and helpful in enhancing the delivery of mandated curricula.** Throughout the 4 years of the Arts Link program, the professional development target outcomes were fulfilled for 95% or more of the participants. In addition, participants reported the acquisition of practical skills and tools that could be directly applied to classroom situations. There was a significant increase in nearly all of the targeted educator skills in the last 2 years as compared with the first 2 years and the mean scores for the majority of the teacher skill criteria were significantly higher ( $p < .05$ ) for the Arts Link schools as compared to the control group schools.
- **In the final year of the Arts Link project, treatment school students had significantly lower absence and suspension rates as compared to control group school students.** These differences were variable throughout the course of the project, with some years yielding equivalent results and other years where differences were more substantial.
- **In the final 2 years of the Arts Link project, the mean scores on the mathematics PSSA test were significantly higher ( $p < .01$ ) for the Arts Link schools as compared to the control schools.** The mathematics PSSA scores were equivalent during the first 2 years of the project. Over the course of the past 3 years, the percentage of students scoring at the "advanced" level in mathematics in the Arts Link schools has increased substantially.
- **In the final year of the Arts Link project, the mean scores on the science PSSA test were significantly higher ( $p < .01$ ) for the Arts Link schools as compared to the control schools.** The mean scores on the science PSSA test were substantially higher ( $p = .10$ ) for the Arts Link schools as compared to the control schools in year 3. The performance level percentages for each of the years were equivalent except for year 2, which had a significant decrease in scores as compared to the other three project years.
- **The number of student created artifacts increased significantly in the last two years of the Arts Link schools yielding results that were a 3-fold increase over baseline levels.** The mean number of student artifacts was equivalent for the control and Arts Link schools.

## II. Best Practices for Model Dissemination

- Utilize a participant Selection and Screening Process to make sure participating schools are committed to the project for its duration. Principal buy-in is essential.
- Socialize Principals to be true partners in the process and be explicit on what they have to gain through participation.
- Professional Development should be delivered in workshop format; participants need to leave with practical strategies that can be immediately implemented into their classrooms. It is key that participants not be passive recipients of information.
- Cultivate a relationship with "control group" schools so they remain committed to providing reliable and valid evaluation data throughout the duration of the project. The school principals should facilitate this process and understand how their schools interests are enhanced through participation.
- Take steps to create a "project culture" among teachers during the professional development sessions that continues in schools; In Arts Link, this led to the sharing of best practices, cooperative problem solving, and an overall spirit of educational excellence.
- Organize the program so it doesn't "cost" educators any time to meet grade level extracurricular requirements. Arts Link was not an overlay of a new "program", but a way to help educators deliver mandated curricular content in a more effective manner through integration of the arts.
- Educators need to be treated as partners in program implementation, not passive recipients of services. Fundamental to this is demonstrated respect for educator expertise, acknowledgment of the challenges they face, and a voice in modifying program content as needed.
- Program design needs to consider that most of the participants are middle or late career educators who may have some initial resistance. Framing participation as a means to a renewed sense of purpose, exposure to cutting-edge pedagogy, and an ability to enhance their schools overall effectiveness were successful in Arts Link's implementation.
- Educators' self-perceptions indicated a continuous rise in skill acquisition in the last half of this project. Enhanced educator skill sets contribute to the sustainability of Arts Link beyond the AEMDD U.S. Department of Education funding period.

## III. Formative Program Evaluation: Lessons Learned

- It is critical to gain principal buy-in throughout the duration of the project. We accomplished this by forming relationships with the principals that were strengthened by their participation in meetings with PAEP staff, focus groups, interviews, and by making them feel as if they are a valued part of the Arts Link team at their school.

- It is critical to address challenges raised by participants and give all educators a voice in addressing implementation issues. We utilized a process of periodic educator report-outs to identify these issues and integrated problem solving sessions into our professional development. For example, educators identified a lack of storage and inadequate planning time as challenges. We addressed this through provision of storage cabinets in the classrooms and the integration of planning time into teacher professional sessions.
- Art Teachers did not have adequate time or flexibility in their schedule to participate fully in professional development. Extra steps need to be taken to negotiate their participation with supervising principals and to integrate them with the cohort of teachers and teaching artists.
- Educators responded very favorably to the provision of templates for planning and curriculum development. Nearly all reported high value in using co-teaching template and grade level planning templates. Participating educators valued tools and methods that could be immediately implemented into their classrooms.
- One of the keys to success in our professional development model was the ability for teachers to design their own curricula and implementation plans. As a result, they were active participants instead of passive recipients of instructional content.

### Summary of Project Outputs

- PAEP Primary Partner for the Arts Link Project: The School District of Philadelphia

The School District of Philadelphia became an active partner and member of the leadership team for the duration of the 4-year grant period. In Year 1, The School District of Philadelphia Office of Research and Evaluation assisted with the selection of schools meeting the requirements for participation, hosted and attended two informational sessions, generated an invitation letter to schools, followed up with school administrators to ascertain their commitment to engaging with the project, and generated a list of 22 schools from which the random selection of treatment and control schools was produced.

Twelve schools were determined to be eligible for participation in the Arts Links program based upon school characteristics and student performance during the 2009-10 school year, the year before program operations began. The schools were then randomly assigned, using a random numbers generator (<http://www.random.org>) to the treatment condition – the Arts Links program – vs. the control condition. Four elementary schools were assigned to the treatment group and eight were assigned to the control group. After assignment, the characteristics of the schools were reviewed to see if there were any substantial differences between the treatment and control groups, and none were found. For example, 66.0 percent of third- and fourth-grade students enrolled at the treatment schools scored “proficient” or “advanced” levels on the PSSA reading assessment, compared to 65.5 percent of students enrolled at the control schools. On the PSSA math assessment, 82.1 percent of third- and fourth-grade students enrolled in one of the treatment schools scored at the “proficient” or “advanced” levels on the PSSA mathematics assessment, compared to 80.0 percent of students in a control school. Following the selection, the School District of Philadelphia sent participation status letters on PAEP's behalf to all schools.

In Year 2 of the Program, the School District of Philadelphia Office of Research and Evaluation provided student data to PAEP's Evaluator, Evan Leach, establishing a baseline for the GPRA measures. PAEP continued to work closely with the Office of Research and Evaluation, the leadership team including the Office of Academic Enrichment under Dr. Dennis Creedon, and Arts Link school principals. During the course of the Arts Link Project, leadership at the District changed with the resignation in June 2011 of Superintendent Arlene Ackerman and major District-wide restructuring continues through the 2014-2015 school year due to huge budget deficits. Dr. William Hite assumed the position of Superintendent of the School District of Philadelphia in June 2012.

In Year 3 of the program, all Arts Link Principals pledged support for and made no changes to personnel involved in the program. As a result, there were no administrative barriers to the continued provision of student academic and behavioral data.

**Treatment Schools:** Watson Comly School, Steph!!n Decatur School, Thomas G. Morton School, General George A. McCall School  
**Control Schools:** Blankenburg Elementary School, Hamilton Disston School, James Dobson School, Joseph Greenberg School, Andrew Hamilton School, John Hancock School, John Story Jenks School, John F. McCloskey School

At the end of Year 3, two of the original Arts Link principals retired and a third principal was reassigned to a magnate arts high school. PAEP CEO Pearl Schaeffer was asked by District leadership to assist with the interview process of prospective principals for the vacant positions to insure support for the Arts Link Program in Year 4. The Arts Link program continued to run smoothly through its completion and no cost extension in 2015.

- The Arts Link leadership team conducted an average of 22 grant project meetings and planning sessions during the entire four-year grant program and no-cost extension to timeline all administrative meeting dates and review and re-align project requirements.
- The Management Team met all of its benchmarks for each of the 4 project years. A year 4 and a no-cost extension management timeline are included in Section C: Final Report Additional Information.
- In Year 1 of the Arts Link program, base-line data for the State Standardized Exams for mathematics and science as well as attendance and suspension rates were collected, and in October of each subsequent program year, the School District of Philadelphia Office of Research and Evaluation provided PAEP Independent Evaluator, Evan Leach, with the student data on the PSSA tests for mathematics and science for the control and treatment groups as well as student data on absences and suspensions. All survey instruments were distributed to the treatment and control schools each June and then collected by Dr. Leach for analysis. The control schools were cooperative and complied with PAEP's deadlines for data collection.

- Professional Development sessions were held each of the four years of the Arts Link Program. Summer professional development sessions were conducted each August over 3-4, 6-hour days, and then winter professional development sessions were held in Years 2, 3, and 4. These sessions conducted in November, January, and February were held at the request of participating artists, classroom teachers, and art teachers on topics relevant to arts integration. The Arts Link leadership team identified current issues in the education and art fields as they related to arts integration for content of the professional development sessions. The session structure varied according to the needs of the group and included lecture, demonstration, participation, and modeling by experts in the field as well as by the Arts Link participants with expertise in a given area. Coursework included such topics as: Common Core State Standards: unpacking the shifts in literacy and mathematics content instruction and their application to arts integrated projects; Elements of Design, Aesthetics, and Historic Context in Art; Hands-on 2-D and 3-D art making activities for classroom teachers led by their school art teachers; Effective Instruction including Scope and Sequence of Unit and Lesson Plans; Annual Planning Sessions by school and grade level across the Arts Link Schools; and guided tours of the Philadelphia Museum of Art, and the Barnes Museum to connect the concepts of the arts with those similar concepts in math and science, leading to a deeper understanding of arts integration. Through these professional development sessions teachers and artists began to create a community of learners, and have reported that they plan to sustain the Arts Link integration model in their schools past the grant period. Professional development meetings throughout the four years averaged an 88% attendance rate and a 95% approval rate.
- Art, mathematics, and science integration projects began in each of the four treatment schools in late September and were ongoing through June during years 2-4 with a 15-session pilot project in year 1, and a 10-session project during the no-cost extension period. Two classrooms per grade levels 2, 3, 4, & 5 per school each received 30 arts integrated lessons per year in years 2, 3, & 4. A total of 3,460 arts integration lessons were prepared and co-taught by the Arts Link classroom teacher and teaching artists across the four treatment schools. The program provided arts integration services to approximately 3,850 students.
- According to the original Arts Link project design, four teaching artists would work in four grade levels across one school. At the end of Year 2, the Management Team agreed that four artists working in depth at one school across the four grade levels created an unsustainable work load. In Year 3, the Management Team, in consultation with the school principals and 4 new teaching artists, agreed to limit each artist to two grade levels across two schools, which significantly improved the quality of the artists' lessons and their ability to meet grade level curricular demands. This change continued through Year 4 and lent a consistency and depth to the arts integrated projects.
- Cohort teaching teams held the following in-school and after school planning meetings: Year 2 -27, Year 3 -38, and Year 4- 29 totaling 141 planning hours. In Year 3 all school cohorts reported the need for more grade level planning time and the difficulty they had in scheduling these meetings. This theme was echoed across schools and at all meetings held during the Arts Link monitoring visit in February 2013 conducted by our US Department of Education AEMDD Arts Link Program Officer, Shavonney White. In response to this issue, Mid-Year 3, PAEP closely monitored frequency of artist/classroom teacher in-school and afterschool planning meetings, and devoted two 6 hour days of planning time during summer professional development and a full 6-hour day of planning at the winter professional development in Year 4.
- In an effort to establish and then sustain principal buy-in for the Arts Link project, PAEP hosted informal principal information meetings three to four times per year for each of the project years. In addition to the four treatment school principals, PAEP staff, Dr. Dennis Creedon, Deputy Chief of Academic Enrichment Programs, and Dr. Evan Leach, program evaluator, were in attendance. Discussion topics included: components of an arts integration model, changes in school culture over four years, review of yearly student assessment data, quality of student artifacts, Arts Link program progress, and sustainability.
- A total of 51 classroom observations were performed and documented in Years 2, 3, & 4 by Dr. Catherine Cullen and members of the Management Team, the results of which informed changes to lesson planning templates and formats. Multiple school visits informed the content of the winter professional development sessions. All teaching artists were observed co-teaching arts integration lessons in the classroom.
- In Project Years 2, 3, & 4 exhibits of the four treatment schools' arts integrated projects along with related lesson planning templates that illustrated the art works' connections to the core curriculum in math and science were on display at the University of the Arts and at the School District of Philadelphia Administration Building as part of the School District's All City Art Exhibit. Typically, the exhibits were on display for five months. Each exhibit consisted of more than 200 pieces of two-dimensional and three-dimensional art.
- Over the course of 4 years, the classroom teachers, teaching artists, and art teachers identified the following attributes as Best Practice for a Successful Arts Integration Model: scheduling adequate planning time, utilizing art specific rubrics to identify what students learned from art projects, student collaboration on projects, teaching from multiple modalities to allow students to remember content, and classroom teacher and teaching artist co-planning and co-teaching lessons. They further developed a list of Strategies for Sustainability of the Arts Integration Model after the conclusion of the grant period. Included were: Collaborating with the school art teacher for project ideas, including the art teacher as part of grade group meetings, integrating the arts into other subject areas in addition to math and science, going on field trips to museums to support lesson content, developing a private Facebook page that catalogues all of the projects and lesson plans from Arts Link for use by SDP teachers, sharing lesson plans across grades, and classroom teachers consulting with the art teacher about art curriculum tie-ins to math and science.

Please See SECTION C- FINAL REPORT ADDITIONAL INFORMATION

**Dissemination of Arts Link Model  
Management Plan Year 4, Management Plan No Cost Extension  
Professional Development Detail Year 4**



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

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**YEAR 4 REPORT**

**ARTS LINK: BUILDING MATHEMATICS AND SCIENCE COMPETENCIES THROUGH AN ARTS INTEGRATION MODEL**

Arts Link: Building Mathematics and Science Competencies Through an Arts Integration Model was developed by the Philadelphia Arts in Education Partnership (PAEP) in cooperation with The School District of Philadelphia (SDP). This is the fourth project performance report covering the period July 2013-June 2014 and the no cost extension period July 2014-December 2015. The Arts Link project aims to improve student achievement and enhance teacher effectiveness through the implementation of a replicable arts integration program that honors state standards in the arts and improves the mathematics and science content area skills in grades 2, 3, 4, and 5 student populations in The School District of Philadelphia. This program engages students at 4 schools in arts based learning collaborations facilitated by Art Teachers, Teaching Artists, and Classroom Teachers. This goal will be achieved by the implementation of the following six objectives:

1. Select schools for participation, conduct random assignment of eligible schools into treatment and control groups, and form teaching/ learning teams in intervention schools.
2. Successfully deliver Arts Link Professional Development Program.
3. Enhance classroom teacher skills in the following areas:
  - a. Pedagogical and classroom management skills relating to the use of differentiated instruction to build mathematics and science skills in students;
  - b. Classroom teacher capacity to design and implement arts-integrated instructional strategies to deliver mandated curriculum;
  - c. Classroom teacher capacity to engage in productive partnerships with Art Teachers and Teaching Artists to deliver mandated curriculum; and,
  - d. The ability of the Art Teacher to assume a leadership role in the establishment of a partnership between classroom teachers and master teaching artists to utilize arts-integrated instructional strategies to deliver mandated curriculum.
4. Improve students' attitudes towards self, school, and the arts, fostering pro-social behavior in the school setting and improve student academic behavior in terms of study habits, homework completion, and parental/guardian involvement in academic assignments;
5. Improve students' academic performance in mathematics and science; and,
6. Improve students' skills in creating, performing, and responding to the arts.

Twelve schools were determined to be eligible for participation in the Arts Links program based upon school characteristics and student performance during the 2009-10 school year, the year before program operations began. The schools were then randomly assigned, using a random numbers generator (<http://www.random.org>) to the treatment condition – the Arts Links program – vs. the control condition. Four elementary schools were assigned to the treatment group and eight were assigned to the control group. After assignment, the characteristics of the schools were reviewed to see if there were any substantial differences between the treatment and control groups, and none were found. For example, 66.0 percent of third- and fourth-grade students enrolled at the treatment schools scored “proficient” or “advanced” levels on the PSSA reading assessment, compared to 65.5 percent of students enrolled at the control schools. On the PSSA math assessment, 82.1 percent of third- and fourth-grade students enrolled in one of the treatment schools scored at the “proficient” or “advanced” levels on the PSSA mathematics assessment, compared to 80.0 percent of students in a control school.

During the initial phases of the project, one of the treatment schools dropped out and a comparable school from the control group was moved into this slot. One of the control group schools dropped out and was replaced with a school that was a match from the initial pool. The 2013 list of participating schools remained stable in 2014.

TAP Consulting, Inc. continued in Year 4 to provide on-going independent evaluation of the Arts Link project. In Year 4 of the program reporting on the period from July 1, 2013- June 30, 2014, of the six objectives described above, all of the objectives have been met. Various data have been collected through November 2014 to monitor the effectiveness of project implementation and baseline information on different outcomes including the following: 1) Meetings with key project stakeholders; 2) Surveys of principals, teachers, art teachers, and teaching artists; 3) Classroom project implementation and professional development observations; 4) Collection of project- related documentation; and, 5) Collection of student records. Findings revealed the following:

- Forty Classroom Teachers, Teaching Artists, and Art Teachers from the four treatment schools participated in all or some parts of the 18 hours of 2013-2014 professional development and Year 3 program report-out sessions conducted on August 6,7,8 2013; and February 22, 2014. 88% of the eligible educators completed all of the professional development sessions. The August professional development consisted of a report-out session where evaluation data and results were presented by Dr. Evan Leach of TAP Consulting, Inc. and year 4 project planning by both cross-school grade levels and individual school cohorts. This type of planning added perspective to the program by providing teachers of the same grade level across all schools the opportunity to share ideas as well as added value to the shape and quality of the projects and products produced by all schools, fostered a strong community of learners and created immense buy-in for the Arts Link program. By the end of Year 3 a shift in the culture of the group was evidenced by the leadership and camaraderie demonstrated in the planning sessions. The summer sessions culminated with a tour to the Barnes Museum. The February professional development day included a review of Common Core Mathematics Standards, Danielson's Teacher Effectiveness Model (adopted by the PA Department of Education as one of the teacher evaluation measures), Writing Student Learning Outcomes, and Developing A Rubric for Assessing Visual Art artifacts. An analysis of these data is provided in the "Performance Measure 2" results in this report, and a detail of professional development content is provided in Section C - Final Report

#### Additional Information.

- Baseline data to assess the implementation of arts-integrated curriculum in the classroom, and to assess increases in Objective 3, Enhance Classroom Teacher Skills, along with baseline data on student attendance, student suspensions, the Pennsylvania System of State Assessment (PSSA) for mathematics and science assessments (a GPRA measure) were provided to TAP Consulting, Inc, by the Office of Research and Evaluation, School District of Philadelphia, for the 2012-2013 school year against which 2013-2014 school year data were compared and reported in this performance report. There was an increase of at least 10% in two of the targeted teacher skills. The mean scores for the majority of the teacher skill criteria were significantly higher for the treatment group as compared to the control group. The mean scores for absences were significantly lower for the treatment schools as compared to the control group schools. In addition, the mean scores for out of school suspensions were significantly lower for the treatment schools as compared with the control schools. The mean scores on the Mathematics PSSA tests were significantly higher for the treatment schools as compared with the control schools. For the treatment schools, in comparison to last year's results, the percentage of students in the "below" standards category grew marginally, the percentage in the "basic" category decreased marginally, the percentage in the "proficient" category decreased substantially, and the percentage in the "advanced" category increased significantly. The mean scores on the Science PSSA tests were significantly higher for the treatment schools as compared to the control schools. For the treatment schools, as compared to last year's results, the percentage of students in the "below" and "basic" standards increased marginally, the percentage in the "proficient" category decreased marginally, and the percentage in the "advanced" category increased marginally. The number of student created artifacts was equivalent for treatment schools when comparing 2013 to 2014 results. Additionally, the number of student artifacts was equivalent for the control and treatment groups.
- Arts Link arts integrated projects in the four treatment schools were initiated in late September, early October 2013. A Year 3 catalogue of student projects by school, and lesson and unit plan templates for grades 2-5 in mathematics and science was published in August 2014. All Year 4 projects were completed by June 20, 2014. Art work created by students participating in the Arts Link Program was exhibited in the Atrium of the School District of Philadelphia headquarters as part of the District's All-City Art Exhibit in May 2014.
- PAEP continued to host 2 informal gatherings of Arts Link school principals. Discussions centered on program sustainability and revealed that principals were observing positive changes in school climate. They agreed to complete a survey to that effect whose results appear as addendum to Section C: - Final Report Additional Information
- Twenty-two classroom teachers, art teachers and teaching artists met on August 7, 2014 for a final Arts Link Report Out. School cohorts from each Arts Link treatment school discussed best practices and lessons learned and discussed program sustainability strategies.
- An Arts Link video for use as a project sustainability tool for fundraising, marketing, and public relations was created in spring 2014.

#### **No Cost Extension - July 1, 2014 - December 15, 2014**

- All Arts Link treatment schools participated in the project extension, which provided an additional ten arts integration sessions for 26 classrooms from October -December 2014 led by teaching artists Emilee Taylor, Leslye Carr, Lynn Denton, and Natasha Taylor.
- Arts Link teachers envisioned strategies for program sustainability and have been posting arts integration lessons and results on a discreet Facebook page dedicated to the program.
- Arts Link teachers are also creating an on-line gallery of student work, and plan to blog about their experiences and support one another in their arts integration activities.
- PAEP is providing availability to funds in support arts integration residencies through its Partnership with the PA Council on the Arts.

#### **Expenditure Rates**

Project expenditures proceeded in accord with the Year 4 re-budget and mirrored Year 3 expenses. A carryover of funds to the Year 5 no-cost extension was: \$74,901. The carry-over amount was verified by the independent auditing firm, Robbins and Landino, P.A. who also prepared and submitted the federal funds single audit in Year 4. A final audit for the no-cost extension period will be completed in August 2015.

| Item   | Control Mean | Treatment Mean |      |      |      | sig. |
|--|--------------|----------------|------|------|------|------|
|  | 2014         | 2011           | 2012 | 2013 | 2014 |      |
| 1. Incorporate the Arts in Curricular Planning             | 3.40         | 3.03           | 2.69 | 3.82 | 3.80 |      |
| 2. Art in Imbedded in Unit of Study                        | 3.75         | 2.49           | 2.65 | 3.56 | 3.08 | *    |
| 3. Awareness of Arts and Humanity Standards                | 2.56         | 2.24           | 2.34 | 3.13 | 3.52 | **   |
| 4. Include Assessment of Art and Core Content              | 2.48         | 2.08           | 2.03 | 3.00 | 3.30 | *    |
| 5. Time is Allotted to Explain Art Component               | 2.80         | 2.31           | 2.34 | 3.69 | 3.70 | *    |
| 6. Time is Allotted for Students to Complete Art Component | 3.36         | 2.94           | 2.88 | 4.13 | 4.15 | *    |
| 7. Art Component is fully Integrated                       | 3.16         | 2.45           | 2.50 | 3.95 | 3.80 |      |
| 8. Effective Assessment of Arts Integrated Unit of Study   | 2.92         | 2.23           | 2.19 | 3.56 | 3.75 | *    |
| 9. Regular Grade Level Meetings                            | 4.20         | 3.77           | 4.40 | 4.47 | 4.30 |      |
| 10. Review and Refine Learning Objectives                  | 3.80         | 3.37           | 3.84 | 4.21 | 4.36 |      |
| 11. Problem Solving Brainstorming Sessions                 | 4.16         | 3.40           | 3.70 | 4.30 | 4.05 |      |
| 12. Include Arts Specialists in Grade Level Meetings       | 1.68         | 1.28           | 1.95 | 3.13 | 2.55 | *    |
| 13. Meet Across Different Grade Levels                     | 3.00         | 2.23           | 2.50 | 2.95 | 2.85 |      |
| 14. Partner with Arts Specialists to Plan Curriculum       | 1.80         | 1.48           | 2.75 | 3.78 | 3.00 | **   |

\* p<.05

\*\* p<.01



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

PR/Award # (11 characters): U351D100075

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

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

| 1.a. Performance Measure   | Measure Type | Quantitative Data |       |   |                         |       |   |
|--|--------------|-------------------|-------|---|-------------------------|-------|---|
| <b>1. Performance Measure A: Conduct random assignment of 12 schools to the intervention or control group.</b> | PROJECT      | Target            |       |   | Actual Performance Data |       |   |
|  |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|  |              | 12                | /     |   | 12                      | /     |   |

| 1.b. Performance Measure   | Measure Type | Quantitative Data |       |   |                         |       |   |
|--|--------------|-------------------|-------|---|-------------------------|-------|---|
| <b>1. Performance Measure B: Form teaching/learning teams in intervention schools.</b> | PROJECT      | Target            |       |   | Actual Performance Data |       |   |
|  |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|  |              | 4                 | /     |   | 4                       | /     |   |

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

1. Objective:      Selection of schools and formation of teams

1. Performance Measure A: Conduct random assignment of 12 schools to the intervention or the control group.

1A. Results:

This objective was met. An initial pool of 22 qualified schools expressed interest in participating in Arts Link. The principals, art teachers and classroom teachers in each of these schools were invited to attend 2 orientation meetings at the Philadelphia School District headquarters to hear more about the program and to have their question addressed by SDP and PAEP staff. Twelve schools were randomly selected for consideration in the control or treatment groups from the applicant pool using a random numbers generator (<http://www.random.org/>). The 12 schools were paired according to geographic region, and a random numbers generator was used to appoint 4 geographically diverse schools to the treatment group and 8 to the control group. This match-pairing approach helped to ensure that the control group mirrored the treatment group in terms of school location. Dur-

ing the initial phases of the project, one of the treatment schools dropped out and a comparable school from the control group was moved into this slot. In addition, one of the control group schools dropped out and was replaced by a school that was a geographic match from the initial pool. The final list of participating schools appears below:

**Treatment Schools**

Watson Comly School  
Stephen Decatur School  
McCall School  
Thomas G. Morton School

**Control Schools**

Blankenburg School  
James Dobson School  
Hamilton Disston School  
John Hancock School  
Joseph Greenburg School  
Andrew Hamilton School  
John F. McCloskey  
John Jenks School

I. Performance Measure B: Form teaching/learning teams in intervention schools.

I B. Results

This objective was met. Project leadership formed teams at each intervention school consisting of a teaching artist, arts specialist and classroom teachers (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade) for the year 2 projects. Artists were matched to the treatment schools based on school preference for a particular arts discipline and school needs.



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

| 2.a. Performance Measure   | Measure Type | Quantitative Data |       |   |                         |       |   |
|--|--------------|-------------------|-------|---|-------------------------|-------|---|
| 2. Performance Measure A: Participation in the following professional development (PD) activities: Year 4: All participants receive 18 hours of PD in the summer (August). | PROJECT      | Target            |       |   | Actual Performance Data |       |   |
|  |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|  |              | 40                | /     |   | 35                      |       |   |

| 2.b. Performance Measure  | Measure Type | Quantitative Data |        |    |                         |        |    |
|---|--------------|-------------------|--------|----|-------------------------|--------|----|
| 2. Performance Measure B: 75% of participants will report a positive experience in the 6 Quality Criteria on the Professional Development Survey. | PROJECT      | Target            |        |    | Actual Performance Data |        |    |
|   |              | Raw Number        | Ratio  | %  | Raw Number              | Ratio  | %  |
|   |              |                   | 75/100 | 75 |                         | 95/100 | 95 |

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

2A. This objective was met with 88% of eligible educators.

2B. This objective was met. 95% or more participants in professional development reported a positive experience in the quality criteria. A summary of these results appears below:

## Arts Link - 2013-2014 Professional Development

### Summary of Participant Feedback (N=61)

Participation in the 2013/2014 Arts Link Professional Development sessions led to the following outcomes:

|  | % Strongly Agree<br>or Agree |
|--|------------------------------|
| • Professional development objectives were clearly defined.  | 98                           |
| • Session activities were relevant to PD goals.  | 98                           |
| • Participants were able to transfer PD content to the classroom.  | 98                           |
| • Enhanced confidence in using arts integration strategies to meet student needs.                            | 98                           |
| • Enhanced ability to align math, science and art skills.  | 96                           |
| • Instructors communicated information effectively.  | 98                           |
| • Enhanced understanding of how to collaborate with the artist/teacher.                                      | 98                           |
| • Enhanced perceived value of collaborating with other teachers in their schools.                            | 96                           |
| • Perceived value in using the Grade Level Planning Template.  | 95                           |
| • The Co-Teaching Lesson Plan Template will help in the exploration of co-teaching with the teaching artist. | 98                           |

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

| 3.a. Performance Measure  | Measure Type | Quantitative Data |        |    |                         |        |    |
|---|--------------|-------------------|--------|----|-------------------------|--------|----|
| 3. Performance Measure A: 10% increase in the Arts Link Teacher Skill Inventory | PROJECT      | Target            |        |    | Actual Performance Data |        |    |
|   |              | Raw Number        | Ratio  | %  | Raw Number              | Ratio  | %  |
|   |              |                   | 10/100 | 10 |                         | 10/100 | 10 |

| 3.b. Performance Measure | Measure Type | Quantitative Data |       |   |                         |       |   |
|--------------------------|--------------|-------------------|-------|---|-------------------------|-------|---|
|                          |              | Target            |       |   | Actual Performance Data |       |   |
|                          |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|                          |              |                   | /     |   |                         | /     |   |

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

3A Results: This objective was met. There was an increase of at least 10% in all but one of the Teacher Skill Inventory items. The mean scores for each of the teacher skill criteria were significantly higher (p<.05) for the treatment group as compared to the control group. A summary table of these results is provided below:

| Item   | Control Mean | Treatment Mean |      |      | sig. |      |
|--|--------------|----------------|------|------|------|------|
|  | 2014         | 2011           | 2012 | 2013 |      | 2014 |
| 1. Incorporate the Arts in Curricular Planning             | 3.40         | 3.03           | 2.69 | 3.82 | 3.80 |      |
| 2. Art in Imbedded in Unit of Study                        | 3.75         | 2.49           | 2.65 | 3.56 | 3.08 | *    |
| 3. Awareness of Arts and Humanity Standards                | 2.56         | 2.24           | 2.34 | 3.13 | 3.52 | **   |
| 4. Include Assessment of Art and Core Content              | 2.48         | 2.08           | 2.03 | 3.00 | 3.30 | *    |
| 5. Time is Allotted to Explain Art Component               | 2.80         | 2.31           | 2.34 | 3.69 | 3.70 | *    |
| 6. Time is Allotted for Students to Complete Art Component | 3.36         | 2.94           | 2.88 | 4.13 | 4.15 | *    |
| 7. Art Component is fully Integrated                       | 3.16         | 2.45           | 2.50 | 3.95 | 3.80 |      |
| 8. Effective Assessment of Arts Integrated Unit of Study   | 2.92         | 2.23           | 2.19 | 3.56 | 3.75 | *    |
| 9. Regular Grade Level Meetings                            | 4.20         | 3.77           | 4.40 | 4.47 | 4.30 |      |
| 10. Review and Refine Learning Objectives                  | 3.80         | 3.37           | 3.84 | 4.21 | 4.36 |      |
| 11. Problem Solving Brainstorming Sessions                 | 4.16         | 3.40           | 3.70 | 4.30 | 4.05 |      |
| 12. Include Arts Specialists in Grade Level Meetings       | 1.68         | 1.28           | 1.95 | 3.13 | 2.55 | *    |
| 13. Meet Across Different Grade Levels                     | 3.00         | 2.23           | 2.50 | 2.95 | 2.85 |      |
| 14. Partner with Arts Specialists to Plan Curriculum       | 1.80         | 1.48           | 2.75 | 3.78 | 3.00 | **   |

\* p<.05

\*\* p<.01

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

| 4.a. Performance Measure   | Measure Type | Quantitative Data |       |   |                         |        |    |
|--|--------------|-------------------|-------|---|-------------------------|--------|----|
| 4. Performance Measure A: At least 5% decrease in the number of students with absences in the intervention group over time and as compared to the control group. | PROJECT      | Target            |       |   | Actual Performance Data |        |    |
|  |              | Raw Number        | Ratio | % | Raw Number              | Ratio  | %  |
|  |              |                   | 5/100 | 5 |                         | 58/100 | 58 |

| 4.b. Performance Measure  | Measure Type | Quantitative Data |       |   |                         |       |   |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| 4. Performance measure B: At least 5% decrease in the number of suspensions in the intervention group over time and as compared to the control group. | PROJECT      | Target            |       |   | Actual Performance Data |       |   |
|   |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|   |              |                   | 5/100 | 5 |                         | 5/100 | 5 |

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

4A Results: This objective was somewhat met. The mean scores for absences were equivalent as compared to last year for the treatment group. However, the Arts Link students had significantly fewer absences as compared to the control school's students.

The current year absence mean scores:

|             | Control | Arts Link |
|-------------|---------|-----------|
| Absent Days | 10.11   | 7.72      |

4B Results: This objective was met. The mean scores for out of school suspensions and the percentage of students with out of school suspensions were significantly lower for the treatment schools as compared with the control schools and the mean out of school suspension rate was significantly lower for 2013 as compared with 2014.

**Control Arts Link**

|                 | <b>2014</b> | <b>2011</b> | <b>2012</b> | <b>2013</b> | <b>2014</b> |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| Suspension Days | .29         | .07         | .15         | .05         | .04         |

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

| 5.a. Performance Measure  | Measure Type | Quantitative Data |       |   |                         |       |   |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| 5. Performance Measure A: Statistically significant increase in student achievement in PA System of School Assessment (PSSA) for mathematics scaled score in the intervention group over time and as compared to the control group. | GPRA         | Target            |       |   | Actual Performance Data |       |   |
|   |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|   |              |                   | /     |   |                         |       | / |

| 5.b. Performance Measure  | Measure Type | Quantitative Data |       |   |                         |       |   |
|---|--------------|-------------------|-------|---|-------------------------|-------|---|
| 5. Performance Measure B: Statistically significant increase in student achievement in PA System of School Assessment (PSSA) for science scaled score in the intervention group over time and as compared to the control group. | GPRA         | Target            |       |   | Actual Performance Data |       |   |
|   |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|   |              |                   | /     |   |                         |       | / |

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

5A. Results: This objective was met. The 2013-2014 school year PSSA scores in mathematics have been collected for the control and treatment groups and is provided in the tables below:

**Math PSSA Proficiency Levels for 2011 through 2014**

| Level      | Total | Control | Arts Link |       |       |       |
|------------|-------|---------|-----------|-------|-------|-------|
|            | 2014  | 2014    | 2011      | 2012  | 2013  | 2014  |
| N          | 1991  | 1349    | 571       | 928   | 567   | 642   |
|            | %     | %       | %         | %     | %     |       |
| Below      | 25.86 | 28.91   | 4.03      | 17.35 | 18.16 | 19.47 |
| Basic      | 17.88 | 19.49   | 15.94     | 20.90 | 16.04 | 14.48 |
| Proficient | 27.22 | 27.87   | 33.80     | 31.03 | 29.80 | 25.85 |
| Advanced   | 29.03 | 23.72   | 46.23     | 30.71 | 35.97 | 40.18 |

**Percentage of Difference between 2013 and 2014 Scores**

| Level      | Arts Link |
|------------|-----------|
| Below      | 1.31      |
| Basic      | -1.56     |
| Proficient | -3.95     |
| Advanced   | 4.21      |

**Mean Scores of Math PSSA for 2014**

|      | Total | Control | Treatment | p-value |
|------|-------|---------|-----------|---------|
| Math | 1303  | 1270    | 1375      | .001    |

The mean scores on the mathematics PSSA test were significantly higher ( $p < .01$ ) for the treatment schools as compared to the control schools. For the treatment schools, the percentage of students in the “below” standards grew marginally, the percentage in the “basic” category decreased marginally, the percentage in the “proficient” category decreased substantially and the percentage in the “advanced” category increased significantly.

5B. Results: This objective was met. The 2013-2014 PSSA scores in science have been collected for the control and treatment groups and are provided in the tables below:

**Science PSSA Proficiency Levels for 2011 through 2014**

| Level      | Total | Control | Arts Link |       |       |       |
|------------|-------|---------|-----------|-------|-------|-------|
|            | 2014  | 2014    | 2011      | 2012  | 2013  | 2014  |
| N          | 632   | 422     |           |       |       |       |
|            | %     | %       | %         | %     | %     | %     |
| Below      | 22.46 | 23.69   | 7.50      | 22.49 | 19.78 | 20.00 |
| Basic      | 20.57 | 22.74   | 20.63     | 30.69 | 15.50 | 16.19 |
| Proficient | 35.91 | 36.25   | 44.38     | 32.52 | 36.89 | 35.23 |
| Advanced   | 21.04 | 17.29   | 27.50     | 4.28  | 27.80 | 28.57 |

**Percentage of Difference between 2013 and 2014 Scores**

| Level      | Arts Link |
|------------|-----------|
| Below      | .22       |
| Basic      | .69       |
| Proficient | -1.66     |
| Advanced   | .77       |

**Mean Scores of Science PSSA for 2014**

|         | Total | Control | Treatment | p-value |
|---------|-------|---------|-----------|---------|
| Science | 1328  | 1308    | 1368      | .001    |

The mean scores on the science PSSA test were significantly higher ( $p=.01$ ) for the treatment schools as compared to the control schools. For the treatment schools, the percentage of students in the “below” and “basic” standards increased marginally, the percentage in the “proficient” category decreased marginally and the percentage in the “advanced” category increased marginally.

**Math and Science Mean PSSA Scores 2011-2014 Summary**

|                | 2011    |           | 2012    |           | 2013    |           | 2014    |           |
|----------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
|                | Control | Arts Link |
| <b>MATH</b>    | 1406    | 1418      | 1339    | 1332      | 1305    | 1363      | 1270    | 1375      |
| <b>SCIENCE</b> | 1428    | 1385      | 1379    | 1290      | 1331    | 1359      | 1308    | 1368      |



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

| 6.a. Performance Measure   | Measure Type | Quantitative Data |        |    |                         |       |   |
|--|--------------|-------------------|--------|----|-------------------------|-------|---|
| 6. Performance Measure: At least 20% increase in teachers' report of the number of student artifacts and performances produced in their classrooms in the intervention group over time and as compared to the control group. | PROJECT      | Target            |        |    | Actual Performance Data |       |   |
|  |              | Raw Number        | Ratio  | %  | Raw Number              | Ratio | % |
|  |              |                   | 20/100 | 20 |                         | 0/100 | 0 |

| 6.b. Performance Measure | Measure Type | Quantitative Data |       |   |                         |       |   |
|--------------------------|--------------|-------------------|-------|---|-------------------------|-------|---|
|                          |              | Target            |       |   | Actual Performance Data |       |   |
|                          |              | Raw Number        | Ratio | % | Raw Number              | Ratio | % |
|                          |              |                   | /     |   |                         | /     |   |

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

6. Results: This objective was not met. The mean scores for reported artifacts are reported below. The number of student created artifacts was equivalent for treatment schools as compared to year 3. The mean number of student artifacts was equivalent for the control and treatment groups.

**Mean Scores of Reported Artifacts**

|      | Total | Control | Arts Link |      |      |      |
|------|-------|---------|-----------|------|------|------|
|      | 2014  | 2014    | 2011      | 2012 | 2013 | 2014 |
| Mean | 8.50  | 8.56    | 2.52      | 4.78 | 8.65 | 8.42 |



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**SECTION C - Final Report Additional Information Findings**

**ARTS LINK DISSEMINATION ACTIVITY**

- In February 2012, PAEP was afforded an interesting opportunity for dissemination of the Arts Link Model as a work in progress. PAEP was contacted by Dr. Gloria Shamanoff, Assistant Superintendent of the Northwest Allen County Schools in Fort Wayne, Indiana, who had read about Arts Link and expressed interest in setting up a similar program in one of the worst performing schools in her district. Dr. Shamanoff asked to come to Philadelphia in late March along with the principal of the Arcola Elementary School, Kathleen Perfect to discuss our experiences with arts integration and to perform site visits at three of the Arts Link schools. The visitors from Fort Wayne were hosted by PAEP from March 21-23, 2012. In addition to a welcome dinner attended by Dr. Dennis Creedon, and Dr. Evan Leach to discuss the program from an administration and evaluation perspective, the visitors were escorted to Morton, Decatur, and McCall schools to observe classes and meet with the principals of the schools. Dr. Shamanoff and Ms. Perfect were provided examples of arts integrated project templates and plans for replication before leaving Philadelphia. Since that time Ms. Perfect has continued to contact PAEP for advice about transforming her school into an arts integration center. PAEP staff has maintained a relationship with the Fort Wayne administrators and in 2013, directed Ms. Perfect to the CAPE program in Chicago as a geographically accessible site for her teacher observation and training in arts integration.
- The Arts Link leadership team was selected and prepared to deliver a session on Arts Integration and the Common Core State Standards at the fall 2012 US Department of Education grantee conference, but the conference was cancelled due to Hurricane Sandy.
- PAEP continues an email dialogue with Dr. Bernardo DeLeon, School of Engineering with the University of Tasmania, Australia about arts integration. He has asked that PAEP share details about the arts integration professional development program and integrated curricula that have been developed through Arts Link to date as the Engineering Department is embarking on initial work on a STEM to STEAM transition. PAEP has sent its first and second program books to Dr. DeLeon and will be sharing additional unit and lesson plans with his team at the University.
- PAEP was approached by the Patrons of Northwest Civic, Cultural and Charitable Organizations (PONCHO) in Seattle, Washington to serve as a consultant in restructuring their Arts in Education Initiative to provide arts integrated learning to all students in the Seattle Public Schools. This request was prompted by interest in PAEP's work on Arts Link as a grantee with the U.S. Department of Education. Pearl Schaeffer, PAEP CEO, sits as a member on the PONCHO Advisory Group to lend guidance, expertise and leadership to their Arts Education Initiative.
- PAEP CEO, Pearl Schaeffer, was invited to make a paper presentation about Arts Link as a case study in the use of arts integration to support the development of student creativity at the 2012-2013 international conference of the American Creativity Association. The presentation was made in September 2013 at the conference hosted by Drexel University, Philadelphia, PA.
- Members of the Arts Link management team including: Pearl Schaeffer, Dennis Creedon, Mary Dupre, and Raye Cohen presented a workshop session at the Annual AEP conference in Washington, DC in April 2013 entitled The Common Core in Action: How Arts Integration and the Common Core Converge. The workshop was well received by attendees and the PAEP team has since been invited to share its presentation with the education department of San Francisco Ballet, Kerrie Bellisario & Associates, and Arts for Learning/Miami, Inc.

- PAEP was awarded two, three-year 21<sup>st</sup> Century Community Learning Center grants by the Pennsylvania Department of Education to provide after school STEAM programming for a total of 10 Philadelphia inner-city schools for middle school age children. The first grant was made in 2012 and the second in 2014. Over the course of 2014, PAEP has provided the 40 teaching artists engaged in this program with professional development in the Arts Link model. Teaching materials developed during the course of the Arts Link program over the past three years including unit and lesson plan templates are now being employed in the after school programs. This dissemination of both the Arts Link approach and tools is raising the expectations for after school programming while providing significant STEAM arts integration programming for more than 1,300 middle school students on a daily basis throughout the school year and summer.
- Pearl Schaeffer presented to the AICAD Continuing Studies Fall 2013 Conference at the University of the Arts about the Arts Link Project and its impact on student learning.
- In September 2013, Pearl Schaeffer presented at the Pennsylvania Council on the Arts Fall Partner Meeting in Harrisburg, PA about the U.S. Department of Education Art Education Model Development and Dissemination Program, and in particular about the Arts Link Project.
- Members of the Arts Link management team presented an interactive workshop entitled STEM to STEAM: How to Integrate the Arts into Afterschool Programming for the Pennsylvania Statewide Afterschool Youth Development Network, 2013 Summit in Philadelphia in October 2013.
- The Public Health Management Corporation of Philadelphia contracted with PAEP to deliver a year-long professional development series to a group of out of school time practitioners on the topic of STEM to STEAM Arts Integration Basics for Out of School Time Programs in 2014.
- PAEP was selected and Raye Cohen, member of the PAEP Arts Link management team, presented at the National Arts Education Association 2014 National Convention in San Diego, CA about The Common Core in Action: How the Arts and the Common Core Converge. This presentation centered on the Arts Link Model and its connections to math and science Common Core Standards.
- Pearl Schaeffer presented, by invitation of the Mid Atlantic Arts Foundation, at their annual Board of Directors and Partner meeting in Baltimore, MD in February 2015 about the Arts Link model and the impact of an arts integration program on student learning.
- Future confirmed Arts Link dissemination presentations for 2015 include:
  - May, 2015 Professional Development Dimensions STEAM Conference
  - June 26, 2015 Cultural Alliance of York, "Impact Arts in Culture" panelist
  - June 29, 2015 International Society for Technology in Education (ISTE) annual conference presenter
- In the spring of 2014 PAEP began work on a video to record participants' reactions to the Arts Link Program in the four treatment schools that will be used as a dissemination tool. The video is approximately 4 minutes long and features interviews with principals, classroom teachers, parents, teaching artists, and students. The video is being used to disseminate information about the Arts Integration Model developed through two programs funded by the U.S. Department of Education, Arts Bridges, which focused on integrating the arts with literacy, and Arts Link, which focused on math and science integrated with visual art. Genevieve Endy-O'Kane, Principal at the Stephen Decatur School summed it up, "*They've talked about integration for years, but this is the real deal. When the children actually get to apply math and science to create something, that's real world application....They connect art and what they are learning on a daily basis. I think it makes them excited to come to school every day. The students have grown academically as a result of this grant.*" As one student expressed, "*Arts Link is fun because you don't feel like you're learning.*"
- **SmART Readers** - PAEP also employs its Arts Integration Model in the SmART Readers Program, an after school arts and literacy program in Philadelphia's libraries. For this program, funded by an NEA Art Works grant, PAEP is partnering with the Free Library of Philadelphia, and the School District of Philadelphia to deliver after school programming to integrate the arts with core literacy/language arts curriculum in 8 library sites. Participating neighborhood library sites represent the north, south, east, and west sections of the City. Each site draws approximately 20 students, (a total of 160 students), for the 30 week program which runs from October through June 2015. The program seeks to build skills and knowledge in the visual arts while reinforcing grade level literacy/language arts skills for students in grades 2-5. Master teaching artists, recruited and trained by PAEP in implementation of PAEP'S art integration model, work closely with librarians to identify texts to serve as springboards for art projects that mirror literacy content of the School District curriculum and provide art instruction throughout the program. This project-based model promotes experiential learning in the arts, develops critical thinking skills, and includes research and writing skills development in each arts unit of study.

- **Arts Link Whole School Engagement** - Encouraged by the impact of our arts integration model on student growth (see GPRA results), PAEP has designed an Arts Integration Program to be offered to principals of the lowest achieving (Priority and Focus) schools in the School District of Philadelphia. Principals can opt to use Title I monies for which their individual schools are eligible to fund a school's participation in the program. The program will be implemented over the course of a school year with a number of ways in which a principal can tailor the program to accommodate his/her school's needs and budget. These include the number of teachers and grades to participate, the length of the initial arts residency, and the selection of optional arts integrated residencies. Each of these residency packages offers intensive professional development in elements of PAEP'S arts integration model including working with a master teaching artist, co-planning, and co-teaching lessons. Each residency is designed to transition from dependency on the teaching artist at the start of the residency through several phases, at the end of which the classroom teacher and art/music teacher can take the lead in an arts integration model. The goal of the program is to develop each school's self-sufficiency and ability to sustain the program on its own or with periodic consultation with PAEP.

PAEP is in the process of fine tuning this program with the School District of Philadelphia. Plans are to have principals sign on by the end of the 2014-2015 school year, to offer the first professional development sessions in the summer of 2015, and to begin in-school implementation in the 2015-2016 school year. Ideally, the program will operate on an annual basis so that each year new teachers can be added to the program and provided with professional development and in-school training. In this way a school can envision 100% of its staff qualified to offer arts integrated lessons. The School District of Philadelphia's Office of Assessment will collect data and monitor each school's progress on an annual basis. This is not only desirable, but also a requirement of Title I grants. The School District of Philadelphia Office of Academic Enrichment has fully endorsed this arts integration program.

- **University of the Arts Teaching Artist Certificate Program**-PAEP is physically located in the University of the Arts in Philadelphia of which it's CEO, Pearl Schaeffer, and Director of Education, Raye Cohen are faculty members. This position has afforded PAEP many benefits over the years, including access to a ready supply of well-educated teaching artists. PAEP continues to develop this relationship and most recently designed the nation's first Teaching Artist Certificate Program in collaboration with the University of the Arts and the Pennsylvania Council on the Arts, which has been reviewed and approved by the PA Department of Education. The Pennsylvania Council on the Arts is sponsoring a scholarship to the program for teaching arts representing all 13 state regions. The Teaching Artist Certificate is an unprecedented online program that is inclusive of all of the arts: visual, performing, literary, media and crafts. The intent of this program is "to build the knowledge and capacity of artists to work alongside classroom teachers and art specialists in PreK-12 classrooms and community settings to create and implement best practices residency programs that support learning in and through the arts."

PAEP's Arts Link art integration model forms the core of the course entitled "Methods for Teaching Artists." This unit explores teaching methodology, arts integration, co-teaching strategies, program design and assessment and applies knowledge of the state arts and humanity standards, preK-12 core curricula through the PA Department of Education Standards Aligned System and alignment of the arts skills with core curriculum addressing Common Core State Standards. The program also includes courses in: Foundation of Learning Theory which explores the history and philosophy of learning theories and their application to present-day classroom practices; Human Behavior and Child Development which offers students the opportunity to gain a basic understanding of child development theories and current issues in human behavior as related to patterns of change in the most critical age group of learners, ages 4-14; Professional Practices which offers the opportunity to learn practical business skills needed to sustain a working professional teaching artist; and a Capstone Residency Project in which candidates will participate in a 10-week discipline-specific art residency in their local community.

- For each of the past three years, PAEP has produced a catalogue representative of the work accomplished through the Arts Link Project in the treatment schools. The catalogue has grown to include information about each school's projects, arts integration unit and lesson plan resources as well as information on professional development and evaluation results. These catalogues are sent to a mailing list of more than 1,500 local, state, and federal politicians, schools districts, arts organizations, universities, and arts in education service providers as a means of disseminating the Arts Link Model.



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**SECTION C - Final Report Additional Information**

**ARTS LINK YEAR 4 MANAGEMENT PLAN OUTPUTS**

|             | <b>OBJECTIVES</b>   | <b>OUTPUTS</b>  |
|-------------|---|---|
| July-August | <ol style="list-style-type: none"> <li>1. <b>Management team</b> replaces teaching artists who left the program to assume full time teaching positions.</li> <li>2. <b>Program Manager, PAEP Education Director, PAEP Director of Administration, CAE Director</b> produce Year III report out conference as part of a four-day professional development series. Program successes, challenges and improvements will be addressed.</li> <li>3. <b>Consultants</b> deliver a three-day (18 hours) professional development series for Teaching/Learning teams; teams design and plan theme based, arts-integrated curriculum, lessons, assessments, and prepare timeline for implementation.</li> <li>4. <b>Program Manager, Teaching and Learning Teams</b> prepare timelines and calendar of all project activities.</li> <li>5. <b>Program Manager and Management Team</b>, confirmed contracts with 4 new teaching artists.</li> <li>6. <b>Program Manager and Management Team</b> review objectives and timelines with school teaching/learning teams.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Management Team</b> reviewed names of potential replacements for teaching artists who had left the program to accept full time teaching positions. Five candidates attended the three day professional development in August. Four artists were chosen to participate in Arts Link.</li> <li>2. <b>Program Manager, PAEP Education Director, PAEP Director of Administration, CAE Director</b> on August 6, 2013 produced Year III report out conference as part of a three-day professional development series. Focus group cohort groups met with the assistance of facilitators to discuss the program and to prepare a Report Out on Year III Program's successes and challenges.</li> <li>3. <b>Consultants, on August 6, 7, 8</b>, delivered a three-day professional development conference for Teaching/Learning teams; teams designed and planned theme based, arts-integrated curriculum, lessons, assessments, and prepared timelines for implementation of Arts Link Program in four treatment schools.</li> <li>4. <b>Program Manager, Teaching and Learning Teams</b> on August 15 prepared timelines and calendar of all project activities.</li> <li>5. <b>Program Manager and Management Team, by August 20, 2013</b> confirmed contracts with 4 new teaching artists.</li> <li>6. <b>Program Manager and Management Team</b> –Reviewed objectives and timelines with school teaching/learning teams <b>August 20</b>.</li> </ol> |
| September   | <ol style="list-style-type: none"> <li>1. <b>Teaching /Learning Teams</b> hold Peer to Peer in-school meetings #1.</li> </ol>   | <ol style="list-style-type: none"> <li>1. <b>Teaching /Learning Teams</b> Peer to Peer in-school meetings #1: <b>Sept. 11, McCall School; Sept. 19, Morton School; Sept. 25,</b></li> </ol>   |

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|          | <ol style="list-style-type: none"> <li>2. <b>Program Manager and Management Team</b> meet with treatment school principals.</li> <li>3. <b>Teaching/Learning Teams</b> began implementation of grade level arts-integrated projects in all four treatment schools</li> </ol>   | <p><b>Decatur School; Sept, 27, Comly School.</b></p> <ol style="list-style-type: none"> <li>2. <b>Program Manager and Management Team</b> met with four treatment school principals three of whom were new to their positions <b>Sept. 26</b> to provide an overview of PAEP and details of the Arts Link Program.</li> <li>3. <b>Teaching/Learning Teams</b> began implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> </ol>   |
| October  | <ol style="list-style-type: none"> <li>1. <b>Management Team</b> meets to review and address identified issues, problems, and program implementation and evaluation activities. #1</li> <li>2. <b>Program Manager</b> prepares and disseminates observation schedule for consultant school visits.</li> <li>3. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>4. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #2.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Management Team, on October 1,</b> met to review and address identified issues, problems, and program implementation and evaluation activities. #1</li> <li>2. <b>Program Manager, on October 25</b> prepared and disseminated observation schedule for consultant school visits the first of which was scheduled for December 10, 2013.</li> <li>3. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>4. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #2: <b>Oct. 3, 10, McCall School; Oct. 9, Watson Comly School; Oct. 30 Decatur School.</b></li> </ol> |
| November | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Management Team</b> updates DOE program officer regarding status of program.</li> <li>3. <b>Teaching/Learning Teams</b> Peer-to-Peer in-school meetings #2.</li> </ol>  | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Management Team</b> updates DOE program officer Shavonney White via conference call regarding status of program <b>Nov. 8.</b></li> <li>3. <b>Teaching/Learning Teams</b> Peer-to-Peer in-school meetings #2: <b>Nov. 29, Comly School; Nov. 15, Decatur School.</b></li> </ol>   |
| December | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #4.</li> </ol>  | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #4: <b>Dec.2, 12, 18, 19 Decatur School; Dec. 9, 10 McCall School; Dec. 10, 11, Morton School.</b></li> </ol>  |

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|          | <ol style="list-style-type: none"> <li>3. <b>Consultants, make</b> classroom observation visits.</li> <li>4. <b>Management Team</b> meets to review program implementation and evaluation. #2</li> </ol>   | <ol style="list-style-type: none"> <li>3. <b>Consultants, cancelled</b> classroom observation visits scheduled for Dec. 10, 11, and 13 due to snow. <b>Dec. 12</b> visit to McCall School was completed and 4 classrooms visited.</li> <li>4. <b>Management Team</b> met on Dec. 13 to review program implementation and evaluation. #2</li> </ol>   |
| January  | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Consultants, make</b> classroom observation visits.</li> <li>3. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #5;</li> <li>4. <b>Program Manager</b> collects teaching/learning team reports and reviews with Management Team for ongoing project progress. #2</li> <li>5. <b>Management Team</b> planned February professional development conference.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Consultant, Dr. Catherine Cullen</b> visited two Arts Link schools, Comly School, and McCall School on <b>January 14, and 15</b> and observed 8 classes. Dr. Cullen also attended meetings at the schools.</li> <li>3. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #5: <b>Jan. 25, Morton School; Jan. 29, Decatur School, McCall School.</b></li> <li>4. <b>Program Manager, on January 8,</b> collected Teaching/learning team reports and reviewed with Management Team for ongoing project progress. #2</li> <li>5. <b>Management Team</b> planned February 22 professional development conference on <b>January 15 and 22.</b></li> </ol> |
| February | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #6;</li> <li>3. <b>Management Team</b> to host professional development conference for Arts Link team.</li> <li>4. <b>Consultants</b> make classroom observations and attend peer to peer meeting.</li> </ol>   | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #6: None were held due to frequent snow storms.</li> <li>3. <b>Management Team</b> held professional development conference on <b>February 22.</b></li> <li>4. <b>Consultants</b> did not make classroom observations or attend peer to peer meetings due to frequent snow storms.</li> </ol>   |
| March    | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in school meetings #7.</li> </ol>  | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in school meetings #7: <b>Mar. 3, 13, Decatur School; Mar. 7, 10, 18, Comly School; McCall School 2 hours, Morton School.</b></li> </ol>   |

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|       | <ol style="list-style-type: none"> <li>3. <b>Management Team</b> plans and oversees videotaping at Treatment Schools.</li> </ol>   | <ol style="list-style-type: none"> <li>3. <b>Management Team</b> planned and supervised videotaping at Treatment Schools. <b>March 19, 25, 27.</b></li> </ol>   |
| April | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #8.</li> <li>3. <b>Consultants</b> make classroom observations and attend peer to peer meeting.</li> <li>4. <b>Management</b> team reviews project progress reports. #3</li> <li>5. <b>Management Team</b> plans annual art exhibit.</li> <li>6. <b>Management Team</b> meets to work with TAP program evaluator. #5</li> </ol>   | <ol style="list-style-type: none"> <li>1. <b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>2. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #8: Teachers felt plans made at March meetings were sufficient and did not feel the need for formal meetings in April.</li> <li>3. <b>Consultants</b> did not make classroom observation visits in April. Please see May #3</li> <li>4. <b>Management team</b> reviewed project progress reports. #3 on April 18.</li> <li>5. <b>Management team</b> planned annual art exhibit on <b>April 1.</b></li> <li>6. <b>Management Team, met</b> with TAP, Inc. program evaluator to prepare for survey dissemination to Control Schools and content for upcoming team report outs in August. #5 <b>April 29.</b></li> </ol>   |
| May   | <ol style="list-style-type: none"> <li>1. <b>Program Manager, Education Director,</b> begins planning and production of materials for annual conference.</li> <li>2. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> <li>3. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #9.</li> <li>4. <b>Consultants</b> make classroom observations.</li> <li>5. <b>Management Team</b> applied to Department of Education for a no cost extension of Arts Link Grant.</li> <li>6. <b>Teaching/Learning Teams</b> conclude each project year with student exhibitions at school sites.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Program Manager, Education Director</b> began planning and production of materials for the third annual conference on <b>May 22.</b></li> <li>2. <b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects in all four treatment schools. <b>Ongoing September through June.</b></li> <li>3. <b>Teaching/Learning Teams</b> Peer to Peer in-school meetings #9: <b>May 15, Decatur School.</b></li> <li>4. <b>Consultants</b> Dr. Catherine Cullen made classroom observations: <b>May 22, Comly School; May 23, Morton School.</b> Four classes were observed.</li> <li>5. <b>Management Team</b> applied to Department of Education for a no cost extension of Arts Link Grant <b>May 15.</b></li> <li>6. <b>Teaching/Learning Teams</b> are concluding the project year with student exhibitions at each of the four treatment school sites, and with a special exhibition at the School District of Philadelphia</li> </ol> |

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|      | <p>7. <b>Program Manager</b> distributes survey packets to Control Schools. #5</p>  | <p>headquarters May 12 through November 7.</p> <p>7. <b>Program Manager</b> disseminates survey to Control Schools on May 20.</p>   |
| June | <p>1. <b>Teaching/Learning Teams</b> concluded implementation of grade level arts-integrated projects.</p> <p>2. <b>Teaching /Learning Teams</b> meet with treatment school principals.</p> <p>3. <b>Management Team</b> meets to work with TAP program evaluator. #5</p> <p>4. <b>Management Team, Program Manager, Consultants</b> produce annual conferences including report-out session for teaching/learning teams.</p> | <p>1. <b>Teaching/Learning Teams</b> concluded implementation of grade level arts-integrated projects in all four treatment schools.</p> <p>2. <b>Teaching /Learning Teams</b> met with treatment school principals on June 5 to update them regarding the grant and no-cost extension and to elicit their input as to changes in their schools' culture over the four years of the grant.</p> <p>3. <b>Please see April #6 Above.</b></p> <p>4. <b>Management Team, Program Manager, Consultants,</b> produced annual conference report-out session for teaching/learning teams on August 7. Report out sessions were originally scheduled for June, but were changed to August in Year I. This allowed time to close the school year in June and to better align with August Professional Development sessions. This schedule was maintained for the duration of the program.</p> |



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

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): U351D100075

**SECTION C - Final Report Additional Information**

**ARTS LINK NO-COST EXTENSION MANAGEMENT PLAN OUTPUTS**

|             | <b>OBJECTIVES</b>  | <b>OUTPUTS</b>   |
|-------------|--|--|
| July-August | <ol style="list-style-type: none"> <li><b>Program Manager, PAEP Education Director, PAEP Director of Administration, and CAE Director</b> produce Year IV report out conference. Program successes, challenges and improvements will be addressed.</li> <li><b>Management team</b> identifies teaching artists for the Arts Link Extension.</li> </ol>   | <ol style="list-style-type: none"> <li><b>Program Manager, PAEP Education Director, PAEP Director of Administration, CAE Director</b> on August 7, 2014 produced Year IV report out conference. The group discussed best practices and ideas for sustainability.</li> <li>Management Team reviewed names of potential replacements for teaching artists on August 14.</li> </ol>   |
| September   | <ol style="list-style-type: none"> <li><b>Program Manager and Management Team</b> confirmed 4 teaching artists.</li> </ol>   | <ol style="list-style-type: none"> <li><b>Program Manager and Management Team</b> confirmed contracts with 4 teaching artists by Sept. 30.</li> </ol>  |
| October     | <ol style="list-style-type: none"> <li><b>Program Manager</b> meets with teaching artists, executes contract, and reviews objectives and timelines.</li> <li><b>Program Manager</b> attends in-school planning meetings with teaching artists and classroom teachers</li> <li><b>Teaching /Learning Teams</b> submit lesson planning templates to Program Manager.</li> <li><b>Teaching/Learning Teams</b> begin implementation of grade level arts-integrated projects in all four treatment schools</li> </ol> | <ol style="list-style-type: none"> <li><b>Program Manager</b> meets with teaching artists, executes contract, and reviews objectives and timelines <b>Oct. 2, 3, and 16.</b></li> <li><b>Program Manager</b> attends in-school planning meetings with teaching artists and classroom teachers. <b>Oct. 9,14, 16</b></li> <li><b>Teaching /Learning Teams</b> submit lesson planning templates to Program Manager.</li> <li><b>Teaching/Learning Teams</b> began implementation of 10-session grade level arts-integrated residencies in all four treatment schools.</li> </ol> |
| November    | <ol style="list-style-type: none"> <li><b>Teaching/Learning Teams</b> continue implementation of grade level arts-integrated projects.</li> </ol>  | <ol style="list-style-type: none"> <li><b>Teaching/Learning Teams</b> continued implementation of grade level arts-integrated projects in all four treatment schools.</li> </ol>   |

December

1. **Teaching/Learning Teams** continue implementation of grade level arts-integrated projects.

1. **Teaching/Learning Teams** continue implementation of grade level arts-integrated projects in all four treatment schools. All artist residencies were completed.