

1.Statement of Need

The mission of Rutgers-Camden Center for the Arts (RCCA) is to present and produce exhibitions, media arts, performances, education, and community arts programs that inspire a full appreciation and enjoyment of the arts, create rewarding opportunities to participate in the arts, advance the central role of the arts in pre/K-12 education, and promote awareness of the arts as fundamental to the vitality of our culture, economy, and society. The *Arts-LiteracyPartnership* is an outgrowth of the Stedman Gallery's established Pre/K-12 arts-in-education programs and partnerships, which directly benefited over 15,000 children and teachers in 2008/09.

- **How the Project Fits Into Strategic Plan and Mission**

RCCA is in the process of fulfilling the long-term goal of establishing a sequential partnership with the highly distressed Camden City school district. The process will focus the significant knowledge and expertise of RCCA's education staff and teaching artists on the needs of the students and teachers in a consistent, systematic way and will result in the *Arts-Literacy Partnership*: high quality instruction in the arts combined with a summer interdisciplinary institute, resulting in an arts-integrated curriculum units for 2nd and 3rd grades in the Camden City School District. Many of the district teachers and principals have ensured regular participation by their students in RCCA's established arts-in-education programs. *Arts & Literacy Partnership* demonstrates a framework for district-wide program design and outcomes achievement.

For 20 years, RCCA has designed and implemented research-based arts education programs for NJ's K12 schools that teach in, about, and through the arts, stimulating students' learning by opening up new pathways to understanding across disciplines. In general, the program objectives are 1) to provide direct access to high quality arts and professional artists, 2) enhance perceptual and memory skills, 3) explore the language of symbols, 4) expand vocabulary and literacy skills, d) exercise higher order thinking skills, e) promote understanding of cultural variations, f) foster an awareness of students' own creative abilities, and g) nurture students and teachers' interest in the arts.

The following services for K-12 schools have been offered by RCCA over the last three years: **Museum Perspectives:** The Stedman Gallery exhibitions provide a fertile basis for the study of different cultures, topics, issues and ideas, followed by an arts activity that reinforces concepts covered in the gallery. **Stages of Discovery:** During the school year, RCCA offers a series of education performances in the Gordon Theater in drama, dance, music, cultural arts, storytelling, and multidisciplinary forms. For both the museum and performance programs, classroom teachers receive resource packets.

D'ARTS: RCCA's interactive distance learning classes are delivered live via videoconference technology directly to the schools. D'ARTS combines dynamic, responsive teaching with high quality artistic content conveyed in a cross curriculum context. Eighteen different classes are currently offered to K-12 schools throughout NJ and the nation. These classes use artworks from the collection as the focus of each topic/discussion. **Poetry Out Loud:** A national recitation competition sponsored by the NEA and the Poetry Foundation. The NJSCA administers the program for NJ, and RCCA serves as coordinator for the southern portion of the state. **Arts Integrated Curriculum Programs:** For the past three years, RCCA has conducted several arts integrated curriculum demonstration projects with the goal of improving learning and teaching in the Camden School District and other urban districts. **ARTSTART:** In Abbott School

Districts, such as Camden, very young children are required to attend preschool to increase their ability to succeed in kindergarten and beyond. Supported by a 3-year NJSCA AESI grant, RCCA partnered with LEAP Charter PreSchool to design research-based arts modules consistent with the existing curriculum that cultivate pre-literacy skills and enhance cognitive development. **ARTS IMMERSION:** RCCA and Camden County Educational Technology Training Center are collaborating on an Arts in Education Model Development and Dissemination initiative funded with a 4-year grant from the US DOE's Office of Innovation and Improvement. Arts Immersion includes development of an arts and technology integrated curriculum, a teacher training program, and in class mentoring and modeling for K-4th grades in two socio-economically disadvantaged school districts. The purpose of the project is to improve student achievement and teacher performance. The project goals and outcomes are measured and reported annually by Dr. Susan Lowes, Teachers College/Columbia University. **Kennedy Center Partners In Education (PIE):** An increasing number of research studies have shown that an arts integrated education, actively involving students in their own learning, positively impacts the students' 1) general educational achievement and aspiration, 2) resiliency in the face of circumstances, and 3) valuation of personal responsibility to self and community. The results are most pronounced for socio-economically disadvantaged students. Based on this evidence, the CSD's Office of Curriculum & Instruction and RCCA's Education & Community Arts staff established a long term partnership to transform teaching and learning in all grades district wide. The immediate goal was to increase students literacy skills the basis for successful learning in all curriculum areas. The long term is to provide Camden's children with the abilities, skills, knowledge, and values required to lead constructive lives and to be successful in the 21st century workforce. In 2007, RCCA and CSD were selected to participate in The Kennedy Center's Partners in Education Institute. The 2-year program resulted in a collaboratively developed plan, which includes: 1) integrating the arts across curricular subjects, 2) a sequential curriculum in several art disciplines, 3) the consistent application of digital media and other learning technologies, 4) adoption of an inquiry based teaching methodology, 5) intensive teacher training, classroom resources, and 6) Picture Prompt curriculum modules and classroom resources based on the RCCA collection of art, funded by a 2-year IMLS grant. The CSD has involved classroom teachers, literacy specialists, art and music teachers, curriculum specialists, teacher training supervisors, testing and assessment specialists, and school principals. The first two years of the program (fall 2006-spring 2009) focused on third-grade literacy achievement in the Picture Prompt/Response/write cluster of the NJ ASK assessment.

- **Strategic Plan: Process and Financial Resources**

The process for developing RCCA's 2006-2010 Long Range Plan was initiated in August 2005 and involved input from a) the staff, teaching-artists, and volunteers, b) the campus provost's office, c) leadership and education advisory committees, d) constituent representatives of school and youth development programming, of public programming, and of the Camden City community, and e) other stakeholders. At the beginning of each fiscal year, the plan goals and objectives are reviewed and revised based on assessments of the previous year's progress and any situational changes. The RCCA 2006-2010 Long Range Plan was developed within the context of a) Arts Plan New Jersey, b) the Rutgers-Camden Long-Range Plan, and c) the Camden City Cultural Plan, which ensures

organizational responsiveness, resource stability, and the widest accessibility of the Stedman Gallery and its programs. The Stedman Gallery recently applied to the Museum Assessment Program to help with the next five-year strategic plan.

The university directly funds a percentage of staff positions and annually allocates direct and in-kind operating funds to the Stedman Gallery. As a public service unit of Rutgers, the Stedman is charged with obtaining over 85% of the annual budget (including salaries and fringe benefits) from grants, gifts, and earned revenues. The Stedman Gallery education programs have long-term, consistent funders, such as the Geraldine R. Dodge Foundation, NJSCA, and others. For many years, the NJSCA peer review panels have awarded Certificates of Excellence to the Stedman Gallery education programs.

- **Appropriateness of Project for Institution, Audience**

The Stedman Gallery's primary service region is the area within a 50-mile radius of the campus, which has many different socioeconomic and ethnic and racial pockets, in densely populated metropolitan areas, older towns, sprawling suburbs, and rural farm areas. The population of the Stedman's host city of Camden -79,900 - is characterized by a high level of poverty (36% live below the national poverty level), a low level of education (less than 50% have graduated from high school), and a high concentration of people of color (94% are African American or Latino/Hispanic). Camden's youth population is a disproportionate 35% of the total, and 65% of these children live in households headed by a single adult.

The concept for the *Arts-Literacy* partnership was developed by RCCA's Curator of Education in collaboration with Camden's Assistant Superintendent for Elementary Curriculum & Instruction and the District's Art and Music Supervisor. The Assistant Superintendent requested 1) that the project begin with the 3rd grade curriculum and progress down to 2nd grade, 2) that it include increased literacy skills as a primary outcome, and 3) that teaching artists be involved to model a creative approach to both teaching and learning. *Arts-Literacy Partnership* will demonstrate a research-based framework for district-wide curriculum design and outcomes achievement.

The Camden School district's 200 2nd & 3rd grade teachers and 2,500 students will be the primary beneficiaries. Camden's children have received a substandard K-12 education for decades, resulting in a high rate of drop outs and perpetuating the cycle of ignorance and poverty.

2. Project Design

The specific, measurable **goals** for this three-year project are as follows:

- To design and implement arts-integrated curriculum units that demonstrate students' increased skills, knowledge and understanding of the arts, consistent with state standards;
- To design and implement arts-integrated curriculum units that demonstrate students' increased and sustained literacy skills, behaviors, and attitudes consistent with the state standards;
- To provide professional development for teaching artists to increase their knowledge and understanding of state curricular requirements and of their role in the classroom;
- To design and implement a professional development program for Camden's 2nd

& 3rd grade teachers and other educators that provides them with the knowledge, skills, resources, and other support necessary to engage students in arts learning, consistent with the state standards

- To regularly and consistently incorporate the Stedman Gallery exhibitions, collections, and established arts-in-education programs into the revised curriculum;
- To develop the project as a model for other museums and schools for partnerships to educate socio-economically disadvantaged children for the 21st century.

The focus will be on reading comprehension and will target 2nd & 3rd grade students and teachers. This focus was selected by the district; a review of the district achievement data in literacy indicates that the students are under performing on the reading cluster of the NJASK. The theme for the work in reading comprehension is *Storytelling through Pictures, Movement, and Sound*. As part of the partnership, teacher professional development in the arts will be offered through the Kennedy Center Partners in Education for all interested K-12 teachers.

- **Major Project Activities**

The activities of the initiative are 1) to prepare project teaching artists through professional development workshops, 2) to develop 2nd & 3rd grade curriculum units, consistently integrating the study, practice, and creation of the visual arts in an interdisciplinary way, 3) to provide direct access to and study of exemplary works of art through incorporation of the Stedman's exhibitions and collections into the curriculum, 3) to conduct professional development activities for the district's 2nd & 3rd grade teachers, elementary art, music and dance teachers that will ensure successful implementation of the new curriculum units, 4) to provide teaching artists for the classroom to model visual art-integrated curriculum activities and to guide students in art creation; 5) to design and implement an evaluation and assessment component to measure the effectiveness of the curriculum activities in terms of student learning outcomes. An external evaluator will work with RCCA's Curator of Education & Community Arts and the Camden school district to develop and monitor the evaluation plan. Camden's Art and Music Supervisor communicates with all school principals and art specialists participating in the programs; planning is done in tandem with the district, the district informs the target educational community via e-mail, flyers, phone communication.

Professional Development Workshops for Teaching Artists

Teaching artists will participate in upcoming workshops offered through the NJ Arts Education Collective based on their level of expertise in the classroom. These workshops will address the practical issues teaching artists deal with in schools with students, teachers, administrators and facilities. Workshops may include Organization and Management, such as appropriate planning and preparation, and classroom control strategies, Arts Education Glossary/Vocabulary, the current education frameworks used to design and evaluate curriculum and how the work they do in schools relates to those frameworks, New Jersey Core Curriculum Standards, 21st Century Learning, Multiple Intelligences, Habits of Mind, Understanding by Design & Universal Design for Learning, and Assessment. RCCA's Curator of Education is a member of the NJAEC's professional development committee, and is working on the content development for these workshops.

In-services/Teacher Professional Development Workshops

In each year, all of the teachers in the target grades (grade 2-3) will attend two in-services pertaining to this project. Teaching artists in the arts disciplines of visual art, creative movement, music, storytelling, theatre will be engaged in leading intensive three-hour workshops in an arts form integrated with literacy concepts. Additional workshops will be open to K-12 teachers in the district. Year One will include workshops in storytelling and visual art and Year Two: theater/tableau and music. Also, for teachers in grades 2-3 and arts specialists, an additional workshop in year one will be an arts-integration orientation session to a) discuss the project, the goals, and specific activities, b) outline expected benefits for the students and teachers, and c) address their questions/concerns.

Summer Interdisciplinary Planning Institute: The proposed institute will be a professional development opportunity for 30 lead teachers (regular education, special education, bi-lingual) in grades 2-3 and elementary content area specialists in art, library, music, and physical education. Teachers will register as interdisciplinary teams to facilitate implementation of units during the following school year. The institute is held for eight half day sessions (8:30-12:30) in late June each year. The theme for the Interdisciplinary Planning Institute will be *Storytelling through Pictures, Movement, and Sound*. The new curriculum units written during the Institute will be piloted in the 2010/11 school year. Ten new units will be written each year and will be piloted in the following school year, resulting in at least 20 curriculum units by the end of the project.

Demonstration Teaching/In-Classroom Visits: Up to 10 schools each year will be selected for classroom visits by teaching artists each spring to 2nd and 3rd grade classrooms. The teaching artists will visit second and third grade classrooms working with both teachers and students through demonstration teaching. These one hour lessons focus on storytelling through art, music, dance and theater. It will be an opportunity for the teacher to directly observe the teaching of the art form. For example, students might write and illustrate stories based on works from the Rutgers-Camden Collection of Art.

Museum Visits: School visits to the Stedman Gallery will be scheduled each year. The sessions focus on narrative using pictures and literacy concepts such as character, symbolism, caricature, metaphor, simile, and more. Each year, up to 50 2nd and 3rd grade classes will visit one of the Stedman Gallery exhibitions, where the museum teacher will demonstrate the value of the direct experience of artworks, by guiding students in observing, describing, analyzing, and interpreting the works.

Resource Centers Each teacher will be guided in the design of their classroom resource center. The resource centers will be supplied with the same set of materials – website lists, books on many topics including visual arts vocabulary and definitions, poetry and short stories, printed posters of artworks from the collection, biographies of visual artists of various races and ethnicities, and materials for creating art.

- **Plans for Monitoring/Assessing:** A three-fold, ongoing evaluation plan will be developed for *Arts- Literacy Partnership* a) to assess the effectiveness of the various visual arts-infused curriculum units, b) to assess teachers' understanding, acceptance, and implementation of the curriculum, and c) to assess student learning as related to the stated outcomes. As the arts-integrated curriculum modules are created, goals for student learning will be stated, and rubrics will be developed to assess actual student learning. Data from the district's assessment records will provide strong indicators of student learning and progress toward outcomes. The project teachers, and in particular the multidisciplinary institute teaching teams, will be an integral part of the curriculum

development process. All data gathered through assessments will be used to modify and enhance the curriculum modules. Upon completion of the full year of curriculum implementation and testing for the student outcomes, an external evaluator will submit a report which will be used to inform the final revision of the visual arts-integrated curriculum units.

3. Project Resources: Time, Key Staff, and Budget

August-October 2010: Lead personnel meet to confirm all participants, required outcomes, activities, evaluation needs, and the timeline; Project evaluation specialist meets with project staff to determine methods for assessment & evaluation.

November 2010-January 2011: Teaching artists attend two professional development workshops; teaching artists develop in-classroom sessions; Teacher In-service for 2nd and 3rd grade teachers: describing the project, the goals; expected benefits for the students and teachers; questions and concerns; Teacher Inservice #1 (Storytelling).

February - April 2011: Teaching artists conduct one in-class demonstration in five classes each (50 classes total); 50 classes attend Museum Education Program in Stedman Gallery; classes attend D'ARTS Videoconference classes on the topic of literacy through visual art and storytelling.

April 2011: Teacher In-Services #2 (Visual Art); Teachers design classroom centers.

May 2011: End of year testing conducted for all 3rd grade students; Teachers set up classroom arts and literacy resource centers.

June 2011: Institute/teaching team pairs attend end of year interdisciplinary planning institute; write units together; week one—workshops in arts disciplines; week two writing.

August-September 2011: Lead personnel meet, outline schedule of activities, topics of the year's in-services in support of curriculum implementation, other available support, and discuss questions and concerns.

October-December 2011: Curriculum unit pilot implementation; 25 classes attend Stedman Gallery session; 25 classes participate in *Storytelling in Words, Pictures & Movements* videoconference session; Each teaching artist conducts an activity in 2 classes; Teacher In-Service #1 (Theater/Tableau).

January 2012: Teacher In-Service #2 (Music).

February-May 2012: Curriculum implementation; 25 classes attend Stedman Gallery session; 25 classes participate in videoconference *Storytelling* session; Each teaching artists conducts an activity in 3 classes.

June-July 2012: Institute/teaching team pairs attend end of year interdisciplinary planning institute; work on writing units together; week one—teaching artist workshops in arts disciplines; week two writing. Evaluation of arts and literacy skills, attitudes, and behaviors and arts-integrated curriculum unit fulfillment; 20-25 units published online.

- **Key individuals, organizations, and works of art:** The education programs are conducted by three full-time staff members, part-time assistants and a diverse roster of experienced professional teaching artists. Education staff salaries/fringe benefits are funded by grants, contributions, and income earned from program fees. Each year, a portion of their time is allocated to new initiatives. Noreen Scott Garrity, Associate Director/Curator of Education, will have overall responsibility for *the Arts and Literacy partnership*. Carmen Balcazar Pendleton, Community & Artist Programs Manager (bilingual), will manage the teaching artists, and Lynda Hitchman, Associate Curator of

Education teaches Museum Education & D'ARTS e-field trip classes using collection artworks. Angela Connor-Morris is the Literacy Specialist for Rutgers Center for Children and Childhood Studies. Irene Sullivant, Art and Music Supervisor for the Camden Schools will oversee the project for the school district with oversight by Director of Professional Development, Linnell N. Wright. RCCA Teaching Artists considered for the project include artists in the disciplines of Visual Arts, Storytelling, Writing, Theatre and Music: *Visual Art*: Hollis Citron, has worked with the *ArtStart* and *Arts Immersion* programs; and Elizabeth Hill, has conducted several residencies for RCCA.

Music/Writing: Lamont Dixon, has taught for RCCA's *Visual Poetry* artists-in-the-classroom, *Arts After School*, *Arts Immersion*, and *Picture Prompt*; and Josh Robinson, has taught for Arts After School, ArtStart, and as a Civic artist. *Storytelling/Visual Art*: Pauline Houston McCall, has taught for *Art Start* and the *Arts Immersion* program. *Theatre/Tableau*: Barry Moore, has taught professional development workshops.

- **Works of Art** - The collection is a rich source of interdisciplinary content. The collection includes modern and contemporary artworks in various media by artists such as Robert Rauschenburg, Clarence Holbrook Carter, Agnes Denes, Marisol, Lee Bontecou, Larry Rivers, William Zorach, Glenn Ligon, and many others.

- **Budget Allocation** - The University directly funds a percentage of staff positions and annually allocates direct and in-kind operating funds to RCCA and the Stedman Gallery. As a public service unit of Rutgers, RCCA is charged with obtaining over 85% of the annual budget (including salaries and fringe benefits) from grants, gifts, and earned revenues. The success of RCCA's arts-in-education programs has attracted long-term funders, such as the Geraldine R. Dodge Foundation, Campbell Soup Foundation, John S. & James L. Knight Foundation, and many others. The arts and literacy partnership is already funded by a three-year Arts Education Special Initiative grant through the New Jersey State Council on the Arts.

4. Impact

As previously described in the narrative, 20-25 curriculum unit plans will be developed from each interdisciplinary summer institute and piloted in the following school year. Curriculum goals are to design and implement arts-integrated curriculum units that demonstrate students' increased skills, knowledge and understanding of the arts, consistent with state standards and to design and implement arts-integrated curriculum units that demonstrate students' increased and sustained literacy skills, behaviors, and attitudes consistent with the state standards. Teaching artists engaged to provide professional development will develop workshop lesson plans in partnership with the RCCA education staff, using the Kennedy Center method of an arts-focused, arts-integrated workshop further developed through intensive feedback with the end goal of having a solid roster of six three-hour workshops that can be disseminated regionally and nationally. A website will be a source of project updates, outcomes of activities, evidence of progress, and will include lesson plans of the in-class demonstrations by the project teaching artists and the arts-integrated lesson plans. Once curriculum units are written and piloted, they will be disseminated to a wider education audience.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages		\$57,500.00	\$57,500.00
2. Fringe Benefits		\$17,510.00	\$17,510.00
3. Consultant Fees	\$12,000.00		\$12,000.00
4. Travel			
5. Supplies and Materials		\$9,500.00	\$9,500.00
6. Services	\$16,500.00	\$8,000.00	\$24,500.00
7. Student Support			
8. Other Costs			
TOTAL DIRECT COSTS (1-8)	\$28,500.00	\$92,510.00	\$121,010.00
9. Indirect Costs	\$7,420.00	\$24,060.00	\$31,480.00
TOTAL COSTS (Direct and Indirect)	\$35,920.00	\$116,570.00	\$152,490.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$35,920.00
2. Cost Sharing:	
a. Applicant's Contribution	\$116,570.00
b. Kind Contribution	
c. Other Federal Agencies*	\$40,000.00
d. TOTAL COST SHARING	
3. TOTAL PROJECT FUNDING (1+2d)	\$152,490.00
Percentage of total project costs requested from IMLS	24 %

*If funding has been requested from another federal agency, indicate the agency's name:
National Endowment for the Arts

Schedule of Completion

August-October 2010: Stedman gallery & Camden School District project personnel and external evaluator meet to confirm all participants and the schedule of activities Lead personnel meet to confirm all participants, required outcomes, activities, evaluation needs, and the timeline; Project evaluation specialist meets with project staff to determine methods for assessment & evaluation.

November 2010-January 2011: Teaching artists attend two professional development workshops; teaching artists develop in-classroom sessions; Teacher In-service for 2nd and 3rd grade teachers: describing the project, the goals; expected benefits for the students and teachers; questions and concerns; Teacher Inservice #1(Storytelling).

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April 2011: Teacher In-Services #2(Visual Art); Teachers design classroom centers.

May 2011: End of year testing conducted for all 3rd grade students; Teachers set up classroom arts and literacy resource centers.

June 2011: Institute/teaching team pairs attend end of year interdisciplinary planning institute; write units together; week one-workshops in arts disciplines; week two writing.

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