

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

APPLICATION FOR GRANTS
UNDER THE

Office of Elementary and Secondary Education (OESE) Assistance for Arts Education (AAE) Program

CFDA # 84.351A

PR/Award # S351A210069

Grants.gov Tracking#: GRANT13347353

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210069

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1234-Winthrop_CARE_GEPA427)</i>	e7
3. Grants.gov Lobbying Form	e9
4. Dept of Education Supplemental Information for SF-424	e10
5. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1235-Winthrop_CARE_Abstract)</i>	e12
6. Project Narrative Form	e13
<i>Attachment - 1 (1240-Winthrop_CARE_ProjectNarrative)</i>	e14
7. Other Narrative Form	e42
<i>Attachment - 1 (1236-Winthrop_CARE_LogicModel)</i>	e43
<i>Attachment - 2 (1237-Winthrop_CARE_References)</i>	e44
<i>Attachment - 3 (1238-Winthrop_CARE_CVs)</i>	e48
<i>Attachment - 4 (1239-Winthrop_CARE_LettersofSupport)</i>	e71
8. Budget Narrative Form	e78
<i>Attachment - 1 (1241-Winthrop_CARE_BudgetNarrative)</i>	e79
9. Form ED_524_Budget_1_4-V1.4.pdf	e84

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/15/2021"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

* Street1:	<input type="text" value="701 Oakland Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Rock Hill"/>
County/Parish:	<input type="text" value="York"/>
* State:	<input type="text" value="SC: South Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="29733-7001"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of the Dean-ABC Project"/>	Division Name: <input type="text" value="College-Visual & Perform Arts"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Kristin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Smith"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

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-011521-003

* Title:

Office of Elementary and Secondary Education (OESE): Assistance for Arts Education (AAE) Program Assistance Listing Number 84.351A

13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

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

Add Attachment

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View Attachment

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

Community Access to the Arts in Rural Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

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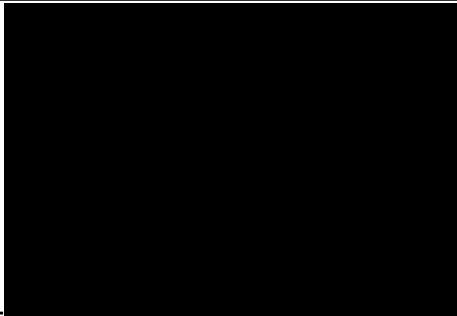
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Inco
- * g. TOTAL



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

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

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-Winthrop_CARE_GEPA427.pdf

Add Attachment

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GEPA 427
General Education Provisions Act

All program activities for the Community Access to the Arts in Rural Education (CARE) will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age. Winthrop University (WU) and its CARE partners, SC Arts Commission, SC Department of Education, Arts Access SC, and ABC Network intend to address the barriers that could potentially impede active participation of students, teachers, or school leaders in CARE program activities via the following:

- Programs/materials delivered to non-English speaking adults will be conducted/prepared in the native language of the audience.
- All targeted locations of all program partners are handicapped-accessible for the general public, students, and personnel and all facilities to be utilized in our project are fully accessible to individuals with disabilities.
- Persons with disabilities will be provided equal access and opportunities in all program activities. The CARE Project Manager (PM) will work with the district liaisons to ensure equitable implementation and execution of all program activities. The Project Manager will also work with Allendale/Barnwell Disabilities and Special Needs Board and Allendale County School District personnel to ensure participants with special needs and disabilities have equal and appropriate access to equipment and assistive devices to address their individual needs. If not available, the Project Manager in advisement with Arts Access SC will determine if special assistive technology or adaptive furniture can be purchased for program participants who require these accommodations.

- CARE program activities target individuals of different genders, races, national origins, colors, disabilities, and ages to the full extent possible and no individual will be denied participation in program activities based on their gender, race, national origin, color, age, or any disability. The CARE Project Manager will monitor program activities to ensure that equitable participation in program activities is not limited due to gender, race, national origin, color, disability, or age. A special appeal procedure will be available for individuals who feel they have been discriminated against.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Winthrop University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Adrienne Middle Name:
* Last Name: McCormick	Suffix: Ph.D.
* Title: Provost	
* SIGNATURE: Kristin Smith	* DATE: 04/15/2021

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

1. Project Director:

Prefix: Dr.	First Name: Kim	Middle Name:	Last Name: Wilson	Suffix: Ed. D.
----------------	--------------------	--------------	----------------------	-------------------

Address:

Street1:	701 Oakland Avenue
Street2:	147 McLaurin Hall
City:	Rock Hill
County:	York
State:	SC: South Carolina
Zip Code:	29733-7001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:
[REDACTED]

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: FWA00012546

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.]

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:

Abstract

Winthrop University (WU) seeks support for a project entitled Community Access to the Arts in Rural Education (CARE). CARE proposes to assertively address the grossly inequitable education in rural communities of persistent poverty, which plagues Southern states (Lavalley, 2018), through an intensive five-year case study of Allendale County School District (ACSD), South Carolina (SC). The goal of CARE is to create and disseminate a replicable Guidebook of instructional resources, available digitally and in hard copy, to empower rural communities of poverty to increase access to arts education for all students. The Guidebook will contain accessible instructional materials, arts-based lesson plans, and other facilitation resources for engaging a variety of stakeholder groups in other rural communities to replicate the promising aspects of the process developed by CARE.

The project specifically will explore how to develop and maintain arts-rich learning environments as a pathway to equitable education. Arts-rich learning environments include a combination of direct arts instruction, arts integration with other non-arts curriculum, and arts experiences. CARE will provide professional development for arts educators, teachers and principals in practices that support arts-rich learning. Rural communities require a rural network of partnerships (Donovan, 2018) because of their lack of resources (Bell, 2014), and CARE will strengthen and expand community partnerships among ACSD schools with state and local partners. CARE has secured initial commitments from SC Arts Commission, SC Department of Education, Arts Access SC, SC Educational Television and WU's Arts in Basic Curriculum Project. Additional state and national partners will develop based on the needs and areas of growth identified with ACSD through CARE.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Assistance for Arts Education (AAE) Program

ED-GRANTS-011521-003

Community Access to the Arts in Rural Education (CARE) Project

Submitted by Winthrop University (PD: Wilson)

April 15, 2021

Community Access to the Arts in Rural Education

Table of Contents

Significance of the issue.....	1
A. Quality of the Project Design	
A1. Goals, objectives, and outcomes.....	4
A2. Address needs of target population.....	7
A3 Potential for project replication.....	8
A4. Exceptional approaches for target population.....	9
A5. Project rationale.....	10
B. Quality of Project Services	
B1. Training and professional development services.....	10
B2. Likely improvements in the achievement of students.....	12
B3. Likely impact to the intended recipients of those services.....	13
B4. Project partners.....	14
C. Quality of Project Personnel.....	15
D. Quality of the Management Plan	
D1. Adequacy of plan to achieve objectives.....	17
D2. Adequacy of ensuring feedback and continuous improvement.....	20
D3. Adequacy of ensuring high quality products and services.....	20
D3. Diversity of perspectives.....	21
E. Quality of the Project Evaluation	
E1. Appropriate evaluation methods related to project	21
E2. Objective performance measures related to intended outcomes.....	22

E4. Valid and reliable data toward outcomes.....23

Winthrop University (WU) submits this proposal seeking support for a project entitled Community Access to the Arts in Rural Education (CARE). CARE seeks to assertively explore and address inequitable access to arts education in high poverty, rural communities by providing tools to build, implement, and maintain arts-rich learning environments for improved student, teacher, and community engagement. Guided by both national research and successful state practices, CARE will intertwine intense support for arts-rich instructional practices and research in one South Carolina (SC) county school district to examine and report on this project for dissemination and replication.

Significance

Leveraging Change: Increasing Access to Arts Education in Rural Areas (LC report) (Donovan, 2017) was informed by a thorough literature review and interviews with 14 state-level arts education leaders across the nation. It identified “barriers” and “promising practices” for increasing access to arts education in rural communities. Poverty and the lack of economic opportunity was identified as the greatest barrier. Conversely, the most significant promising practice was building and maintaining networks to connect rural communities across regions.

The LC Report only identified promising practices but lacked research on the sustained implementation of such practices. Due to the lack of rural sensibilities and sustainability, metropolitan-based education reform and programs are strongly discouraged (Lavalley 2018; Showalter et al., 2018) for rural education. Lavalley (2018) found that “place-based” education that integrates local resources, history, and nature “can be an effective method to re-invigorate rural teaching and learning (p13).” Most importantly, the LC report lacked sufficient input from southern rural communities of extreme poverty and communities of color. Non-metro African Americans account for the highest incidence of poverty (31.6%) among all race categories

(United States Department of Agriculture, 2020). Nearly nine out of 10 rural and small-town African Americans live in Southern states (Housing Assistance Council, 2012), and Southern states account for 84% of rural counties in the U.S. that suffer from persistent poverty, meaning poverty rates have exceeded 20% of the population for over 30 years (Lavalley, 2018). There is an urgent need to research these communities (Lavalley, 2018; Showalter et al., 2018), which have been continually absent from research and policy discussions and represent the most extreme gaps in equitable education (Showalter et al., 2018).

SC ranked among the top ten priority states for rural education, meaning a combination of factors “present the most extreme challenges for rural schooling, suggesting the most urgent needs for policymaker's attention (Showalter et al., 2019, p.2)”. SC has a higher percentage of schools in rural communities than the national average, one of the nation’s highest rates of enrollment of students of color in rural communities, and one in five rural SC students live in poverty (Showalter et al., 2019). SC’s state poverty index is 61% (HAC, 2020) with 12 of 46 counties suffering from persistent poverty (Merrell et al., 2020). In 2018, SC ranked 43rd worst in child poverty across the nation with Allendale County having the highest percentage of children in poverty at 51.6 % (Merrell et al., 2020). Allendale County School District (ACSD) serves 1,100 students in a community that suffers from persistent poverty. African American students represent 93% of the student population (SCDE, 2020), and 95% of ACSD students are poor (SCDE, 2020). Persistent poverty impacts long-term development of students (Lavalley, 2018) and may explain why SC has the second largest gap in performance on standardized tests between “rural and non-rural students and between the state’s rural students living in poverty and those who do not (Showalter et al., 2019)”.

The state of SC could contribute meaningful insights in the application of promising practices over time in rural communities of persistent poverty, like ACSD, through leveraging existing investments. The Art in Basic Curriculum (ABC) Project is a 33-year partnership between the SC Arts Commission (SCAC), SC Department of Education (SCDE), and Winthrop University (WU) with the vision of equitable access to quality arts education for all students in SC. ABC Project's vision is primarily achieved through the development, implementation, and sustainment of arts-rich learning environments through individualized arts education strategic plans. Many of the promising practices included in the LC report are common practices used to support and sustain arts-rich learning within ABC Schools. It may be because ABC Schools incorporate these promising practices (Donovan, 2017) that there are 20 ABC Schools in rural communities (ABC Project, 2021). Rural districts of persistent poverty like ACSD, however, remain underrepresented in ABC due to the lack of capacity and resources (Donovan, 2017; Bell, 2014) to initiate preliminary community building and planning.

CARE proposes to address the urgent need to research rural communities of poverty through an intensive five-year case study, specifically exploring how to develop and maintain arts-rich learning environments as a pathway to equitable education. The LC Report serves as the project framework, in conjunction with the collective wisdom from ABC Project's Network, to build capacity within the ACSD community to sustain CARE practices beyond the life of the project. An intensive research study will examine the impact of arts-rich learning environments on various ACSD stakeholders (e.g., students, teachers, and community). Ultimately, CARE will produce a Guidebook for systematic implementation of the process to establish and sustain arts-rich learning in rural communities of persistent poverty in southern states and potentially contribute to the national conversation on equitable education.

A. Quality of the Project Design

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The goal of CARE is to create and disseminate a replicable Guidebook that empowers rural communities of persistent poverty to increase access to arts education for students. To meet that goal, CARE will focus on three core objectives integrating practice and research.

Objective 1. *To develop capacity within ACSD community to increase access to the arts through the development, implementation, and sustainment of arts-rich learning environments.* Arts-rich learning environments include a combination of direct arts instruction, arts integration with other non-arts curriculum, and arts experiences such as field trips and visiting artists. They require qualified arts educators, educators trained in arts integration, and administrative assistance to secure grant funds and community partnerships. An arts education strategic plan clarifies the collective vision for an arts-rich learning environment, the responsibilities of all stakeholders, and required resources to achieve the vision over time.

A Project Manager (PM) will be employed to immediately increase capacity within the ACSD community to provide intense support services to initiate, facilitate, and implement promising practices (Donovan, 2018) that align with proven effective practices in ABC Schools. A ten-member CARE Advisory Council (SCAC, SCDE, ABC Project, ABC educator, CARE PM, Arts Access SC (AASC), SC Educational Television (SCETV), ACSD Superintendent, ACSD principal, and ACSD teacher) will recommend partnerships with existing resources and initiatives to address the strategic plans and maximize sustainability. Targeted, intensive professional development (PDev) will begin in Year 2, be provided for arts educators, educators implementing arts integration and administrators and will occur on ACSD campuses, around the

state of SC, and in national venues. As capacity within ACSD grows, the PM will coach ACSD leadership (i.e., assistant superintendents, principals, and teacher leaders) on new skill sets (e.g., grant writing, revising the strategic plan, coordinating residencies, etc.) to sustain practices beyond the life of the project.

Objective 1 Outcome Targets.

- Each of the four ACSD schools will establish a functioning Steering Committee that includes parents, community stakeholders, and students.
- Each of the four ACSD schools will develop a collaboratively designed arts education strategic plan that clearly states a shared vision across ACSD outlining long-term arts education goals, specific strategies to achieve those goals, and a comprehensive action plan to address priority activities, timeline, associated costs, and leadership responsibilities.
- 80% of all ACSD educators to complete 75% or more of CARE PDev offered.
- At least 80% of administrators, faculty and staff at each school in ACSD will report increased collaboration.
- At least 80% of families and 80% of administrators, faculty, and staff at each ACSD school will report increased community involvement in schools.
- At least 80% of administrators, faculty, and staff will utilize ABC Network or state partner resources (e.g., SCETV KnowItAll and other resources).

Objective 2. *To evaluate the impact of an arts rich learning environment on rural communities of persistent poverty.* The Research, Evaluation, and Measurement (REM) Center at the University of South Carolina (UofSC) will be contracted as a project evaluator for CARE. REM Center will conduct a five-year case study, featuring longitudinal quantitative and qualitative data to measure 1) the impact of arts-rich learning on effective education indicators and 2)

determine the salient practices for rural communities of persistent poverty to provide equitable access to arts education. Effective education indicators will track and assess 1) student, family, faculty, and community engagement; 2) teacher and student self-efficacy; and 3) student achievement, including all subpopulations.

Objective 2 Outcomes and Targets.

- An annual published report on the ways in which arts-rich learning environments impacted the following variables for stakeholders in ACSD: 1) student, family, faculty, and community engagement, 2) teacher and student self-efficacy, and 3) student achievement, including all subpopulations in ACSD. The variables to be measured will be determined by ACSD and CARE Advisory Council.
- An annual published report identifying practices emerging from the participants as most influential to produce equitable access to arts education for rural communities of persistent poverty.

Objective 3. *To disseminate the purpose, progress, results, and findings of CARE in order to inform and improve state and national educational efforts for rural communities of persistent poverty.* White papers and reports will be made available as research is conducted and the Guidebook will be delivered in Year 5. Dissemination will occur through conference presentations, published articles, social media blog posts, and a published, comprehensive Guidebook.

Objective 3 Outcomes and Targets.

- A Guidebook for increasing access to arts in education in rural communities based on the findings of CARE research case study. The Guidebook will include:

- A step-by-step guide for rural community and education leaders on how to enact the processes, practices, policies, and partnerships needed to improve equitable access to arts education. Items may include but are not limited to planning worksheets, facilitation questions, evaluation tools, and a strategic plan template.
- Case Study snippets that illustrate the real-world collaborative efforts among CARE stakeholders, detailing their individual and collective roles in implementing an arts-rich learning environment in a rural community of persistent poverty.
- Sample place-based lesson plans created as a part of CARE.
- Broad dissemination of the Guidebook and research findings, including:
 - Make the Guidebook available on ABC Project and all CARE partner organizations' (SCETV, SCAC, AASC, ACSD) websites as well as linked to national organizations of interest (e.g., Arts Education Partnership).
 - Present annually at state and national professional conferences on emerging findings and on final Guidebook.
 - Publish research findings in academic and practitioner journals.

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

ACSD has minimal financial resources and personnel capacity, therefore collaboration and partnerships are key to implement district-wide arts-rich learning opportunities. CARE will hire a full time PM who will immerse themselves in the Allendale community and align existing, yet isolated, efforts together for greater effectiveness. For example, while the ACSD Superintendent of Curriculum and Instruction authored a district arts education strategic plan under advisement of several district arts educators, unfortunately, it is limited in scope, access,

and impact. The infrastructure for interdisciplinary learning and inclusive and innovative practices currently does not exist in ACSD. CARE will assist in the construction of arts-rich learning environments in collaboration with ACSD educators, administrators, students, families, and the community.

CARE will not resolve the geographic isolation and persistent poverty of Allendale but will help connect ACSD to state partnerships and programs to increase equitable access to the arts through an arts-rich learning environment. ABC Project and CARE PM, with guidance from CARE Advisory Council, will serve as ACSD's "anchor organization" (LC p.35) to coordinate its rural network. In other words, recommend specific partnerships based on expertise to address the unique needs of each campus and in support of achieving its strategic plan. Rural network partner organizations can provide PDev or advise specific educators on available resources and programs (see Table 1) or design unique programs with ACSD. Five initial partners have been secured (see B4 for complete list) at the time of application and recruitment of additional partners are expected. Developing a rural network of partners to support ACSD's arts-rich learning environments is a critical piece of this project's work. The intention is that these relationships will be sustained and grown long after the project ends.

CARE contributes to alleviating the gap of information due to the lack of research of rural communities of persistent poverty. Although the Guidebook is produced in SC with SC partners, it will systematically assist other schools and districts in rural communities of persistent poverty across the nation who will be able to adapt its road map to their needs and circumstances and increase access to arts education.

(3) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

ABC Project's core practices of strategic planning and networking have proven effective in limited SC rural communities and might be effective in other states due to the alignment with numerous promising practices (Donovan, 2017). Investing in longitudinal research to observe, analyze, and evaluate: 1) how rural communities of poverty develop an appreciation for arts education, 2) how rural communities of poverty perceive and pursue state resources, 3) how rural communities of poverty implement and incorporate the arts, and 4) the influence an arts-rich environment has on stakeholder engagement in rural communities of poverty, could inform policy changes necessary to drive equitable access. The incorporation of research and evaluation based on the framework of promising practices (Donovan, 2017) benefits not only SC but applies the findings through intentional practice. We intend to produce valuable tools to assist other rural communities of poverty to achieve similar goals, objectives, and outcomes as CARE. The results and findings of this five-year case study will contribute to the design of a Guidebook for dissemination to and replication within other rural school districts.

(4) The extent to which the proposed project represents an exceptional approach to, and will successfully address, the needs of the target population or other identified needs.

Most research is conducted in metropolitan areas because of population density and accessibility. CARE is exceptional because it addresses the lack of research in rural education, especially those within communities of persistent poverty. It intends to create a process to empower ACS D to develop networks with high-performing local and state agencies to strategically transform its schools into sustainable arts-rich learning environments. An evaluation

of all pertinent steps within this process as well as the input and reactions of its stakeholders, will produce a replicable Guidebook that can be used by similar rural communities to construct their own arts-rich learning environments. This process begins with ACSD stakeholders who will identify the goals and objectives of their strategic plans. These strategic plans will include local and state partners with resources to be effective. The CARE Advisory Council will help extend ACSD's network to state partners and resources in years one through three. ACSD will take ownership of their partner relationships in years four and five so that they can nourish these connections and sustain them beyond the life of the project. CARE will provide a significant amount of PDev for arts educators, teachers and principals in practices that support arts-rich learning. These long-lasting relationships and others made after the project will inform the revisions to their strategic plans to keep them fresh so that their arts-rich learning environment continues to thrive.

(5) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(/select-citation/2021/01/15/34-CFR-77.1)(c)).

See CARE Logic Model following application narrative.

B. Quality of the Project Services

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

CARE will provide a cadre of PDev trainings beginning in Year 2 (June 2023) through the end of the project. The cadre addresses systems-level needs, ranging from institutes for the entire school in practices that support an art-rich learning environment to individualized options based on discipline, interest, and need. Sensitive to adult learning and demands of the education

calendar, instructional methods range from intensive synchronous face-to-face interactions to virtual asynchronous, on-demand content. PDev provided through CARE addresses mainstream as well as specialized, inclusive practices. Finally, the training plan is designed for a unique growth trajectory for each campus. In time, ACSD teachers assume more leadership and select external, national PDev providers such as Focus Five to achieve goals in their strategic plan.

Table 1. CARE-funded PDev provided to ACSD

Recipient	Topic of PDev	Duration	Provider
Whole school (all 4 ACSD schools)	Arts experiences, arts-integration pedagogy, leadership, collaboration, data analysis	Y2/Q3; 3d Y3/Q3; 3d Y4/Q3; 2d Y5/Q3; 1d	CARE PM, Exemplary ABC teachers, ABC Project
Whole school (all 4 ACSD schools)	Resources and programs of rural network partners	Y2-4/Q1&2	SCETV and other partner organizations
Arts educators	Discipline-specific (e.g., music, visual)	Y2/Q3; 2-3d Y3/Q3; 2-3d Y4/Q4; 2-3d Y5/Q4; 2-3d	SC Art Education Association, SC Music Educators Association
ACSD educators	Variety of arts, arts-integration, and arts-supportive lessons, workshops, and tutorials	Y2/Q1- Y5/Q4; year-round, on-demand	ABC Project, SCETV, ACSD Rural Partnership Network
Selected teams from ACSD Schools	Best practices, classroom observations, state updates	Y2/Q2&3 - Y5/Q2&3	ABC School Site meetings

Selected educators	Arts-Integration	Y3-5; 3d	Palmetto State Arts Education
Selected educators	Artist residencies for students with disabilities & social/emotional learning	Y2-Y4; 5d/semester	Arts Access SC; Certified Art/Music Therapists
Selected educators	Professional Coaching, Virtual mentoring	Y2/Q4- Y5/Q4; quarterly	CARE PM, Exemplary ABC teachers, ABC Project
Whole school	Unique selection per school strategic plan	Y4/Q3; 5d Y5/Q3; 5d	Kennedy Center Teaching Artists, Focus Five, Young Audiences, etc.
Selected educators	Assorted topics and model lessons	Y4/Q3; 1d Y5/Q1-4; 1d	Selected ACSD educators
Selected educators	To present on instructional practices/ capacity building	Y3/Q1-Y5; varies	Various state & national association conferences

(2) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Research has demonstrated the impact of the ABC Project on arts education in SC. In a University of SC (UofSC) study, ABC schools with extensive arts infrastructure in place academically outperformed their counterparts who did not have those elements in place, even when controlling for socioeconomic status (Yap & D’Amico, 2006). Another UofSC study

compared the academic achievement (reading and math) of ABC and non-ABC schools using a regression analysis and found that more ABC schools exceeded expectations than non-ABC schools, with the strongest differences in reading (Kim et al, 2005). Doyle's (2013) examined relationships between the SC state report card's "arts opportunities" (e.g., variety and duration of art instruction) indicator and student achievement. The findings showed a positive association between the arts opportunities indicator and the percentage of students meeting state ELA benchmarks. CARE will assist the ACSD in creating an arts-rich learning environment which based on previous research, will result in improved student academic achievement.

(3) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

Based on prior evidence on aspects of an arts-rich learning environment, similar positive impacts to the variables below are anticipated for the ACSD community because of CARE.

Increased Student Engagement and Hope in SC Arts-rich Schools. Students from SC arts-rich schools reported higher levels of engagement and hope than the national mean in the 2018 Gallup Student Poll (PSAE, 2018). Significant findings included: 1) the longer a school sustained arts-rich learning, the higher the reported levels of engagement and hope, and 2) schools with 75% or higher Free and Reduced Lunch (FRL) program participation also reported higher levels of engagement and hope than the national mean. This data suggests that an arts-rich learning environment will promote ACSD student engagement and hope.

Increased Ecology of Engagement. In Seaman's (1999), *The Arts in Basic Curriculum Project: A Ten Year Evaluation*, ABC-arts-rich schools were found to exhibit strong school ecologies and demonstrated the highest level of administrator, teacher, and parental support, when compared to matched schools with lower arts investment. Faculty and staff within ABC schools, including

Title I schools, reported significantly higher employee engagement than the national mean for education professionals in the 2019 Gallup Employee Poll (Hodges, T. Jan. 25, 2020). Various stakeholders throughout ACSD community will contribute to CARE and the development of an arts-rich learning environment thus increasing engagement through local ownership.

Advancement of Student 21st Century Skills and the Arts. Arts education is a natural fit for the cultivation of students' 21st Century Skills (Choi & PDro, 2009; Ellen & Stéphan, 2013; Shuler, 2011). CARE advances the development of 21st Century Skills needed for students to become successful citizens in a global economy (Bellanca, 2010; National Research Council, 2013; Saavedra & Opfer, 2012) through increased access to arts education and arts integration.

Increased Academic Performance through Arts Integration. Robinson (2013) conducted a meta-analysis of arts integration research conducted on disadvantaged students and found the more arts integrated, the stronger the positive influence on a variety of variables such as reading achievement, self-efficacy, and student engagement, across multiple student subpopulations, including ELL, students with disabilities, and of poverty. Arts integration contributes to an arts-rich learning environment and could be a particularly effective model to invigorate teaching and learning in ACSD.

CARE's aim to help construct an arts-rich learning environment to improve equitable access to the arts in a community of persistent poverty will have a positive, long-lasting, and far-reaching impact on student achievement, faculty engagement, and community involvement.

(4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

CARE will assist ACSD in constructing its ACSD Rural Network by utilizing established resources to refine the ACSD arts education strategic plans, improve ACSD networking capacity

with other arts-rich schools, deliver critical PDev opportunities, and increase community involvement for increased access to arts education.

SCAC. Funds pilot Science, Technology, Engineering, Art, and Math (STEAM) camp in ACSD. Community Arts Development program, *The Art of Community: Rural SC* funds local projects that grapple with current community development issues. Allendale County has participated in this program since its inception six years ago.

SCETV. State affiliate of the Public Broadcasting Service. Arts and arts integration lesson plans, online arts education opportunities for students and families, and PDev available through *KnowItAll.org*. In partnership with SCDE, SCETV content can be Datacast to accommodate a lack of internet access.

SCDE. Provides regional PDev on implementation of SC College- and Career- Ready Standards for Visual and Performing Arts Proficiencies and grants for individual arts educators and school arts programs.

Arts Access SC (AASC). (formerly VSA SC) Provides children, youth and adults with disabilities quality arts experiences.

ABC Network. Consists of advocates and leaders from various entities (i.e., national, state, regional, and local) to discuss influences, innovations, and opportunities about best practices, research, and policies in arts in education. Includes 74 ABC Schools with sustained strategic plans which prioritize an arts-rich learning environment.

C. Quality of Project Personnel

WU is an equal opportunity, affirmative action employer and does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran status.

Project Director. Dr. Kim Wilson, Ed.D. in Teacher Leadership, is the CARE Project Director (PD) and Director of the ABC Project. Kim has over 20 years of experience in education and has worked with educators and schools in several states to understand arts integration as an approach to teaching and develop the capacity to independently design arts integrated curriculum. Her additional qualifications include experience managing staff; calculating and maintaining operational budgets; grant reporting; designing PDev; developing non-profit programs; and conducting qualitative research. In her role as PD of CARE, she will oversee and administer the project; hire and train the PM; chair the CARE Advisory Council; assist ACSD leadership and art educators in development, implementation, and revision of strategic plans; design or select PDev programs; and coordinate partner services and resources.

Program Manager. A PM will be hired for CARE and will be responsible for the coordination of all activities. The qualifications of the PM include: experience constructing, implementing, and sustaining a strategic plan; proven experience in educational practices and policies; must be familiar with national arts education organizations and state affiliates; must be able to develop and nurture networks; manage programs and all its components; facilitate consensus building and constructive meetings; must be able to problem solve creatively and offer solutions; expert communicator; and must have demonstrated ability to handle simultaneously multiple tasks, deadlines, and people. Responsibilities will include being the liaison between ACSD and the CARE Advisory Council, ABC Project, and WU; recruit Steering Committee members and potential partners for the ACSD Rural Network, facilitate the strategic planning process, and assist with its implementation, manage and report all CARE expenses, contract and secure logistics for residencies and PDev services; and train ACSD personnel to sustain practices beyond CARE.

D. Quality of the Management Plan

(1) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

The CARE Logic Model was based on decades of experience from ABC Schools and the needs of ACSD. The Management Plan (see Table 2) and its thoughtfully aligned five-year budget was designed to meet the three CARE objectives and outcomes. Components of CARE were informed by research as well as successful practices of ABC Schools, SCAC, SCDE, AASC, and REM Center. The Budget Narrative contains descriptions of all CARE costs.

Table 2. CARE Management Plan (10/01/2021-09/31/2026)		
Responsible KEY: PD (Kim Wilson); PM (Program Manager); CARE Advisory Council (CAC); SC (Steering Committee); ABC Network (ABC); REM Center (REM)		
Activities	Timeline	Responsible
Milestone 1: Establish the ACSD Rural Network and CARE Advisory Council and introduce CARE to ACSD art educators and staff		
Hire PM at Winthrop University	Y1/Q1	PD
Recruit CARE Advisory Council members	Y1/Q1-Q2	PD, PM
Host ACSD stakeholder information sessions to <ul style="list-style-type: none"> • Introduce CARE Project & logic model • Conduct asset-mapping for ACSD rural network partnership opportunities • Recruit stakeholders for Steering Committees 	Y1/Q2	PM, CAC

Provide initial PDev to ACSD educators and staff to introduce CARE and begin relationship building	Y1/Q2	PM, PD
Recruit and establish Steering Committees (seven members each) for each school (four)	Y1/Q3	PM, CAC
Create a catalog of ACSD Rural Network assets and contact leadership to determine resources, opportunities, and interest in participation	Y1/Q2-Q3	PM, CAC
Establish the ACSD Rural Network (five partnership organizations minimum)	Y1/Q4	PM, CAC
Milestone 2: Construct the 5-Year Arts Education Strategic Plans for 4 ACSD schools		
Conduct arts programs assessment	Y1/Q2	PM
Conduct a 4-day Strategic Planning Institute for all four ACSD Steering Committees to construct a unique preliminary Arts Education Strategic Plan	Y1/Q3-Q4	PM, SC, ABC
Steering Committees present strategic plan draft to school's faculty and staff for approval. Revise plan from suggestions	Y1/Q3-Q4	SC, ACSD
Present revised plans to ACSD School Board for approval	Y1/Q4	SC
Finalize all Arts Education Strategic Plans	Y1/Q4	SC
Milestone 3: Implement the Arts Education Strategic Plans		
Provide Professional Development		
See Table 1 on page 11-12 for detailed schedule	Y2 –5, Q1-4	Varies
Conduct Steering Committee Meetings		

<ul style="list-style-type: none"> • Monitor implementation of strategic plans 	Y1&2/ monthly	PM, SC
<ul style="list-style-type: none"> • Request, review and revise monthly spending targets 		
<ul style="list-style-type: none"> • Review indicators of success data for effectiveness according to assigned objective 	Y3&4/ bimonthly	
<ul style="list-style-type: none"> • Determine edits and/or course corrections 	Y5/quarterly	
Strategic Arts Investment Expenditures		
<ul style="list-style-type: none"> • Infrastructure needs based on arts programs assessment 	Y1/Q4- Y2/Q3	PM, SC
<ul style="list-style-type: none"> • Identified consumables and contracted services on plans 	Y2-5	PM, SC
Milestone 4: Evaluate the project		
Case study instruments will be identified and/or developed	Y1/Q2	CAC, REM
Baseline data for case study will be collected.	Y1/Q1-3	REM, ACSD
Longitudinal collection of qualitative and quantitative data	Y1/Q4- Y5/Q4	REM
Annual report on the impact on ACSD stakeholders and emerging practices	Y2-5/Q1	REM
Summative evaluation and report	Y5/Q4	REM
Milestone 5: Design and disseminate the Guidebook		
Present purpose, progress, results, and findings of CARE at various state and national conferences	Y2-5/ Q1-4	PM, CAC, REM, ACSD
Selection of potential CARE evidence (snippets, lesson plans, etc.) for Guidebook	Y3/Q1- Y5/Q1	CAC, REM

Work with graphic designer to draft Guidebook	Y5/Q1-2	CAC, REM, PM
Peer review of Guidebook. Revise Guidebook	Y5/Q3	CAC, REM
Publish/print Guidebook	Y5/Q4-	PM

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

CARE is designed to include frequent communication across various systematic levels. ACSD Steering Committees will meet regularly to ensure implementation of the arts education strategic plans; review indicators of success data and evaluate the data for effectiveness of specific actions to stated goals and objectives of the plans; and recommend revisions for future implementation (see Table 2). The CARE Advisory Council, which will meet monthly in Year 1 and scaffold back over time according to ACSD’s growth, will reflect and advise on the implementation of CARE and ACSD’s strategic plans. REM will provide monthly updates on data collection to present formative evaluation feedback or emerging findings, and to plan future data collection. As CARE is a living entity, it will adapt to emerging circumstances and act in real time to stay on task to achieve its goal.

(3) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

CARE is a convergence of well-established organizations or agencies, each with preexisting mechanisms for quality assurance. All project activities and contracted services will be reviewed for effectiveness and appropriateness by the CARE Advisory Council. ABC Project leadership will recommend and recruit exemplary practitioners from ABC Schools that best fit ACSD’s needs and sensibilities. External researchers will be contracted to conduct ethical data

collection and objective evaluation. An external designer will provide professional quality presentation materials for dissemination in a timely manner and in a variety of platforms (hard copy and web versions). The Guidebook will undergo peer review for validity, reliability, and professional accuracy before publication and dissemination after the project. Professional printing services will be contracted for expedient delivery of requested hard copies.

(4) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others as appropriate.

A Steering Committee will be established for each ACSD school. Steering Committees include at least one representative from the following stakeholders: administration, arts and non-arts educators, support staff, parents and children, and community members. The CARE PM will be responsible to recruit, train, and mentor all Steering Committee members.

E. Quality of the Project Evaluation

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The REM Center is an externally funded, independent unit housed in UofSC's College of Education. The REM Center's mission is to improve education policy and practice in the United States, the Southeast region, and across SC. The REM Center's sole function is to provide evaluation, research, and assessment services for educational programs, and it will conduct the evaluation of CARE and will be an embedded research partner. REM will utilize a mixed methods case study approach to evaluate progress toward the project goals, objectives, and outcomes, with the ACSD as the case study's unit of analysis. A case study approach employing

mixed methods will provide an appropriate methodology through which to capture the depth and nuance of CARE given its inherent complexity, its focus on grassroots consensus and capacity building, and its focus on systems-level change inside and outside of the school system (Plano Clark, 2018; Stake, 1995).

The in-depth research and evaluation of CARE case study is guided by the following aims: 1) to provide formative, ongoing, and actionable feedback to project leaders to inform continuous improvement; 2) to evaluate CARE's progress toward its intended goals, objectives, and outcomes including the project's ultimate impact on students, teachers, ACSD, and the Allendale community; and 3) to thoroughly document and develop an in-depth understanding of how, why, and under what circumstances CARE is successful among all stakeholders in order to develop a Guidebook for other rural communities, particularly those of persistent poverty. The study will maintain a lens focused on replicability, scalability, and transferability.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Performance Measures

GRPA 1. The number of grantees that attain or exceed the targets for a majority of the outcome indicators for their projects. *Project Target Outcomes*-Arts Education Strategic Plans and Steering Committees in ACSD schools; 80% of administrators, faculty and staff at each ACSD school will report increased collaboration; 80% of families and 80% of administrators, faculty, and staff at each ACSD school will report increased community involvement; 80% of administrators, faculty, and staff will utilize ABC Network or state partner resources. *Methods and Data*-Observational and archival data, surveys: student, teacher, family, and stakeholder

GPRA 2. The percentage of AAE participants (e.g., arts educators, principals, and other support staff) who complete 75% or more of the total hours of professional development offered. *Project*

*Target Outcomes-*80% of all ACSD educators to complete 75% or more of CARE PDev offered.

*Methods and Data-*Teacher surveys, observational and archival data

GPRA 3. The number of accessible, arts-based instructional materials that are developed. *Project*

*Target Outcomes-*Guidebook with supplemental documents (e.g., lesson plans), white papers, and conference presentations. *Methods and Data-*observational and archival data

(3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

The mixed methods case study evaluation of CARE will include both formative and summative components, aiming to provide actionable, improvement-oriented feedback to the project team regularly while carefully documenting progress toward outcomes. Most importantly, the evaluation will capture an in-depth portrait of CARE's efforts to assist a rural community of persistent poverty through the process of building capacity to support quality arts-rich learning that serves all students. The evaluators will use a wide variety of data collection methods including existing and customized survey scales, focus groups, interviews, observations (of meetings, trainings, and classrooms), examination of archival data, and other data collection methods. Following are the proposed data collection methods for the evaluation and research case study for CARE, organized into three categories – Community Development and Engagement, Influence on Instruction, and Influence on Student Development.

Community Development and Engagement. REM will conduct semi-structured focus groups lasting approximately one hour with the Steering Committee for each participating school in Years 1-4. The evaluation team will work with the PM to document contracted services and

community partnerships. REM will also collect data on the level of community engagement through an annual CARE Educator Survey and CARE Family Survey beginning in Year 2. Educators will participate annually in the Gallup Employee Engagement Poll to examine the extent of CARE's influence on employee engagement over time starting in Year 1. Families and educators will regularly participate in satisfaction and feedback surveys given following events, PDev opportunities, and engagements with community partners. Finally, archival data will be collected as part of the case study, including school-level steering committee rosters, meeting minutes and attendance records for family engagement events.

Influence on Instruction. The annual CARE Educator Survey will include teacher self-efficacy scales specifically focused on efficacy for incorporating creativity and integrating the arts in their classrooms. A purposeful sample of educators will participate in focus groups as part of evaluation site visits to the schools. Teachers will complete satisfaction surveys for the PDev they attend as part of CARE, and teacher attendance records for the PDev will also be examined. Growth in teachers' participation in leadership opportunities will be examined and tracked throughout the course of the project. Finally, REM will study teachers' use of data to inform their instruction in the arts through the resources of the South Carolina Arts Assessment Program (SCAAP), an online resource hub for arts assessment materials for teachers.

Influence on Student Development. Changes in students' soft skills over time will be examined through survey scales, rubrics, and assessment tools, many of which have demonstrated strong psychometric properties of reliability and validity. Potential measures may include the Torrance Test of Creative Thinking and the Profile of the South Carolina Graduate Competencies Rubric. Students will participate in the Gallup Student Poll annually beginning in Year 1. To measure student achievement in ELA and math for CARE, the REM Center will examine cohort-level

data in English Language Arts (ELA) and math for state and federal accountability reporting for grades 3-8. To directly understand the impact of CARE on students and their families, a purposeful sample of secondary students will participate in semi-structured focus groups during site visits. Site visits will also incorporate interviews with families of students with special needs and support services personnel who support those families. Finally, the mixed methods case study of CARE's influence on students will include the collection of archival materials, including attendance and discipline referral records, changes in school curriculum (schedules) and/or sponsored activities, and student participation in school-sponsored activities.

Using the data sources outlined above, the evaluation will use mixed methods software Dedoose to build a deeply contextualized, rich case study of how the capacity building process unfolds in the ACS D community. While building the case study, the evaluation will provide ongoing, formative feedback on lessons learned to inform the development of a user-friendly, evidence-based Guidebook to be used by rural communities around the country who are interested in building inclusive, high-quality community-embedded arts education programs and increasing equitable access to the arts. Through the above, REM will examine CARE's progress toward the project goal, objectives, and outcomes outlined on pages 4-7 of this proposal.

REM team members will partner closely with the CARE team through the duration of the project and will meet monthly to share updates on data collection, to present formative evaluation feedback or emerging findings, and to plan for future data collection. REM will work collaboratively with the CARE team to identify program components that should be documented and incorporated into the study. REM will compile analyses across all evaluation instruments into an annual evaluation report and will regularly share informal findings memos with the CARE team.

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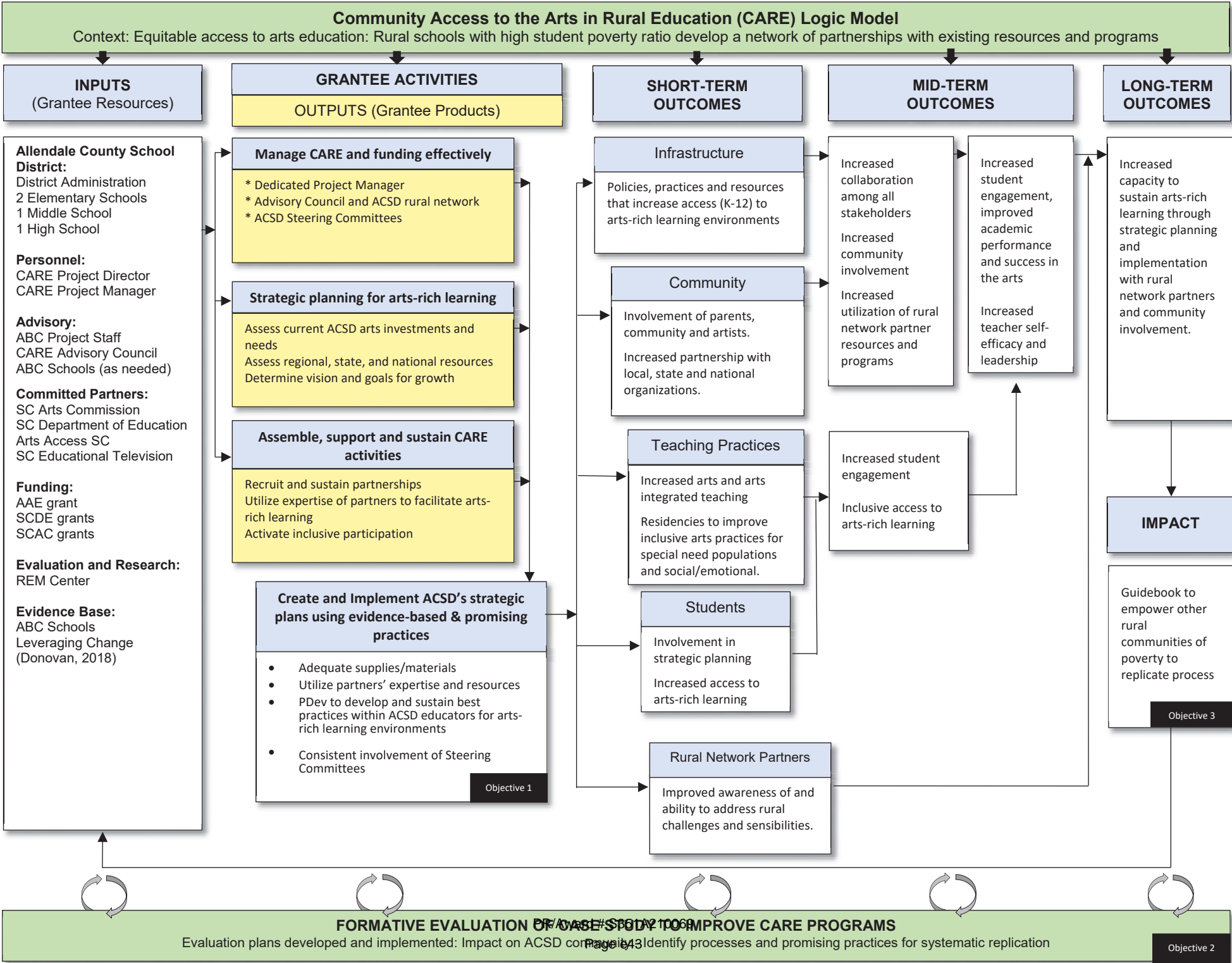
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Shuler, S. C. (2011). Music education for life: The three artistic processes—paths to lifelong 21st-century skills through music. *Music Educators Journal*, 97(4), 9-13.

Showalter, D., Hartman, S. L., Johnson, J., & Klein, B. (2019). Why Rural Matters 2018-2019: The Time Is Now. A Report of the Rural School and Community Trust. *Rural School and Community Trust*.

Bell, A. (2014). *Arts education in the south phase I: Public school data and principal's perspectives*. South Arts Research Publications.
<https://www.americansforthearts.org/sites/default/files/Arts%20Education%20in%20the%20South%20Phase%20I%20-%20Full%20Report.pdf>

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<https://ed.sc.gov/data/other/student-counts/active-student-headcounts/>

Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.

United States Department of Agriculture. (2020). Rural Poverty and Well-being.
<https://www.opportunityatlas.org/>

Yap, C.C., D'Amico, L. (2006). *Executive Summary of the Arts in Education Research Project: 2005-2006*. Report prepared by Office of Program Evaluation at the University of South Carolina.

Kim Wilson
2012 Arkansas Teacher of the Year



EDUCATION

Ed.D	Walden University Teacher Leadership <i>Dissertation: Teachers' Experiences with Creativity Fostering Professional Development and Its Influence on Their Sense of Self-efficacy.</i>	Winter 2019
M.F.A.	Kent State University , Kent, OH Ceramics	Spring 2001
M.A.T.	University of Arkansas at Monticello , Monticello, AR	Spring 2009
B.A.	Trinity College Craft/Art Entrepreneurship	Spring 1997
	Winthrop University Studio Art	Fall 1992

EDUCATION ADMINISTRATION EXPERIENCE

Director

- Arts in Basic Curriculum Project April 2019 -
- Oversee all operations of the ABC Project, including but not limited to, personnel and budget management, grant writing, and program development and dissemination. Directly responsible for sustaining and developing community partners, advocating for arts education policy and participating and leading in state and national arts education communities.

Field Services Specialist

- Arts in Basic Curriculum Project 2017 - 2019
- Assist in all programmatic operations of the ABC Project, including but not limited to, grant writing, programming professional development, strategic planning, developing community partners, and advocating for arts education policy.

Virtual Professional Learning Network Coordinator

- Arkansas A Plus, Arkansas 2014 - 2017
- Facilitate professional learning and support school-wide A+ implementation efforts through cloud-sharing technology, primarily Google Apps for Education.

Executive Director

- Sawtooth School of Visual Art, Winston-Salem, NC, 2003-05
- Responsible for daily operations, grant writing, programming oversight, fundraising and liaison to Board of Directors and community partners.

Director of Education,

- Pewabic Pottery, Detroit, MI, 2000-03
- Responsible for all Education Department programs, personnel, budget, and fundraising.
 - Developed and expanded educational programs with community partnerships with off-site adult classes and expand ceramics education programming to Detroit public schools.

TEACHING EXPERIENCE

K-12

A+ Fellow 2014-17
Arkansas A Plus

- Facilitate professional learning to teachers and whole-school faculty on variety of arts experiences, arts integration strategies, individual and team unit planning, and whole-school strategic planning.

Visual Art Teacher

Monticello High School (MHS) 2011-14

- Taught *Art I-IV* to 9th through 12th grade students.

Monticello Intermediate School (MIS) 2008-11

- Weekly instruction to 3rd through 5th grade students.

Noble & Albritton Elementary 2007-08

- Weekly instruction to K through 6th grade students.

Higher Education

Adjunct Instructor

Winthrop University 2019 -

- Integrated Arts*
 - An early childhood and elementary education course on nurturing creative thinking and implementing arts-integration as a teaching strategy.

University of Arkansas at Monticello (UAM), Monticello, AR 2006-2018

- Art Appreciation* 2006-2018
 - A general education course required for graduation.
 - Have taught face-to-face, online, and hybrid sections.
- Fine Arts Appreciation* 2015-2018
 - A unique course designed for K-6 Education majors to address both music and visual art appreciation through arts-integration teaching strategies.
- Ceramics I* Fall 2006

Community Education

Instructor

Shelburne Craft School, Shelburne, VT 1995 -98

Vermont Very Special Arts, Burlington, VT 1995 -98

Living/Learning Center, University of Vermont, Burlington, VT 1995 -98

Church Street Center, Burlington, VT 1995 -98

Frog Hollow, VT State Craft Center, Burlington, VT 1995 -98

AWARDS

Arkansas Teacher of the Year, Arkansas Department of Education 2012

Exemplary Educator Award, Very Special Arts 2011

GRANTS

Arts Teachers Summer Institutes, South Carolina Department of Education 2021

ARA+ Virtual Professional Learning Network, Walton Family Foundation 2014-17

Champion Creatively Alive Children Grant, 2011

National Association of Elementary School Principals and Crayola

Operational Support Grant, Winston-Salem/Forsyth County Arts Council 2005

Skillman Foundation Grant, Detroit, MI 2002

PROFESSIONAL SERVICE

Arts Schools Network <i>Board member</i>	2020-
South Carolina Arts Alliance <i>Board member, Ex-Officio</i>	2019-
Palmetto State Arts Education <i>Board member, Ex-Officio</i>	2019-
Americans for the Arts , State Pilot Policy Program (SP3), Arkansas <i>Steering Committee Member</i>	2015-17
Arkansas Leadership Academy , Teacher Leadership Institute, U of A <i>Table Coach</i>	2014-15
Arkansas Department of Education , State Board of Education <i>Non-voting Committee Member</i> <i>Addressing the Academic Achievement Gap Committee</i>	2012-13

PRESENTATIONS

Conferences

Arts Education Partnership

Alexandria, VA, September 2019

Transforming Equity: Student Engagement and Hop in SC Arts-Rich Schools,
Ashley Brown, SC Arts Commission Deputy Director (co-presenter)

Southern Oregon University Creativity Conference

Ashland, OR, July 2019

Teacher's Experiences and Its Influence on Their Self-efficacy to Foster Student Creativity

Mid-South Education Research Association Conference

Mobile, AL, November 2016

Teachers' Perceptions of Implementing the Arts into STEM,
Rachelle Miller, Assistant Professor, University of Central Arkansas (co-presenter)

ARTful Teaching Conference, University of Arkansas Center for Children and Youth

Winthrop Rockefeller Institute, Morrilton, AR

2016 *Classroom as Learning Studio*

2015 *Design Thinking for Educators*

2014 Keynote Speaker

National Art Education Association Conference, National Art Education Association

2013 *Connecting Educational Communities*

2012 *Clay Castles: An Integrated Curriculum Project*

Professional Development Workshops

University of Central Arkansas

Conway, AR, June 2016

- Contracted to provide individualized mentorship to Gifted and Talented certification students on ways to transform opportunities and ideas within prewritten STEM lessons into STEAM arts-integration.

Southeast Arkansas Educational Service Cooperative

Monticello, AR

- 2014 *Arts Integration for the Arts Specialist*
- 2012 *Project Based Learning*
- 2011 *Math and Movement*

Great Rivers Educational Service Cooperative

Forrest City, AR, June 2012

Project Based Learning

PUBLICATIONS

Online

The Dive; The Nitty Gritty of Creativity, SC Arts Alliance

Fall 2018

Teaching Creativity

<https://soundcloud.com/user-663668135/teaching-creativity-kim-wilson>

Pearson, New York, NY

Fall 2012

Five Things I've Learned

<http://www.thefivethings.org/ar-kim-wilson/>

ADDITIONAL TRAINING

Acting Right, Bentonville, AR

August 2014

- Three-day workshop with Kennedy Center Artist Sean Layne as part of ARTful Teacher program.

National Teachers of the Year Conferences

2011-12

- A three-part series to help develop message, impact Teacher Leadership and educational change, and understand emerging trends in education.

Math and Movement, Bentonville, AR

2009-10

- Professional development project spanning three months, featuring Kennedy Center Teaching Artist Randy Barron.

BIBLIOGRAPHY

Jacobson, Linda. (2019, Sept 12). Arts Educators cite needs for more research on academic benefits. *Education Dive*, September 12, 2019. Retrieved from: https://www.educationdive.com/news/arts-educators-cite-needs-for-more-research-on-academic-benefits/562714/?fbclid=IwAR300mK-DuFNfhXajM41J15v1mWSdmVs5esWOF70sDd1r7r6ZmqGPGlg_tA

Brewer, J. (2012) Best in the State, *UAM Alumni Magazine*, Spring 2012

Golden, R. (2012) Kimberly Wilson: Arkansas Teacher of the Year Award Winner, *Number*, January 2012

Daniels, A. Obama Recognizes Monticello Teacher, *Arkansas Democrat Gazette*, April 25, 2012

Winthrop Alumni E-Newsletter: <http://www.winthrop.edu/mwe/default.aspx?id=21391>, January 2012


American Craft (2003) Wilson Named Executive Director, *American Craft*, Nov/Dec 2003

Gose, B. (1997) A Crafts Program Teaches Students the Fine Art of Making a Living, *Chronicle of Higher Education*, February, 7, 1997

CURRICULUM VITAE

Ashlee A. Lewis, Ph.D.

Research Associate Professor
Research, Evaluation, and Measurement Center
University of South Carolina
Columbia, SC 29208



EDUCATION

Doctor of Philosophy, Foundations of Education

University of South Carolina, Columbia, South Carolina, 2013

Dissertation Title: *Understanding International Graduate Students' Experiences with Race, Racial Identity, and Racialization at Home and in the United States: A Comparative Case Study*

Master of Education, Educational Research

University of South Carolina, Columbia, South Carolina, 2008

Bachelor of Arts, Music (Concentration in Voice)

Columbia College, Columbia, South Carolina, 2003

POSITIONS HELD

Research Associate Professor, Research, Evaluation, and Measurement (REM) Center, University of South Carolina, April 2020 – present. (Affiliated faculty member, Department of Educational Studies)

Research Assistant Professor, Research, Evaluation, and Measurement (REM) Center, University of South Carolina, August 2014 – April 2020. (Affiliated faculty member, Department of Educational Studies)

Senior Research Associate (Postdoctoral Fellow), Office of Program Evaluation (now REM Center), University of South Carolina, August 2013 – August 2014

Graduate Research Assistant, Office of Program Evaluation, University of South Carolina, Columbia, SC, January 2006 – August 2013

Assessment Consultant for Higher Education Accreditation, Office of Assessment, Savannah College of Art and Design, Savannah, GA, July 2010 – September 2010

Graduate Assistant, Sexual Trauma Services, Columbia, SC, August 2005 – December 2005

PUBLICATIONS: Journal Articles, Book Chapters, and Proceedings

Skeen, N.S., **Lewis, A.A.**, Van Buren, C., & Hodges, T.E. (2020). Helping hands for new teachers: Induction program builds a bridge between university and classroom. *The Learning Professional*, 41(6), 28-32.

Fan, X., Jiang, N., & **Lewis, A.A.** (2020). Factors associated with fourth graders' music achievement assessed by SCAAP. *International Journal of Music Education*, 381(4), 644-656. <https://doi.org/10.1177/0255761420926664>

Bryan, M. & **Lewis, A.A.** (2019). Culturally Responsive Evaluation as a Form of Critical Qualitative Inquiry. In G.W. Noblit (Ed.) *Oxford Research Encyclopedia of Education*. Oxford, UK: Oxford University Press. doi: 10.1093/acrefore/9780190264093.013.545

Lewis, A., Burgess, Y. & Fan, X. (2019). The South Carolina Arts Assessment Program. In T. Brophy & J. Longtin (Eds.) *The Oxford Handbook of Assessment Policy and Practice in Music Education*. Oxford, UK: Oxford University Press.

Lewis, A. (2016). Making meaning of race and racialization in the lives of five international graduate students. In K. Bista & C. Foster (Eds.), *International Student Mobility, Services, and Policy in Higher Education* (pp. 59-80). Hershey, PA: IGI Global.

Lewis, A. (2013). Detracking. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: SAGE Publications.

Lewis, A. (2013). South Carolina. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: SAGE Publications.

Jay, M., Wilson, B., **Lewis, A.** & Wills, L. (2012). Exploring 'race talk' in the education classroom: Doctoral student reflections. *Journal of Diversity in Higher Education*, 5(3), 123-137.

**PUBLICATIONS: Evaluation Reports and Technical Papers
(at REM Center, University of South Carolina)**

Lewis, A.A., Coleman, D.R., DeShong, J., Zhang, X., Zheng, J., & Rogers, B. (2020). *Carolina Family Engagement Center (CFEC) Year 2 Evaluation Report (2019-2020)* (and corresponding 3-pager).

Lewis, A.A. & Montpeirous, B. (2020). *Apple Core Initiative: Evaluation Report for 2019-2020* (and corresponding 2-pager). Report prepared for the College of Education's Office of Diversity, Equity, and Inclusion.

Lewis, A.A. & Jiang, N. (2020). *South Carolina Arts Program Survey Report (2019-2020)*. Report prepared for the Arts in Basic Curriculum Project at Winthrop University.

Montpeirous, B. & **Lewis, A.A.** (2020). *Carolina Teacher Induction Program (CarolinaTIP) Evaluation Report for 2019-2020* (and corresponding appendices and 3-pager).

Lewis, A.A. & Rogers, B.D. (2020). *North Inlet Winyah Bay Reserve Needs Assessment Survey Report (2020)*. Report prepared for North Inlet Winyah Bay National Estuarine Research Reserve.

Lewis, A.A., Zhang, X., & Jiang, N. (2020). *South Carolina Arts Assessment Program School Report Cards*. (Individual report cards created for 13 schools).

Lewis, A.A. (2019). *Apple Core Initiative: Year 1 Outcomes and Highlights*. (Report prepared for the Office of Diversity, Equity, and Inclusion).

Montpeirous, B., **Lewis, A.A.**, Deaton, J., Rogers, B. (2019). *Carolina Teacher Induction Program (CarolinaTIP) Evaluation Report for 2018-2019* (and corresponding 3-pager).

Coleman, D., **Lewis, A.A.**, & Maharaj, A. (2019). *Carolina Family Engagement Center Partner Questionnaire Summary*.

Lewis, A.A., Zhang, X., & Jiang, N. (2019). *South Carolina Arts Assessment Program School Report Cards*. (Individual report cards created for 23 schools).

Zhang, X., & **Lewis, A.A.** (2019). *South Carolina Arts Assessment Program Annual Results Overview 2018-2019*. Submitted to the SC Department of Education.

Lewis, A.A., Zhang, X., & Jiang, N. (2019). *South Carolina Arts Assessment Program: Arts Program Survey Pilot Preliminary Results*.

Lewis, A.A., Montpeirous, B., & Deaton, J. (2018). *Carolina Teacher Induction Program (CarolinaTIP) Evaluation Report for 2017-2018* (and corresponding 3-pager).

Lewis, A.A. & Nelson, B. (2018). *Preliminary Evaluation Data Report Memo for CarolinaTIP* (Report prepared for the South Carolina Legislature).

Lewis, A.A., Zhang, X., & Jiang, N. (2018). *South Carolina Arts Assessment Program School Report Cards*. (Individual report cards created for 25 schools).

Zhang, X., & **Lewis, A.A.** (2018). *South Carolina Arts Assessment Program Annual Results Report 2017-2018*.

Maharaj, A. & **Lewis, A.A.** (2018). *Site Visit Reports for the State Systemic Improvement Plan*. (total of 10 school site visit reports during 2018 and January and February of 2019).

Maharaj, A. Coleman, D., Deaton, J., Dickenson, T., **Lewis, A.A.**, Nelson, B., Olejarczyk, & Pompey, K. (2018). *Evaluation of South Carolina's State Systemic Improvement Plan: Report for Implementation Year 2 (2017-2018)*.

Dickenson, T., Shepard, C., **Lewis, A.A.**, Olejarczyk, J., Coleman, D., Rogers, B., Burgess, Y., Deaton, J. & Zheng, J. (2018). *Evaluation of the Carolina Consortium for Enterprise Learning Project: Year 4 Report*.

Lewis, A.A., Zhang, X., & Jiang, N. (2017). *South Carolina Arts Assessment Program Annual Results Report 2016-2017*.

Lewis, A. & Nelson, B. (2017). *CarolinaTIP Fall 2017 Self-Efficacy, Job Satisfaction, and Job Stress Survey: Baseline Results for Exploratory Cohort*.

Lewis, A. & members of the evaluation team from the REM Center. *Site Visit Reports for the Carolina Consortium for Enterprise Learning*. (total of 17 school site visit reports during 2016 and 2017).

Maharaj, A., Coleman, C., McMillin, L., Dickenson, T., **Lewis, A.**, & Nelson, B. (2017). *Evaluation of South Carolina's State Systemic Improvement Plan: Report for Implementation Year 1 (2016-2017)*.

Lewis, A. & Jiang, N. (2017). *Math Science Partnership SBII Project Goal 2: Annual Results Report 2016-2017*.

Lewis, A., Rogers, B., & Jiang, N. (2017). *SBII: Professional Development Survey Report: Summer 2017*.

Lewis, A. & Rogers, B. (2016). *Science Teaching Enhancement Project (STEP) Annual Evaluation Report: Year 3*.

Lewis, A., Zhang, X., Jiang, N., & Fan, X., Smith, W. & Burgess, Y. (2016). *South Carolina Arts Assessment Program 2016: Technical Report Prepared for the South Carolina Department of Education*.

Lewis, A. & members of the evaluation team from the Office of Program Evaluation (2016). *Comprehensive Three-Year Evaluation Report: Science Teaching Enhancement Project (STEP) Annual Evaluation Report*.

Lewis, A., Zhang, X., Burgess, Y., Jiang, N., Fan, X., & Habing, B. (2015). *South Carolina Arts Assessment Program 2015: Technical Report Prepared for the South Carolina Department of Education*.

Lewis, A. Jiang, N., Burgess, Y., Zhang, X., Fan, X., Moon, A., & Blue, G. (2015). *Science Teaching Enhancement Project (STEP) Annual Evaluation Report: Year 2*.

Dickenson, T., Ranade, N., **Lewis, A.**, Blue, G., Burgess, Y., Rogers, B., Niati, B., & Coleman, D.R. (2015). *Evaluation of the SC Gateways Project: Year 5 Report*.

Lewis, A. Blue, G., Burgess, Y., Fan, X., Jiang, N., & Zhang, X. (2014). *Science Teaching Enhancement Project (STEP) Annual Evaluation Report: Year 1*.

Lewis, A., Zhang, X., Lee, H., Habing, B. Bailey, J. & Jiang, N. (2014). *South Carolina Arts Assessment Program 2014: Technical Report Prepared for the South Carolina Department of Education.*

Dickenson, T., **Lewis, A.**, Eagle, M.P., Bailey, J., Zhang, X., Fan, X., Rogers, B., and Grohn, H.B. (2014). *Evaluation of the SC Gateways Project: Year 4 Report.*

Lewis, A., Zhang, X., Burgess, Y., Paul, K.A., Tison, J., & May, J. (2013). *Evaluation of Reading, Writing, and Reasoning in American History: Final Evaluation Report for a Teaching American History Project of District Five of Lexington and Richland Counties:*

Zhang, X., **Lewis, A.**, Smiley, W., Burgess, Y. & Dickenson, T. (2013). *South Carolina Arts Assessment Program 2013: Technical Report Prepared for the South Carolina Department of Education.*

Paul, K.A., **Lewis, A.**, Zhang, X., Dickenson, T., Zhu, M., Burgess, Y. (2012). *South Carolina Arts Assessment Program 2012: Technical Report Prepared for the South Carolina Department of Education.*

Paul, K.A., **Lewis, A.**, McMillian, M.M., Tison, J, Zhang, X. & Burgess, Y. (2012). *Evaluation of Reading, Writing, and Reasoning in American History: Year 4 - A Teaching American History Project of District Five of Lexington and Richland Counties.*

Paul, K.A., Bryan, M.L., Tison, J., Zhang, X., **Lewis, A.** & Sirbu, C. (2012). *Williamsburg School District, A Story to Tell: Teaching America's Past for America's Future: Teaching American History Project Evaluation Report 2011-2012.*

Paul, K.A., Bryan, M.L., Tison, J., Zhang, X., **Lewis, A.** & Sirbu, C. (2012). *Florence County School District: Reading, Writing, and Speaking about American History: Teaching American History Project Evaluation Report 2011-2012.*

Paul, K.A., **Lewis, A.**, Zhu, M., Tison, J., Zhang, X. & Hansen, A. (2012). *Evaluation of Reading, Writing, and Reasoning in American History: Year 3 - A Teaching American History Project of District Five of Lexington and Richland Counties.*

Paul, K.A., Zhu, M., Tison, J., Zhang, X., Chubarayan, A., **Lewis, A.**, Hanson, A., & May, J. (2011). *Evaluation of Reading, Writing, and Reasoning in American History: Year 3 – Preliminary Results A Teaching American History Project of District Five of Lexington and Richland Counties.*

Paul, K.A., Zhang, X., & **Lewis, A.** (2011). *Lexington/Richland District 5 Teaching American History Project - Course Evaluation Report of History R754: The Rise of Industrialism Using Economic Concepts to Teach U.S. History.*

Paul, K.A., **Lewis, A.**, Zhu, M., Zhang, X., Burgess, Y. Tison, J. (2011). *South Carolina Arts Assessment Program 2011: Technical Report Prepared for the South Carolina Department of*

Education.

Petrulis, R., Zhu, M. & **Lewis, A.** (2010). *Technical Documentation for the South Carolina Arts Assessment Program (SCAAP): Entry-Level Music & Visual Arts Assessment 2010.*

Petrulis, R., **Lewis, A.**, Zhu, M., & Zhang, X. (2010). *Center for Ocean Science Education Excellence Southeast Evaluation Report (2009-2010).*

Petrulis, R., Zhu M., **Lewis, A.** & Rauh, J. (2009). *Centers for Ocean Science Education Excellence – Southeast, 2009 Summer Workshop Report.*

Petrulis, R., Zhu, M., Zhang, X., & **Lewis, A.** (2009). *Technical Documentation for the South Carolina Arts Assessment Program (SCAAP): Entry-Level Music & Visual Arts Assessment 2009.*

D’Amico, L., **Lewis, A.**, Yap, C.C., & Hardee, S. (2009). *Three Year Report: Evaluation of a Professional Development Program in Classroom Assessment: 2005-2008.*

Seaman, M., Yap, C.C., **Lewis, A.**, & Morgan, G. (2008). *Centers for Ocean Sciences Education Excellence (COSEE) Network Evaluation Report 2006-2007: Addressing the COSEE Blueprint.*

Seaman, M., Yap, C.C., **Lewis, A.**, & Morgan, G. (2008). *Centers for Ocean Sciences Education Excellence (COSEE): Final Central Coordinating Office Evaluation Report: 2004-2007.*

Pearsall, T., **Lewis, A.**, Zhu, M., Ou Yang, P. & Yap, C.C. (2008). *Participation Report for the South Carolina Arts Assessment Program (SCAAP): Music and Visual Arts 4th Grade Assessments for the Distinguished Arts Program (DAP) Schools and Districts 2008.*

Yap, C.C., Zhu, M., **Lewis, A.**, & Pearsall, T. (2008). *Technical Documentation for the South Carolina Arts Assessment Program (SCAAP): Entry-Level Music & Visual Arts Assessment 2008.*

Yap, C.C., Zhu, M., **Lewis, A.**, & Pearsall, T. (2008). *Technical Documentation for the South Carolina Arts Assessment Program (SCAAP): Entry-Level Dance & Theatre Assessment 2008.*

Yap, C.C., Zhu, M., **Lewis, A.**, & Pearsall, T. (2008). *Technical Documentation for the South Carolina Arts Assessment Program (SCAAP): Middle-Level Music & Visual Arts Assessment Field Test 2008.*

Seaman, M., Yap, C.C., & **Lewis, A.** (2007). *Coordination of the Centers for Ocean Sciences Education Excellence (COSEE): Principal Investigator Survey Report 2006-2007.*

Yap, C.C., Pearsall, T., Morgan, G., Wu, M., Maganda, F. Gilmore, J., **Lewis, A.**, Halladay, K. & D’Amico, L. (2007). *Evaluation of a Professional Development Program in Classroom Assessment: 2006-2007.*

Yap, C.C., Wu, M., Halladay, K., Pearsall, T., and **Lewis, A.** (2007). *Participation and Results Report of the South Carolina Arts Assessment Program (SCAAP): Dance & Theatre Entry-Level Assessments for the 2007 Field Test.*

Seaman, M., Yap, C.C., Xiong, Y., & **Lewis, A.** (2006). *Coordination of the Centers for Ocean Sciences Education Excellence (COSEE): Network Evaluation Report 2005-2006.*

Seaman, M., **Lewis, A.**, & Yap, C.C. (2006). *Coordination of the Centers for Ocean Sciences Education Excellence (COSEE): Principal Investigator Survey Report 2005-2006.*

CONFERENCE PAPERS

Refereed Presentations at Professional Meetings

Lewis, A.A., Deaton, J., Montpeirous, B., & Skeen, N. (2020, October). *Dilemmas, Tensions, and Opportunities in the Evaluation of a Teacher Induction Program at a University-based Evaluation Center.* Presented at the annual meeting of the American Evaluation Association (virtual).

Dickenson, T., Maharaj, A., & **Lewis, A.A.** (2020, February). *Relationship Between Implementation and Reading Achievement for Schools Implementing a Multi-Tiered System of Supports Framework.* Presented at the annual meeting of the South Carolina Educators for the Practical Use of Research in Columbia, SC.

Lewis, A.A. & Jiang, N. (2019, November). *The Landscape of Arts Education Programs in South Carolina.* Presented at the annual meeting of the South Carolina Arts Educators Association in Greenville, SC.

Montpeirous, B., **Lewis, A.A.**, & Skeen, N. (2019, November). *Balancing Evaluator & Program Development Roles in the Evaluation of a Teacher Induction Program.* Presented at the annual meeting of the American Evaluation Association in Minneapolis, MN.

Pompey, K., Jiang, N., Burgess, Y., **Lewis, A.A.**, & Dou, J. (2019, April). *Differential Item Functioning Analysis of a State-wide Visual Arts Assessment Using a Two-stage Procedure.* Presented at the annual meeting of the American Educational Research Association in Toronto.

Bryan, M.L. & **Lewis, A.A.** (2019, March). *Conducting Culturally Responsive Evaluation with a Critical Race Lens: Implications for Theory and Practice.* Presented at the UofSC College of Education Spark Talks.

Jiang, N., Rogers, B.D., Hu, X., & **Lewis, A.A.** (2019, March). *School-level Factors Impacting Arts Achievement for Fourth Graders: A Longitudinal Analysis.* Presented at the annual meeting of the South Carolina Educators for the Practical Use of Research in Columbia, SC.

Pompey, K., Jiang, N., Burgess, Y., **Lewis, A.A.** (2019, March). *Differential Item Functioning Analysis in a State-wide Visual Arts Assessment Using Item-focused Rasch Methodology.*

Presented at the annual meeting of the South Carolina Educators for the Practical Use of Research in Columbia, SC.

Lewis, A.A. (2019, February). *Re-envisioning and Re-aligning the South Carolina Arts Assessment Program*. Presented at the annual meeting of the South Carolina Music Educators Association in Columbia, SC.

Skeen, N., Turner, T., **Lewis, A.A.**, & Montpeirous, B. (2019, February). *Creating a Collective Response to Issues Surrounding the Teacher Shortage and New Accreditation Standards through a University-based Induction Program*. Presented at the annual meeting of the American Association of Colleges of Teacher Education in Louisville, KY.

Lewis, A.A., Shepard, C., Rogers, B., & Coleman, D. (2018, November). *Stakeholder Involvement in Evaluation Planning*. Presented as part of a REM Center-led symposium session at the annual meeting of the American Evaluation Association in Cleveland, Ohio.

Lewis, A.A. & Leighton, L. (2018, November). *Re-aligning a Statewide Assessment with New Standards*. Presented at the annual meeting of the American Evaluation Association in Cleveland, Ohio.

Lewis, A.A. & Bryan, M.J. (2018, November). *Bridging Culturally Responsive and Critical Race Evaluation Approaches*. Presented at the annual meeting of the American Evaluation Association in Cleveland, Ohio.

Wragg, R., Brisbon, L., & **Lewis, A.A.** (2018, October). *Dispelling the Myths: Digging in with Teacher and Student Data for CAEP Accreditation*. Presented at the annual meeting of the South Carolina Association of Teacher Educators in Conway, South Carolina.

McMillin, L.E., Maharaj, A., **Lewis, A.A.**, Coleman, D., Nelson, B., & Dickenson, T. (April, 2018). *Exploring Family Engagement Across Stakeholders in a State Initiative to Improve Early Literacy*. Presented at the annual meeting of the American Educational Research Association in New York, New York.

Leighton, E., Johnson, R.L., Sebok-Syer, S.S., **Lewis, A.A.**, & Wolfe, E. (April, 2018). *Rater Cognition in Teachers: Applying the Rater Cognition Model in a Large-Scale Assessment System*. Presented at the annual meeting of the American Educational Research Association in New York, New York.

Martin, C.L., Shepard, C., **Lewis, A.A.**, & Dickenson, T. (April, 2018). *Examining Students' Perspectives in the Context of Enterprise Learning: What do Students' Perceptions Reveal about their Learning Environment?* Presented at the annual meeting of the American Educational Research Association in New York, New York.

Dickenson, T., **Lewis, A.A.**, Coleman, D., Shepard, C., & Rogers, B. (March, 2018). *Engaging Stakeholders in Program Evaluation: Illustrations using Multiple Data Collection Methods (Symposium Session)*. Presented at the annual meeting of the South Carolina Educators for the Practical Use of Research in Columbia, SC.

Maharaj, A., **Lewis, A.A.**, McMillin, L., Coleman, D.R., Nelson, B., & Dickenson, T. (March, 2018). *Best Practices for Sharing Data with Stakeholders to Improve Implementation: Case Example from SC-SSIP*. Presented at the annual meeting of the South Carolina Educators for the Practical Use of Research in Columbia, SC.

Burgess, Y., **Lewis, A.**, Jiang, G. (November, 2017). *Increasing Stakeholder Use of Assessment Data through Improved Reporting*. Presented at the annual meeting of the American Evaluation Association in Washington, D.C.

Rogers, B., Coleman, D., **Lewis, A.** & Shepard, C. (November, 2017). *Gaining Insight into Programs through a Formative Approach to Site Visits*. Presented at the annual meeting of the American Evaluation Association in Washington, D.C.

Leighton, E., Fan, X., Jiang, N. & **Lewis, A.** (2017, April). *Using Item Response Theory to Investigate Assessment Quality in a Large-Scale Music Assessment Program*. Presented at the Sixth International Symposium on Assessment in Music Education in Birmingham, United Kingdom.

Williams, D., Ranade, N., **Lewis, A.**, Dickenson, T. & Coleman, D. (2017, April). *Professional Development for Instructional Coaches: Recommendations Based on the Evaluation of Two Coaching Initiatives*. Paper presented at the annual meeting of the American Educational Research Association in San Antonio, TX.

Lewis, A., Ranade, N., Burgess, Y. & Manic, M. (2016, October). *Understanding Programs through Evaluation Site Visits*. Paper presented at the annual meeting of the American Evaluation Association in Atlanta, GA.

Fan, X., **Lewis, A.**, & Moon, A. (2016, October). *Examining the Scoring Procedures of Performance Tasks across a Variety of Content Areas and Rubrics*. Paper presented at the annual meeting of the American Evaluation Association in Atlanta, GA.

Zhu, M., **Lewis, A.**, Meng, Y. (2016, April). *Does Arts Integration Make a Difference?* Paper presented at the annual meeting of the American Educational Research Association in Washington, D.C.

Ranade, N., **Lewis, A.** & Dickenson, T. (2016, February). *“Let’s not Build the Plan as We Learn to Fly It!”: Lessons Learned from Instructional Coaches Participating in Three Federally-Funded Educational Programs*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Fan, X., **Lewis, A.**, Guo, X. & Moon, A. (2016, February). *Using HLM to Explore the Factors that Impact Fourth Graders’ Music Achievement*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Dickenson, T., Coleman, D., Monrad, D., Leighton, E., **Lewis, A.** & Ranade, N. (2016, February). *Implementation Research and Applications in Program Evaluation*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Burgess, Y., Ene, M., Leighton, E., **Lewis, A.**, Zhang, X., Fan, X., & Jiang, N. (2016, February). *Examination of Item Quality in a Statewide Music Assessment Program Using Rasch Methodology*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Lewis, A., Dickenson, T., Monrad, D., Ene, M., Zhang, X., Guo, X., Prince, G., Burgess, Y., & Leighton, E. (2015, February). *A Team-based Approach to Qualitative Analysis for Program Evaluation*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Burgess, Y., **Lewis, A.**, Zhang, X., Fan, X. & Jiang, N. (2015, February). *Validity and Reliability: An Arts Assessment story*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Lewis, A., & Zhang, X. (2015, February). *The Assessment Cycle: Using Data to Continually Improve and Report Results for a Statewide Music Assessment*. Presented at the Fifth International Symposium on Assessment in Music Education in Williamsburg, VA.

Dickenson, T., **Lewis, A.**, & Payne, J. (2014, October). *Dealing with project change: an evaluator's perspective. SC Gateways project: Improving outcomes for students with disabilities from cradle to career*. Presented at the annual project directors meeting of the State Personnel Development Grant in Washington, DC.

Bryan, M. **Lewis, A.**, & Bell, B. (2014, October). *Enacting equity and justice in evaluation. Ethical challenges from the field: Ethical challenges from the field*. Paper presented at the biennial meeting of the European Evaluation Society in Dublin, Ireland.

Lewis, A. (2014, April). *In Black and White: Race and Meaning in the Lives of Five International Graduate Students*. Paper presented at the annual meeting of the American Educational Research Association in Philadelphia, Pennsylvania.

Lewis, A., Zhang, X., Kennerly, M., LaRosa, D., and Dawkins, S. (2014, February). *Fostering Engaged Participation: A Professional Development Case Study*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Johnson, R., Zhu, M., **Lewis, A.**, & Dickenson, T. (2013, October). *The Quality of Augmented Scores in the Rating of Performance Tasks*. Paper presented at the annual meeting of the American Evaluation Association in Washington, D.C.

Lewis, A. (2013, April). *International Students' Experiences with Race and Social Class at Home and in the United States*. Paper presented at the annual meeting of the American Educational Research Association in San Francisco, California.

Lewis, A. (2013, January). *Traversing the Terrain of Race, Nationality, and Social Class in England and the United States: A Case Study of an International Graduate Student's Experiences*. Paper presented at the annual meeting of the Southeastern Association for Educational Studies in Chapel Hill, North Carolina.

Lewis, A. (2012, November). *Understanding International Graduate Students' Experiences with Race, Racial Identity, and Racialization in the United States*. Paper presented at the annual meeting of the American Educational Studies Association in Seattle, Washington.

Wills, L.E., **Lewis, A.**, Wilson, B.S., & Bryan, M.L. (2012, November). *Critical Conversations about Race in Education: Doctoral Student and Faculty Reflections*. Paper presented at the annual meeting of the American Educational Studies Association in Seattle, Washington.

Lewis, A. (2012, October). *Feeling the Presence of the Past: Teachers Engaging with Civil Rights History through Testimonial Narrative and Personal Experience*. Paper presented at the annual meeting of the American Evaluation Association in Minneapolis, Minnesota.

Johnson, R.L., Zhu, M., Loudermilk, B., **Lewis, A.**, & Zhang, X. (2012, April). *The Use of Visual Representations of Scoring Bias in Rater Training*. Paper presented at the annual meeting of the American Educational Research Association in Vancouver, British Columbia.

Paul, K.A., **Lewis, A.**, Zhang, X., & Zhu, M. (2012, February). *Teachers Drawing Meaning from Data Displays on a Statewide Assessment in the Arts*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Paul, K.A., **Lewis, A.**, Zhu, M., & Zhang, X. (2011, November). *But What Does this Tell Me?: Teachers Drawing Meaning from Data Displays*. Paper presented at the annual meeting of the American Evaluation Association in Anaheim, California.

Johnson, R., Zhu, M., Loudermilk, B., Zhang, X., & **Lewis, A.** (2011, November). *The Use of Visual Representations of Scoring Bias in Rater Training*. Paper presented at the annual meeting of the American Evaluation Association in Anaheim, California.

Lewis, A., Wilson, B. & Zhu, M. (2011, February). *Making the Case for Cultural Relevance in Arts Education*. Paper presented at the annual meeting of the Southeastern Association for Educational Studies in Chapel Hill, North Carolina.

Jay, M., Wills, L., Wilson, B. & **Lewis, A.** (2011, February). *Critical Conversations about Race in Education: Doctoral Students Reflect on Silences, Silencing, and the Role of Faculty*. Paper presented at the annual meeting of the Southeastern Association for Educational Studies in Chapel Hill, North Carolina.

Johnson, R., Zhu, M., Loudermilk, B., **Lewis, A.** & Zhang, X. (2011, February). *The Use of Visual Representations of Scoring Bias in Rater Training*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Lewis, A., Zhu, M. & Zhang, X. (2010, November). *The Impact of Releasing Rubrics on Performance Assessment Scores*. Paper presented at the annual meeting of the American Evaluation Association in San Antonio, Texas.

Lewis, A., Wills, L., Wilson, B. & Jay, M. (2010, May). *Classroom Opportunities for Critical Conversations about Race in Education: Doctoral Student Reflections*. Paper presented at the annual meeting of the Critical Race Studies in Education Conference in Salt Lake City, Utah.

Wills, L.E., **Lewis, A.,** Wilson, B., Earick, M.E., Packer, C.L., & Jay, M. (2010, April). *Roadblocks, Detours, and Thruways: Doctoral Student Reflections on Classroom Opportunities for Critical Conversations about Race*. Paper presented at the annual meeting of the American Educational Research Association in Denver, Colorado.

Lewis, A., Wills, L.E., Wilson, B., Packer, C.L., Earick, M.E. & Jay, M. (2010, April). *Tools for the Journey: How Classroom Opportunities to Talk About Race Lead to Personal/Professional Growth*. Paper presented at the annual meeting of the American Educational Research Association in Denver, Colorado.

Zhu, M., **Lewis, A.,** Pearsall, T., Yap, C.C., Johnson, R., Zhang, X. (2010, April). *Impact of Cognitive Complexity on Rater Accuracy in a Music Performance Assessment*. Paper presented at the annual meeting of the American Educational Research Association in Denver, Colorado.

Zhu, M., **Lewis, A.,** Pearsall, T., Yap, C.C., Johnson, R., Zhang, X. (2010, February). *Wait, what was I Doing? Investigating the Impact of Distraction during Rating in a Music Performance Assessment*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Morgan, G. & **Lewis, A.** (2010, February). *Mixing it Up: Incorporating Quantitative and Qualitative Approaches to Investigate Arts Integration Efforts*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Lewis, A. & Pearsall, T. (2009, November). *Understanding How Teachers Approach Arts Infusion/Integration*. Paper presented at the annual meeting of the American Evaluation Association in Orlando, Florida.

Zhu, M., **Lewis, A.,** & Pearsall, T. (2009, April). *Gender Differences on a Language-Related Theatre Performance Assessment*. Paper presented at the annual meeting of the American Educational Research Association in San Diego, California.

Zhu, M., **Lewis, A.,** & Pearsall, T. (2009, February). *Impact of Gender on a Language-Related Theatre Performance Assessment*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Cleveland, D. & **Lewis, A.** (2008, November). *In Search of White Allies: Exploring the Personal and Professional Importance of the Quest for the Likeminded*. Symposium panelist at the annual meeting of the American Educational Studies Association in Savannah, Georgia.

Pearsall, T., Halladay, K., **Lewis, A.**, & Yap, C.C. (2008, November). *Examining Arts Educators Use of Arts Assessment Results*. Paper presented at the annual meeting of the American Evaluation Association in Denver, Colorado.

Halladay, K., Yap, C.C., **Lewis, A.** & Zhu, M. (2008, April). *Impact of Rater Accuracy on Performance Task Scores*. Paper presented at the annual meeting of the American Educational Research Association in New York, New York.

Pearsall, T., Halladay, K., **Lewis, A.**, Yap, C.C., & Wu, M. (2008, April). *Rhythm Syllable System and Rhythm Achievement*. Paper presented at the annual meeting of the American Educational Research Association in New York, New York.

Halladay, K., Yap, C.C., **Lewis, A.** & Zhu, M. (2008, February). *Impact of Rater Accuracy on Performance Task Scores*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Pearsall, T., Yap, C.C., & **Lewis, A.** (2007, November). *Measuring Fidelity of a Coach-based Professional Development Model*. Paper presented at the annual meeting of the American Evaluation Association in Baltimore, Maryland.

Pearsall, T., **Lewis, A.**, D'Amico, L., Yap, C.C., & Dickenson, T. (2007, April). *Measuring Fidelity of Implementation of a Coach-Based Professional Development Model*. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois.

Yap, C.C., **Lewis, A.**, & Feldon, D. (2007, April). *Efficacy of a Web-Based Training and Monitoring Procedure in Scoring Performance Tasks*. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois.

Pearsall, T., **Lewis, A.**, D'Amico, L., Wills, L., Yap, C.C., & Dickenson, T. (2007, February). *Creating Measures to Monitor Fidelity of Implementation of a Professional Development Model*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Yap, C.C., **Lewis, A.**, & Halladay, K. (2007, February). *Efficacy of Training Raters & Monitoring Remote Scoring*. Paper presented at the annual meeting of the South Carolina Educators for the Practical Use of Research.

Invited Presentations at Professional Meetings

Lewis, A.A. (2020, November). *Case Studies in Adaptation: The Evaluation of the Carolina Family Engagement Center during the COVID-19 Crisis*. Invited presentation at the National Project Director's Meeting of the Statewide Family Engagement Centers hosted by the U.S. Department of Education (virtual).

Lewis, A.A., Wilson, K., & Jiang, N. (2020, October). *Discovering Connections between High-quality Arts Programs and School Success in South Carolina*. Invited presentation for the annual meeting of the Palmetto State Arts Education Conference(virtual).

Lewis, A.A. & Wilson, K. (2020, September). *Exploring Correlations between the SC Arts Program Survey and School Report Card Data*. Invited presentation to the quarterly meeting of the SC Arts in Education Advisory Council (virtual).

Lewis, A.A. (2019, February). *Re-envisioning and Re-aligning the South Carolina Arts Assessment Program*. Invited presentation at the annual meeting of South Carolina Music Educators Association in Columbia, South Carolina.

Lewis, A.A. (2018, May). *Qualitative Research 101: Using Qualitative Research Methods to Enhance Institutional Research*. Invited presentation at the South Carolina Technical College System Institutional Research Summit in Columbia, South Carolina.

Lewis, A.A. & Power, C. (2017, February). *Music Assessment*. Invited presentation at the annual meeting of South Carolina Music Educators Association in Columbia, South Carolina.

Lewis, A.A. & Power, C. (2016, November). *Understanding data and reporting for the South Carolina Arts Assessment Program*. Invited presentation at the annual meeting of the SC Art Education Association in Greenville, South Carolina.

Lewis, A.A. & Hockman, R.S. (2014, July). *We gave the test – now what? Analysis and reporting for the South Carolina Arts Assessment Program*. Invited presentation at the first annual Arts Assessment Institute of the State Education Agency Directors of Arts Education (SEADAE) in Chevy Chase, Maryland.

UNIVERSITY TEACHING EXPERIENCES, COMMITTEES, AND MENTORING

Instructor

EDRM 423: Introduction to Classroom Assessment – USC, Fall 2011

EDFN 300: Schools in Communities - USC, Fall 2009

Teaching Assistant

EDRM 723: Classroom Assessment Methods – USC, Summer I 2011

EDRM 740: Qualitative Research in Education - USC, Spring 2010

Guest Lecturer

EDFI 747: Critical Race Theory in Education – University of South Carolina, March 30, 2020. “Conducting Culturally Responsive Evaluation with a Critical Race Lens: Implications for Theory and Practice.” Co-presented with Dr. Michelle Bryan. Invited by Dr. Allison Anders.

EDEX 894: Research Seminar in Special Education – University of South Carolina, March 28, 2018. “A Quick Tour through the World of Qualitative Research.” Co-presented with Bryanna Nelson Montpeirous. Invited by Dr. Anthony Plotner.

Richland School District One - Invited professional development presentation/session for all Richland 1 School District arts teachers, Hand Middle School, August 12, 2015. "Arts Assessment 101." Invited by Nancy Pope, District Arts Coordinator.

EDFI 837: Case Study - University of South Carolina, February 4, 2015. "The use of case study method in evaluation." Invited by Dr. Allison Anders.

EDFI 749: The School in Modern Society – University of South Carolina, January 28, 2015. "Historical and Philosophical Perspectives on Schooling." Invited by Dr. Michelle Bryan.

EDFN 749: The School in Modern Society – University of South Carolina, November 13, 2013. "Standards and Standardized Testing: Opportunities, Consequences, and Inequities." Invited by Dr. Michelle Bryan.

EDFN 749: The School in Modern Society – University of South Carolina, September 11, 2013. "A Brief Overview of the History of Education in the United States." Invited by Dr. Michelle Bryan.

MUED 785: Measurement and Evaluation of Music Learning - University of South Carolina, October 17, 2011. "Development and Ongoing Maintenance of a Statewide Assessment in the Arts." Invited by Dr. Wendy Valerio.

ARED 7720: Research in Art Education - Kennesaw State University, July 7, 2010. "Adventures in Arts Education Research and Assessment." Invited by Dr. Rick Garner.

Committees and Mentoring

Dissertation committee memberships:

Leia Cain, Foundations of Education, University of South Carolina
Co-Chairs: Robert Johnson (Educational Research and Measurement) and Allison Anders (Foundations of Education). Defended dissertation on November 6, 2015.

Sally Huguley, Educational Leadership and Policies, University of South Carolina
Chair: Dr. Doyle Stevick (Educational Leadership and Policies).
Defended dissertation on April 4, 2016

Douglas Bates, Counselor Education, University of South Carolina
Chair: Ryan Carlson (Counselor Education)
Defended dissertation on April 5, 2018

Undergraduate honors thesis advisor:

Michael Owens, South Carolina Honors College, University of South Carolina
Graduation: May 2016

Mentor six graduate research assistants in the Research, Evaluation, and Measurement Center on qualitative methods, evaluation planning and report writing, assessment development, and performance task scoring

ADDITIONAL RESEARCH AND EVALUATION EXPERIENCE

Researcher, *Understanding International Graduate Students' Experiences with Race, Racial Identity, and Racialization at Home and in the United States: a Comparative Case Study*

Research Team Member, *Rater Bias Training Experiment* with Dr. Robert Johnson

Research Team Member, *Focus Group Study on Race and Racial Literacy* with Dr. Michelle Bryan

Research Assistant Professor, Research, Evaluation, and Measurement (REM) Center (formerly Office of Program Evaluation), University of South Carolina, August 2014 – present

Research, evaluation, and assessment projects at the REM Center (* Indicates projects on which I served/serve as project lead).

Current

- Carolina Family Engagement Center Evaluation (2018 – present) *
- Carolina Teacher Induction Program (CarolinaTIP) Evaluation (2017-present) *
- Evaluation of the STEM Teens Project (2017-present)*
- South Carolina Arts Assessment Program (SCAAP) (2006-present) *
- Apple Core Initiative Evaluation (2019 – present) *

Former

- Arts in Basic Curriculum Arts Program Research (2019 – 2020) *
- North Inlet Winyah Bay Needs Assessment (Baruch Marine Institute (2019 – 2020) *
- Evaluation of South Carolina's TEACH Initiative (2017-2020)
- Evaluation of South Carolina's State Systemic Improvement Plan (2016- 2020)
- Carolina Consortium for Enterprise Learning (2015-2018) *
- Standards Based Integrated Instruction (SBII) Evaluation (2017-2018)*
- Charleston Promise Neighborhood Evaluation (2014-2015)
- Common Assignment Study with the National Center for Assessment (2014 – 2017) *
- Science Teaching Enhancement Project (Math/Science Partnership)** (2013 – 2016) *
- Full STEAM Ahead Project (Magnet School Program) – Richland School District 2 - with the SC Educational Policy Center (2013 – present)
- South Carolina Gateways State Personnel Development project (2013 – 2016)
- Teaching American History (TAH) – Lexington/Richland 5 School District and Williamsburg County School District (2010-2013)
- Evaluation of the Center for Ocean Sciences Education Excellence (COSEE) – COSEE Network (2006-2008), COSEE Southeast (2009-2010)
- Evaluation of the Teacher Quality Research Project (TQR) (2006-2009)
- Arts in Education Research Project (AERP) (2006-2009)

SERVICE

National

Proposal Reviewer, *Critical Race Studies in Education Conference*, 2014

Peer Reviewer, *The Urban Review*, 2012-2017.

Evaluation Consultant, Sitar Arts Center, Washington, DC, June 2012.

Session Chair, *Improving Evaluation Quality in and through the Arts*, American Evaluation Association, San Antonio, TX, November 2010.

Session Chair, *Yours in Struggle? Multiracial Perspectives on the Possibilities of/Problems with White Allyism in Education*, American Educational Studies Association, Savannah, GA, November 2008.

Regional

Conference Co-Chair, Southeastern Association of Educational Studies (SEAES) conference, University of South Carolina, February 2012.

Conference Committee Member, Southeastern Association of Educational Studies (SEAES) conference, University of South Carolina, February 2008.

Statewide

Council Member, South Carolina Arts in Education Advisory Council (formerly ABC Schools Steering Committee), 2014- present.

Biology Scenario Reviewer, South Carolina Biology End of Course Test, South Carolina Department of Education, January 8, 2016.

Board Member, South Carolina Educators for the Practical Use of Research (SCEPUR), 2012 – 2017.

Treasurer, South Carolina Educators for the Practical Use of Research (SCEPUR), 2011-2013.

University/College/Local

Community of Practice Member, Ensuring Race Conscious Professional Development, College of Education, 2020-present.

Evaluation Consultant, Office of Diversity, Equity, and Inclusion, College of Education 2017-2020

Committee Member, College of Education Student Affairs Committee, 2015-2017

Advisor, Evaluation of The Nickelodeon Theatre's "Come Around my Way" program, December 2014- 2015.

Invited Presenter, "International Students' Perceptions of Race in the United States." International Education Week, University of South Carolina, November 15, 2012.

President, Graduate Student Organization for the Department of Educational Studies, University of South Carolina, September 2010 – 2013.

Leadership Committee Member, Qualitative Research Certificate Development, Department of Educational Studies, University of South Carolina, August 2012 – 2013.

Assistant Director, Witten Distinguished Lectureship, Museum of Education, University of South Carolina, September 2012.

Search Committee Member, Assistant Research Professor Search, Office of Program Evaluation, University of South Carolina, February 2012 – August 2012.

PROFESSIONAL MEMBERSHIPS

American Evaluation Association (AEA), 2008-present

American Educational Research Association (AERA), 2006-present

South Carolina Educators for the Practical Use of Research (SCEPUR), 2006 – present

AAE Grant Review Committee
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear AAE Grant Review Committee,

I am thrilled to write this letter of support to you of the Winthrop University's AAE grant application, CARE: Community Access to the Arts in Rural Education. As the Superintendent of Allendale County School District (ACSD), I believe that access to the arts is a pathway to equitable education for our students. Our current efforts to increase access to arts education are

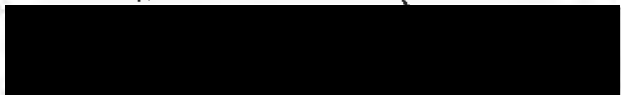
- the inclusion of a Science, Technology, Engineering, Arts and Math (STEAM) component in our summer learning,
- a district arts education strategic plan to improve the quality of our current arts education programs, and
- the approval of a full-time visual arts secondary educator position.

We at ACSD are making progress to provide equitable access to the arts but we are limited to the pace in which our dreams can be realized due to limited funds. If the CARE Project were funded, our vision of a vibrant, arts-rich learning community could be realized through the guidance of the ABC Project, professional development from our ABC School neighbors, and support resources from state organizations. It is easy to imagine ACSD students on stage, living and learning to their full potential and an audience of parents, classmates, and community members celebrating with pride.

Should the CARE Project be awarded, Allendale County School District will be a grateful partner for the generosity and opportunity provided to ACSD students, families, faculty and staff who would directly benefit from the financial and personnel support to transform our schools and community. More importantly, the CARE Project's goal to develop a guidebook for assisting other rural school districts of poverty is noble and needed. There are too many South Carolina communities and students who will not have access to the arts without the proper guidance and resources to help address the numerous challenges a rural community of poverty faces.

I eagerly support Winthrop University's application for the Assistance for Arts Education grant. Thank you for your consideration.

Sincerely,



Dr. Margaret Gilmore
Superintendent



Dr. Kim Wilson
Director
Arts in Basic Curriculum Project
Winthrop University
147 McLaurin Hall
Rock Hill, SC 29733

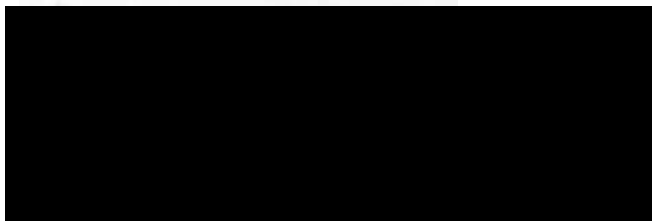


Dear Dr. Wilson,

The Research, Evaluation, and Measurement (REM) Center at the University of South Carolina offers its full support for Winthrop University's application for U.S. Department of Education funding under the *Assistance for Arts Education* program. If funded, REM Center will serve as the evaluation and research partner on the *Community Access to the Arts in Rural Education (CARE)*. My intent is to commit the resources detailed in the grant proposal by serving as the lead evaluator and researcher on the CARE Project. Furthermore, the REM Center will devote a research associate and graduate research assistants to the project to form a well-rounded methodological team.

The CARE Project partnership would represent an extension of nearly 20 years of research partnership between our center and the ABC Project at Winthrop. Our team is fully prepared to support the level of depth and breadth proposed by this project, which addresses a critical gap in research and practice literature around how to support and catalyze stakeholders to transform and enable high quality, arts-rich learning environments in rural communities. We will be thrilled to partner with you and the CARE Project team on this work if it is funded.

Sincerely,



Ashlee A. Lewis, Ph.D.

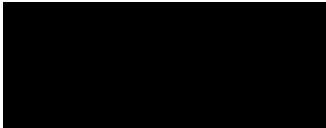
Research Associate Professor
Research, Evaluation, and Measurement Center
College of Education, University of South Carolina
820 Main Street
Columbia, SC 29201



Dear Office of Elementary and Secondary Education,

As Education Associate of Visual and Performing Arts at the SCDE, I am happy to hear of your intentions to support schools equitably across SC through your planned grant application. Our continued collaboration with the ABC Project and initiatives to serve our visual and performing arts students equitably in our state is vital. It is exciting to hear of the ABC's interest and plans in applying for a grant focused on empowering rural schools, especially of high poverty, to create and sustain an arts-rich learning environment. The Office of Standards and Learning engages teachers and leaders across the state in regional professional learning opportunities and with a focused effort across our entities, more teachers can be reached with a shared equity-focused goal. In this capacity, our partnership will allow all parties to increase advocacy initiatives, which is a vision of our office's work as well. We look forward to hearing about the grant approval process.

Thank you,



Gary M. Seaboldt

Visual and Performing Arts Education Associate
Office of Standards & Learning
Division of College and Career Readiness
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201



"... creating a thriving arts environment
for the benefit of all South Carolinians."

*Proud to be Grant Professionals Association's
2019 Public Sector Grantmaker of the Year*



AAE Grant Review Committee
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

March 3, 2021

Dear AAE Grant Review Committee,

As Executive Director of the South Carolina Arts Commission I write to you in support of the Arts in Basic Curriculum (ABC) Project's grant application (CARE: Community Access to the Arts in Rural Education). The Arts Commission's support of ABC spans over 30 years, and we are happy to support their efforts to expand their successful network model into rural Allendale, S.C.

Expanding the work of the ABC Project into rural communities such as Allendale leverages successful national and regional network models in which ABC participates. These include the Kennedy Center Partners in Education, Arts Schools Network, A+ Consortium and Arts Now GA. Statewide networks such as the Council of Arts Education Presidents and Arts Access SC also bring much to the table.

Bringing the CARE project to Allendale builds on the deep and impactful work we have done in the last 5 years through *the Art of Community: Rural SC*. This program employs creative place making strategies to support rural areas and explores the intersection of the arts with education, health, and economic development. Allendale is one of the six original Art of Community locations and has been highlighted for their growth at regional and national conferences and in national publications.

For 53 years the Arts Commission has worked to promote equitable access to the arts and support the cultivation of creativity in South Carolina, especially for young people living in rural and impoverished areas. The CARE project directly supports our work in rural South Carolina and reinforces how the story of effective programs can be told through solid research. The research that will be conducted through this project will join the pool of ongoing research into student engagement (Gallup) and the correlation of quality indicators between arts programs and the SC Report card (University of South Carolina's REM Center). As a state agency, we use this research in national conversations, programming decisions, and legislative testimonies. Solid arts research is critical for an agency such as ours.

I am proud to endorse the ABC Project's application for the Assistance for Arts Education Programs grant. Thank you for your thoughtful consideration.

Sincerely,



David Platts, Executive Director



March 1, 2021

On behalf of ARTS ACCESS South Carolina (AASC), we are delighted to offer support to the South Carolina Arts and Basic Curriculum (ABC) Project and Executive Director, Kim Wilson seeking funding from US Department of Education Assistance in Arts Education.

ARTS ACCESS South Carolina (AASC) formerly known as Very Special Arts South Carolina is the only a statewide, non-profit organization with a 35-year history of providing quality arts experiences “to, for & with” people with disabilities throughout South Carolina. Guided by our mission and goals, AASC provides quality arts experiences in equitable, inclusive, and diverse educational settings through partnerships with schools, community organizations, arts organizations, teachers, and teaching artists.

AASC board chair, Mr. LaMondre Pough (male with muscular dystrophy) and the AASC administrative staff provide annual training to teaching artists prior to working in our statewide residency programs. The AASC Master Teaching Artists, have 30 years-experience in their art discipline, also serve as trainers/mentors to developing teaching artists and to the students. AASC teaching artists serve on the South Carolina Arts Commission’s (SCAC) Artist Registry (formerly known as the SC Approved Artist Roster). AASC staff and master teaching artists have skillfully worked with hundreds of organizations and thousands of individuals with similar interests in major metro, isolated urban and many rural communities in South Carolina. Many of the South Carolina schools also are listed as ABC Project Sites.

AASC plans to serve as a community partner, collaborator, and contractor with the ABC project. As the executive director of AASC, I also serve as the SCAC Arts Accessibility Coordinator. SCAC is a primary partner to the ABC project. And AASC and ABC serve as major state-wide partners to SCAC. We all work in concert for the greater good for the people of South Carolina.

AASC strongly support the ABC intentionality of working in Allendale County which is very rural and isolated county located in the southwestern part of the state. The National Center for Educational Statistics (NCES) codes the school district 4500750 / “rural fringe 41”. Allendale is a Title One district and all students qualify for free lunch. The number of students enrolled in the schools paint a grim picture. Allendale Elementary: 250 students; Fairfax Elementary: 334 students; Allendale-Fairfax-Middle School: 240 students and Allendale-Fairfax High School 296 students. The numbers clearly show a disconnect from elementary to middle to high school.

Realizing the importance of identifying rural network and building upon rural assets, AASC will help to increase connections and foster collaborations among artists, other creative Arts organizations, local government, other SC neighborhoods and individual citizens. We will seek the immediate assistance of the Allendale School District Special Education Director and the Director of the Allendale/Barnwell counties Disability and Special Needs Board.

We also plan to connect with the SC Education Oversight Committee, which is an accountability alliance that informs the status of public schools meeting state and federal laws. Together within the ABC Project will decide on the best path to move forward to discovery, recovery and rebuild.

AASC has committed time, will leverage resources, and training to ensure that the ABC Project is prepared to deliver a rigorous yet rewarding arts program for its participants (K-12). And with AASC's assistance of executive staff, master teaching artists and an accountant: the ABC Project will have consistent goals to build capacity for inclusive experiences in the arts

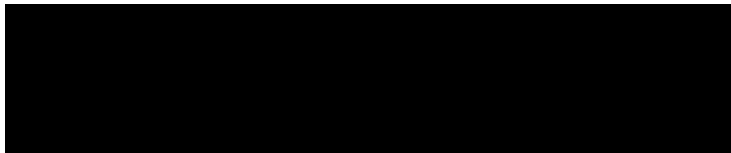
Our collaboration with the ABC Project in Allendale will be a very important partnership for both organizations in order to be able to fulfill the mission to serve students with disabilities and general population students in an inclusive environment. AASC has an underlining goal which provides teaching artists with disabilities in South Carolina job opportunities. All Students in Allendale will have the opportunity to see the arts as potential future employment in the South Carolina arts industry. Sadly, Allendale students have not been exposed to this possibility. Because of our partnership, ABC and AASC will benefit greatly from this program in hopes that future inclusive arts residencies will be incorporated into the daily lives of our citizens.

Arts give voice activation to those who thought they had none.

ARTS ACCESS South Carolina will bring a refreshing and robust combined leadership to our partnership with the ABC Project and we look forward to continued collaborations in the future.

Sincerely,

Julia M. Brown-DuBose,



Note: Julia M. Brown-DuBose also serves as

SC Arts Commission's ADA / 504 Arts Accessibility Coordinator



And

ARTS ACCESS South Carolina 2020-2021 Residencies are funded in part by:





April 9, 2021

AAE Grant Review Committee
US Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear AAE Grant Review Committee,

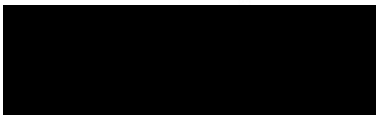
On Behalf of South Carolina Educational Television (SCETV), this letter is in support of Winthrop University's application to fund the Community Access to the Arts in Rural Education (CARE) Project which would directly serve Allendale County School District and potentially serve as a model for other rural schools of poverty across the country. SCETV is committed to innovative solutions to provide equitable education to all students and can contribute to the CARE Project in transformative ways.

SCETV is well positioned to complete the work outlined in the proposal. In March of 2020, SCETV partnered with the South Carolina Department of Education (SCDE) to address the extreme inequities of virtual learning in response to COVID-19. SCETV uses datacasting technology to provide standards-aligned content from our KnowItAll.org platform directly to students and teachers with limited to no Wi-Fi access. Datacasting uses the broadcast signal of the ETV network to securely send learning content to student devices. SCETV is the first in the nation to pilot this technology for educational purposes.

The Arts in Basic Curriculum (ABC) Project, housed on the Winthrop University campus, has partnered with SCETV for over three years to contribute arts and arts integration content to our KnowItAll.org platform. ABC Project helps identify exemplary teachers and quality, original lesson plans from their network of ABC Schools. The CARE Project is an exciting next step in our partnership with ABC Project.

I am thrilled to support the CARE Project and can confidently report that SCETV is prepared to serve as a key state partner to deliver quality standards-based content to Allendale County School District.

Sincerely,



Stephanie Frazier, PhD
Interim Assistant General Manager

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Personnel - [REDACTED]

Dr. Kim Wilson, PD. 20% effort for Years 1 – 5 for oversight and administration of CARE.

Program Manager, TBH. 100% effort for Years 1 – 5 for coordination of all of CARE activities.

[REDACTED]

Fringe Benefits - [REDACTED]

The fringe benefit rates include health and dental insurance, worker’s compensation, unemployment, FICA, and retirement costs. [REDACTED]

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
K. Wilson, PD	[REDACTED]				
Fringe Benefits					
Program Manager					
Fringe Benefits					
Fringe Benefits %					
Total Personnel					
Total Fringe Benefits					

Travel - [REDACTED]

PD/PM Academic Year Travel to ACSD. Travel costs for the PD include six roundtrip drives per year each from Rock Hill to Allendale at an average mileage rate of [REDACTED] with an overnight stay ([REDACTED] and one day per diem [REDACTED]. [REDACTED]

[REDACTED] The PM will drive to Allendale [REDACTED] at least twice per month and lodge for two nights per trip ([REDACTED]) with two days per diem per trip for a total of [REDACTED] x 10 months).

PD/PM Summer Travel to ACSD for PDev Workshops. The PD and PM will attend PDev workshops in the summer for five days in Year 1, Year 2-four days, Year 3-three days, Year 4-two days, and Year 5-one day. Costs per day for lodging and per diem are [REDACTED] Mileage for the PD is \$ [REDACTED]/trip and for the PM is \$ [REDACTED]/trip.

Conferences. The PD and PM will travel to an SC General Education and national conference (e.g., Arts Education Partnership, National Arts Education Research Association, Arts Schools Network) each for Years 1-5. Eight ACSD arts educators will attend one arts discipline SC conference per year in Years 2-5. Four ACSD educators will attend a three-day General Education Conference in SC and one national conference per year for Years 3-5. Sixteen ACSD educators will attend the PSAE Arts Integration Conference in SC each year in Years 3-5. SC conference costs are [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

	Year 1	Year 2	Year 3	Year 4	Year 5
PD to ACSD during AY	[REDACTED]				
PM to ACSD during AY					
PD/PM Summer PDev to ACSD					
SC-Arts Discipline Conf					
SC-General Education Conf					
SC-PSAE Conference					
Conference Travel-national					

Total Travel	[REDACTED]			
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Supplies - [REDACTED]

Strategic Planning Art Supplies [REDACTED] Supplies and materials for students to use while implementing their art strategic plans. The balance in Year 1 ([REDACTED]) will be used to purchase items to set-up art classrooms and other creator spaces (i.e., theaters, gymnasiums, cafeterias) throughout the schools. Costs include 2D and 3D fine art supplies; studio furniture (stools, chairs, worktables, easels, tabourets, supply cabinets, shelves, sewing machines); video and still-life cameras and projectors; graphics design software suites; fabric and costumes; books; computers and tablets; musical instruments and stereos. Years 2 – 5: \$ [REDACTED] per school to restock supplies and purchase additional items needed to accomplish advancing phases of the strategic plans. The PM will facilitate meetings with art educators in the schools to discuss needs and align so that purchases are appropriate and to ensure there is no redundancy. The PM will closely monitor purchases to ensure that they are aligned with project goals.

Whole School PDev Workshop Supplies (\$ [REDACTED] Program and fine art supplies for art educators participating in art experiences PDev training sessions and workshops. [REDACTED]
[REDACTED]

Winthrop CARE Team (\$ [REDACTED] Supplies needed by the CARE Team include a laptop computer and printer/scanner to be purchased in Year 1 (\$ [REDACTED] Purchases for Years 2-5 include toner cartridges, printer paper, folders, notebooks, writing utensils, post-its (\$ [REDACTED]

Contractual - \$ [REDACTED]

Research Evaluation and Measurements (\$ [REDACTED] REM Center Personnel: Annual costs for Years 1-5 are \$ [REDACTED] and include \$ [REDACTED] for personnel and fringe benefits for Dr. Ashlee Lewis-15% effort overseeing the project and directing all research and evaluation activities;

Research Associate-40% effort coordinating data collection and analysis activities; and a graduate research assistant 75% effort. Travel to conferences and ACSD for data collection =

[REDACTED]

Professional Development from the ABC Network (\$ [REDACTED]) Teams of four teachers to provide intensive summer experience to each ACSD school. \$ [REDACTED]/person stipend for travel, accommodations, and per diem. [REDACTED] teams of two in Year 4.

Therapeutic Arts Residencies (\$ [REDACTED]) and Arts Access SC (\$ [REDACTED]) The Artist-in-Residence experience is estimated at \$ [REDACTED]/hour, eight hours a day (\$ [REDACTED] for five days (one week) for a total of \$ [REDACTED] per school and \$ [REDACTED]/year for Years 2-4.

National Arts-Rich Learning Providers (\$ [REDACTED]) In Years 3-5, unique arts programming delivered from companies including Kennedy Center Partners; Focus Five, Inc.; Young Audiences-Arts for Learning. [REDACTED]

Graphic Design Services (\$ [REDACTED]) Services for the creation of graphically illustrated content that will be used for public consumption throughout the life of the project as well as to assist with the design and layout of the Guidebook in Year 5 [REDACTED] hours); Year 5: \$ [REDACTED] (flat fee for the Guidebook).

Other Direct Costs - \$ [REDACTED]

Substitute Teacher Reimbursement (\$ [REDACTED]) Substitute reimbursements (\$ [REDACTED]/day/teacher) to support ACSD teachers to attend off campus PDev sessions including: 3-day SC arts discipline conferences for 2 arts educators/per school in Years 2 [REDACTED] = \$ [REDACTED] ABC School Site meeting in Years 1-5 for 2 educators/school [REDACTED] educators = \$ [REDACTED]/year = \$ [REDACTED] various general education state conferences in Years 3-5 for 1

educator/school [REDACTED]); PSAE Arts Integration
Conference in Years 3-5 for 4 educators/school [REDACTED]

Research Instruments (\$ [REDACTED]) Several instruments will be administered throughout the life of the project to assess its utility and impact. *Arts Learning*: South Carolina Arts Assessment Program at \$ [REDACTED]/school = \$ [REDACTED] per year in Years 2 and 5. *Influence on Students*: Gallup Student Poll of ~275 students in the district at a cost of \$ [REDACTED] per student = \$ [REDACTED]/year for all years. *Torrance Test of Creative Thinking*: ~275 students in Years 2 and 5 for [REDACTED]. *Influence on Teachers*: Gallup Employee Poll of ~120 teachers in the district at a cost of \$ [REDACTED] per teacher = \$ [REDACTED]/year for all years.

Printing (\$ [REDACTED]) Informational sheets/brochures, infographics, presentations, PDev documents (articles, worksheets, etc.). Years 1 – 5: [REDACTED]
Guidebook will be [REDACTED] spiral-bound hardcopies with ~75 full-color pages = \$ [REDACTED]
[REDACTED] Distribution of Guidebook: conferences, other SC Counties, schools within counties in the top ten high priority states.

Postage (\$ [REDACTED]) Mail the guidebook to school districts (5,000 books x \$5/[REDACTED] in Year 5.

Indirect Costs [REDACTED]

Winthrop University's negotiated rate with the DHHS is [REDACTED] of salaries, wages, and fringe benefits with no restricted rate. The [REDACTED] temporary rate was used as recommended by AAE in email inquiry about the restricted rate.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Winthrop University

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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
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)								

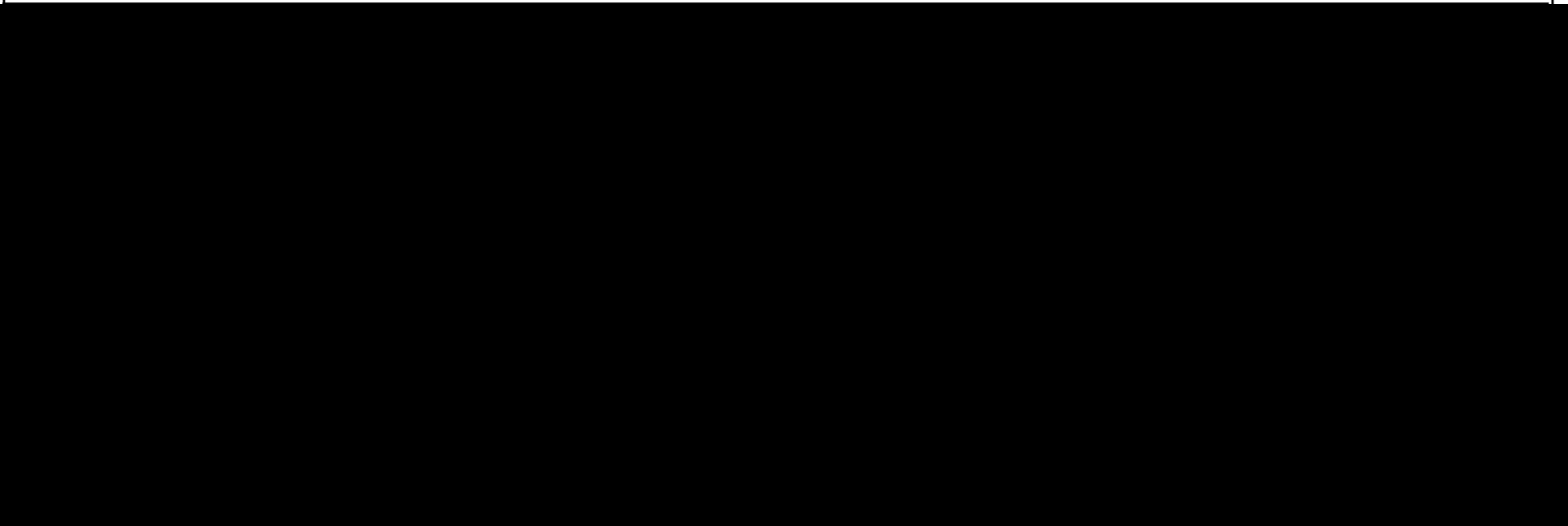
***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not 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 %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S351A210000

Name of Institution/Organization Winthrop University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**



SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization Winthrop University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

