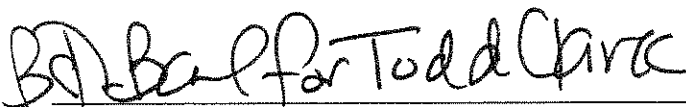
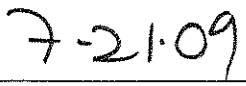



**Florida Department of Education
Project Award Notification**

1 PROJECT RECIPIENT University of Tampa	2 PROJECT NUMBER 875-2259A-9R001 <div style="float: right; border: 1px solid black; padding: 2px;">FILE COPY</div>
3 PROJECT/PROGRAM TITLE Florida Teacher Quality Grants Program <p align="center">TAPS 09A111</p>	4 AUTHORITY 84.367A Title II, Part A State Grants
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	6 PROJECT PERIODS Budget Period: 07/06/2009 - 09/30/2009 Program Period: 07/06/2009 - 09/30/2009
7 AUTHORIZED FUNDING Current Approved Budget: \$ 660,066.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: \$ 660,066.00	8 REIMBURSEMENT OPTION Reimbursement of Expenditures
9 TIMELINES <ul style="list-style-type: none"> • Last date for incurring expenditures and issuing purchase orders: <u>09/30/2009</u> • Date that all obligations are to be liquidated and final disbursement reports submitted: <u>11/20/2009</u> • Last date for receipt of proposed budget and program amendments: <u>09/30/2009</u> • Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400: • Date(s) for program reports: Quarterly and Final 	
10 DOE CONTACTS Program: Beth Bouchard Phone: (850) 245 - 9965 Email: Beth.Bouchard@fldoe.org Grants Management: Unit A (850) 245-0496	11 DOE FISCAL DATA DBS: 44 90 40 EO: 59 Object: 790036
12 TERMS AND SPECIAL CONDITIONS <ul style="list-style-type: none"> • This project and any amendments are subject to the procedures outlined in the <u>Project Application and Amendment Procedures for Federal and State Programs</u> (Green Book) and the General Assurances for Participation in Federal and State Programs. • Payment is made upon submission of documented allowable expenditures. Reimbursements will be made by state warrant after disbursements are made by the recipient. Requests for reimbursement with the appropriate back-up documentation should be submitted in accordance with applicable program requirements and instructions on the Project Award Notification (DOE 200). 	
13 APPROVED: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="width: 45%;">  Authorized Official on behalf of Dr. Eric J. Smith Commissioner of Education </div> <div style="width: 25%; text-align: center;">  Date of Signing </div> <div style="width: 25%; text-align: center;">  </div> </div>	

ORIGINAL

FLORIDA DEPARTMENT OF EDUCATION

TAPS Number
09A111

PROJECT APPLICATION

2009 MAY 12 AM 11:34

DOE USE ONLY
BUREAU OF
GRANTS MANAGEMENT
Date Received

Please return to: Florida Department of Education Office of Grants Management Room Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) Suncom:	A) Program Name: Title II-A Higher Education Agency Partnerships Florida Teacher Quality Grants Program	DOE USE ONLY BUREAU OF GRANTS MANAGEMENT Date Received
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B) Name and Address of Eligible Applicant: University of Tampa 401 W. Kennedy Blvd. Tampa, Florida 33606-1490	Project Number (DOE Assigned) 875-2259A-9R001
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C) Total Funds Requested: \$ 750,000 <hr/> DOE USE ONLY Total Approved Project: \$ 660,066.00	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="609 884 1062 972"> Contact Name: Dr. Anne Gormly </td> <td data-bbox="1062 884 1523 972"> Mailing Address: 401 W. Kennedy Blvd. Tampa, Florida 33606-1490 </td> </tr> <tr> <td data-bbox="609 972 1062 1060"> Telephone Number: 813-253-6262 </td> <td data-bbox="1062 972 1523 1060"> SunCom Number: ---- </td> </tr> <tr> <td data-bbox="609 1060 1062 1146"> Fax Number: </td> <td data-bbox="1062 1060 1523 1146"> E-mail Address: agormly@ut.edu </td> </tr> </table>	Contact Name: Dr. Anne Gormly	Mailing Address: 401 W. Kennedy Blvd. Tampa, Florida 33606-1490	Telephone Number: 813-253-6262	SunCom Number: ----	Fax Number:	E-mail Address: agormly@ut.edu
Contact Name: Dr. Anne Gormly	Mailing Address: 401 W. Kennedy Blvd. Tampa, Florida 33606-1490						
Telephone Number: 813-253-6262	SunCom Number: ----						
Fax Number:	E-mail Address: agormly@ut.edu						

CERTIFICATION

I, Ronald L. Vaughn, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) Ronald L. Vaughn
 Signature of Agency Head



A) _____
 Name of Eligible Recipient:
 B) _____

TAPS Number 09A111

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
	6550	1st Opening – 7 “Find Arts Summer Sessions		
	6551	1) Eckerd College, Ringling College of Art & Design, the University of Tampa & Southeastern University will host 7 “Find Arts” start-up/orientation summer sessions with up to 25 teachers from high-need schools at each. Each session will have a budget of \$40,000 to cover instructional costs, expenses and teacher stipends. Each budget will be reviewed and approved by the coordinating team. 2) To assist with recruitment of eligible teachers, assist them at these sessions and attend the session, the Heartlands Educational Consortium and the North East Florida Educational Consortium will each receive \$15,000, the other five non-rural district partners will each receive \$3,000. 3) Eckerd College will receive \$80 for each of the 175 participating teachers to take the Teaching Skills Assessment Program (TSAP).	-	280,000
	6570		-	45,000
	6590		-	14,000
	6585		-	
			-	
	6584	2nd Opening – Website, modules online arts network		
	6585	1) Website - The Florida Independent College Fund will develop the required network.	-	6,000
	6550	2) Modules - ERAU will provide access for teachers to the eLibrary & maintain it. In the 2 nd & 3 rd cycle of the program, Embry-Riddle Aeronautical University will pay faculty to write 4 new module scripts – the Next Generation Sunshine State Standards for the Arts, performing arts, visual arts and art for special groups. ERAU will get these scripts programmed and added to the eLibrary.	-	0
	6551		3) ARTe - Ringling College will design and deploy ARTe – an online social/professional Arts network for teachers that offers faculty mentoring, peer-to-peer coaching and a classroom materials library. A staff person will develop and manage the network. Necessary technology – hardware and software - to access the network will be provided to participants but no computers will be purchased. Faculty will be compensated for mentoring sessions and teacher will be awarded for contributions to the online library of class plans and best practices materials.	1



6582	3rd Opening – ARTboost & ARTastic 1) <u>8 ARTboost sessions & ARTastic conference will be funded out of the 2nd cycle of the program. Materials to explain and promote these sessions and events will posted on the website and emailed to participants, as well as other teachers.</u>	-	<u>0</u>
6552	4th Opening – ArtsMaster & Coaching Scholarships 1) An ArtsMaster Map (developed by the partners) will enable teachers to plan their summer & school year sessions to link with additional coursework to reach their content, certification or master's degree goals. Up to 100 of the 175 participating teachers who commit to becoming Arts coaches in their schools for one year will receive onsite or online scholarships to boost their skills further and earn 6 graduate <u>or undergraduate</u> level credits. A scholarship tuition benefit valued at an average of \$2,000. If more of these teachers want to become arts coaches and savings from other budgeted expenses can be realized (with the approval of the Department) additional Coaching Scholarships will be awarded.	-	\$200,066
6561	Evaluation 1)The University expert/evaluation manager Dr. Jackie Booth will receive \$7,500 and the school district expert Dr. Sarah Meaker will receive \$2,500 to develop the evaluation work plan and necessary protocols, as well as to report on the inputs, outputs and outcomes of the 7 summer sessions.	-	10,000
6582 6593	Dissemination 1) The Florida Learning Alliance and Florida Independent College Fund will promote Untie the Right Brains to school districts, universities and arts organizations through a white paper, PowerPoint and presentations. Each will receive \$5,000 to cover expenses of these efforts.	-	10,000
6549 6541 6591 6562 6630 6635	Coordination & Fiscal Management 1) The University of Tampa which has a College of Arts and Science and a state-approved teacher education program will be the lead institution with coordinating, administrative and fiscal assistance provided by the Florida Independent College Fund which has managed grants from the Florida Department of Education in the past and has attended the required grant management sessions. The cost of these coordination & fiscal management services will be less than 2.7% in Cycle One.	-	20,000
Total			<u>660,066</u>

*
280,000.00+
45,000.00+
14,000.00+
6,000.00+
75,000.00+
200,066.00+
10,000.00+
10,000.00+
20,000.00+
660,066.00 *



1. **Project Abstract or Summary** - The Arts are a learning catalyst. They can improve the performance of a student, a teacher, a class, a school and a district. The challenge is to deliver that catalyst effectively, enlightening teachers, engaging students and energizing the performance of both. ***Untie the Right Brains*** will stage four catalytic “Openings” that will boost 175 targeted teachers from high-need schools, transforming them into ArtsMasters who will energize their students and other teachers for years to come. **The First Opening** – Working with more than a dozen high-need districts, Ringling College of Art and Design, Eckerd College, Southeastern University and the University of Tampa will blend their specialties and stage 7 “Find Arts” sessions for 175 teachers from dozens of high-need schools this summer. The sessions will launch these teachers on a track that leads to their master’s degrees in education with an infusion of the Arts. **The Second Opening** – Ringling College of Art and Design and the Florida Independent College Fund will create an online-social network for Arts teachers with resources, modules, faculty coaching, inter-active teacher support and a lesson plan library. **The Third Opening** – ***Untie the Right Brains*** will provide eight school year follow-up sessions for teachers and a gathering of all 175 teachers to bolster this emerging network of Arts teachers. **The Fourth Opening** – The partners will unveil a map for each teacher to a master’s degree and scholarships for 100 of those teachers that commit to become Arts coaches in their schools after they complete their degree studies.

Untie the Right Brains is a right-minded strategy to untie the right brains of teachers, their colleagues and future teachers, transforming them into catalytic teachers, equipped to energize their students and boost their performance.

2. Project Need- A crusty state representative in the state of Texas proclaimed recently, "Left brain is logic, right brain is creativity. We don't want our kids to compete internationally with half of their brain tied behind their back." He may have been confused anatomically but his critical thinking gets an A+. Florida's education system must catch up with New York and California and North Carolina and the rest. It must catch up with Europe and India and China ... and then surpass them. That will require educators able to untie those right brains. Progress in math, science and reading alone is not enough. Every state is doing that. Florida must have unique strategies that gain ground on the competition. One of those strategies can be creative use of the Arts.

The Arts taught by adept teachers can untie those right brains in a way no other course work can. In 2004, the Governor's Commission on the Arts in Education noted that significant research work found Arts Education leads to stronger overall academic achievement and social development. Research of the National Assembly of State Arts Agencies found that Arts Education improves reading and language skills, math skills, thinking skills, social skills, motivation to learn and a positive school environment.

Just as important, the Arts reach students who need new approaches to core academic coursework. Edward B. Fiske's *Champion of Change: The Impact of the Arts on Learning* which was published by the President's Committee on the Arts and Humanities in March 2000 stated, "The Arts provide a reason, sometimes the only reason, for students who have been disengaged from schools and other community institutions to re-engage in education and other community organizations."

The public agrees. A 2005 Harris Poll found that 93% of Americans agree that the Arts are vital to providing a well-rounded education of children.

What research has found, teachers and parents witness every day in the emerging culture of students. iPods and BackBerries, text messaging and blogging, Facebook and YouTube are worldwide “right brain” networks of creative “arts-driven” young people. These technologies immerse students in the visual arts, music and even performing arts. Students have their own language and transcribe their own dramas. They produce videos for global distribution. They compose, orchestrate and perform songs with instruments linked to their computers.

The challenge for educators is to capture the energy of artistic creation and the fascination with digital technologies and channel them into learning.

Now, it’s one thing to nurture student passion for the Arts in class, it’s another to convince government officials, superintendents, principals and even parents that harnessing the Arts will lead to profitable careers and economic benefit.

In a recent study, *The National Center on Education and the Economy* underscored that students who have the skills that the Arts build will be the employees in greatest demand:

“The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth. Candidates will have to be comfortable with ideas and abstraction, good at both analysis and synthesis, creative and innovative, self-disciplined and well-organized, able to learn very quickly and work well as a member of a team.”

In *A Whole New Mind*, Dan Pink outlines that bright futures belong to individuals and economies with whole brains working. The rote skills that made America its

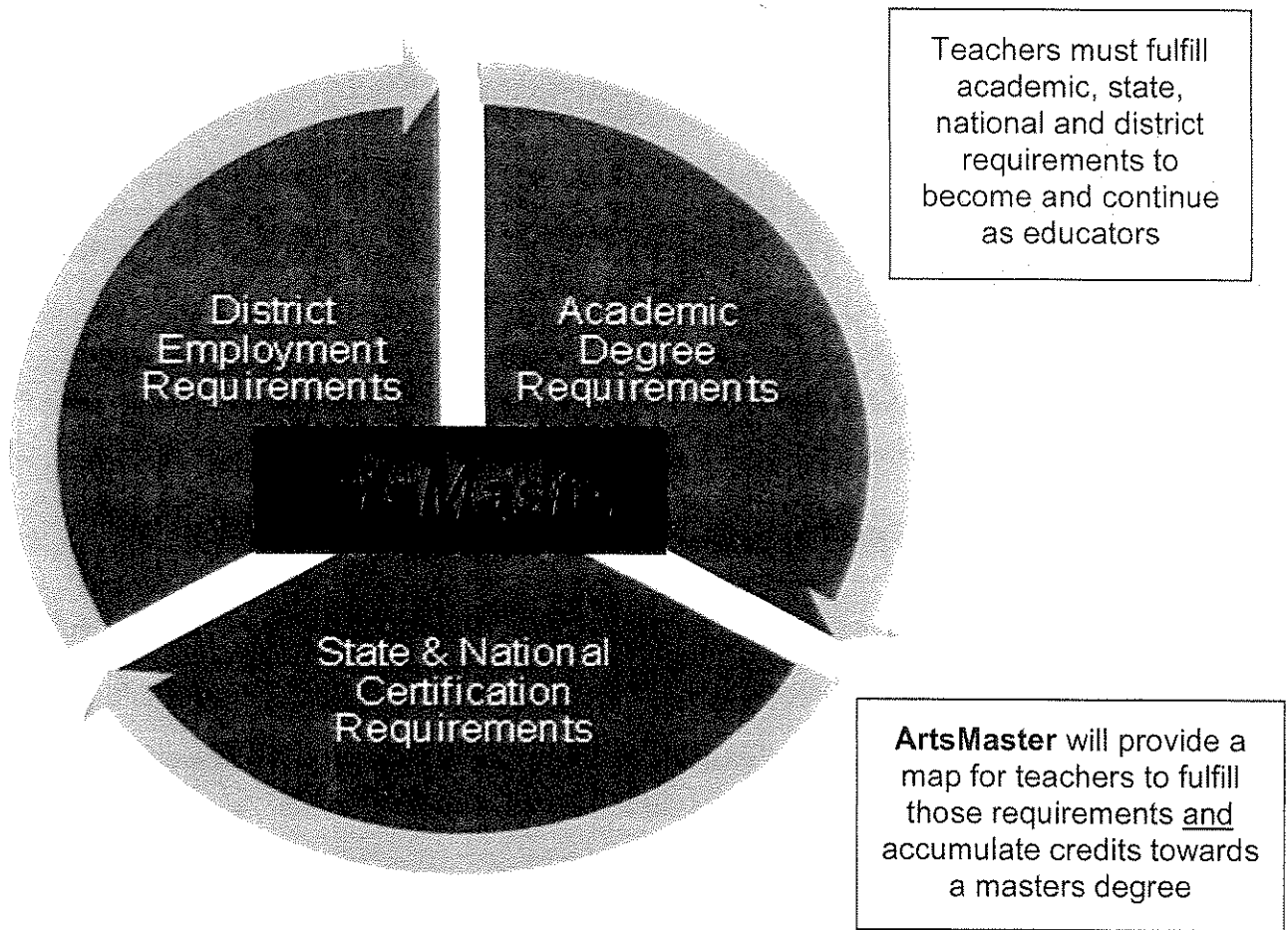
fortunes during the Industrial Age are going the way of the horse & buggy. Those skills provide a valuable foundation, but they will not spark the innovation necessary for a prosperous economic future. Merging traditional skills with creative skills is the soundest strategy to compete in a world that outnumbers us and will work for less.

Untie the Right Brains will create a network of energized, creative highly-skilled teachers in high-need schools in more than a dozen high-need school districts. Superintendants, principals and rural educational consortium partners will help recruit the teachers to ensure that this catalytic professional development boost goes where it is most needed.

In order to enhance their content knowledge and pedagogical skills, teachers must navigate three sets of professional development requirements that may be confusing and are often hard to coordinate: 1) academic degree requirements; 2) state and national teacher certification requirements; and 3) school district employment requirements. These multiple requirements lead to a patchwork of post-bachelor degree and continuing education programs.

Untie the Right Brains will decode these various academic, national, state and district requirements, whether participants are certified, temporarily certified, teaching out-of-field, content certified, fully teacher certified, not-yet-nationally board certified or simply adrift in the education profession.

During the grant period, **ArtsMaster** will then align the professional development sequence of each participating teacher to complete work on a master's degree in education with an infusion in the Arts.



Untie the Right Brains is a new and unique strategy for Florida. It will launch 175 teachers on a professional development track that includes summer workshops, an online social network and school year sessions, leading to master's degrees with an infusion of the Arts. The result will be the active leadership of highly-skilled Arts teachers in dozens of high-need schools for years to come. The project is itself a "right-minded" strategy to untie the right brains of teachers and their students.

3. **Project Design and Implementation - The Partners** - To infuse the Arts into teacher performance and student achievement, a new professional development track of study must be created. *Untie the Right Brains* enlists six higher education institutions that have skills and strengths in the Arts, Education and Distance Learning.

They will collaborate with more than a dozen high-need school districts with help from rural educational partners. Two private school associations have been enlisted to reach all of Florida's schools. The Florida Learning Alliance, Florida Independent College Fund (FICF) and Independent Colleges & Universities of Florida (ICUF) will promote and disseminate this design and online social network statewide. This team will enlist 175 targeted teachers from high-need districts and high-need schools, directing them along a professional development track that leads to a master's degree in education with an infusion of the arts. The collaboration includes these partners:

Associations	Colleges & Universities	Districts
Florida Independent College Fund	Eckerd College	Pinellas
Independent Colleges & Universities of Florida	The University of Tampa	Hillsborough
Florida Association of Academic Nonpublic Schools & Council of Independent Schools	Saint Leo University	Pasco
The Florida Learning Alliance	Ringling College of Art & Design	Sarasota, Charlotte
The Heartland Educational Consortium	Southeastern University	DeSoto, Hardee, Hendry, Highlands
North East Florida Educational Consortium	Embry-Riddle Aeronautical University	Levy, Dixie, Hamilton, Lafayette, Putnam, Suwannee

The Plan – *Untie the Right Brains* builds on past Florida Department of Education grants (*YesTeach!*, *YesTeach! Math & Science* and *ScienceMaster*) that recruited, trained, supported and routed teachers into advanced degrees. It will produce and stage four project “Openings.” The goal is to demonstrate the first of many

professional development tracks that begin with summer and school year sessions and lead to master's degrees for teachers in high-need districts and schools.

Staging the First Opening – “Find Arts” Summer Sessions

Four independent colleges and universities with arts and education programs (Eckerd College, Ringling College of Art and Design, Southeastern University and the University of Tampa) will host seven “Find Arts” Sessions during the summer of 2009. Assisted by more than a dozen school districts and rural education consortiums, these institutions will recruit 175 teachers who are interested in a rigorous two-year professional development engagement. Teachers will be enlisted based on the following priorities: 1) arts and then non-arts teachers in high-need schools in high-need districts; 2) arts and then non-arts teachers in other schools in high-need districts; and 3) arts and then non-arts teachers in high-need schools in other districts. Sessions will be held on main campuses located in Pinellas, Hillsborough, Sarasota, and Polk Counties. Sessions of one and two weeks will include: a program introduction; baseline skills assessments; a general Arts content and education overview; a review of the current Sunshine State Standards; special Arts emphasis presentations by the host institutions; orientation to follow-up school year sessions; and a map for each participant that leads to his or her master's degree.

The sessions will explain and promote the project's website, an eLibrary of training modules, an online social network for teachers with Arts coaching, mentoring and support. Each session's agenda will be reviewed by a coordinating team that will include representatives of the partners.

Institution	Special Emphasis
Eckerd College	Assessing Art & Critical Thought
Ringling College of Art & Design	Digital Technology for Art Educators
Southeastern University	Teaching Creative Arts
University of Tampa	Creativity

All the professional development components of this plan will address the **Florida Educator Accomplished Practices** established by the Florida Education Standards Commission. Specifically, the professional development provided will help teachers address the Accomplished Practices of Knowledge of Subject Matter, Continuous Improvement, and Learning Environments and Planning. Indicators of the Knowledge of Subject Matter Accomplished Practice include maintaining currency in regard to changes in the subject field, and demonstration of both breadth and **depth** of subject matter that enables a teacher to collaborate with colleagues from other subject fields in the integration of instruction. The design of the program will be based on data addressing the preparation and professional development of teachers, as well as the most current studies and recommendations for designing lasting, quality teacher professional development strategies. The session's design will be based on the work of Loucks-Horsley, et al (1998) detailing effective education professional development and include: one or two week summer sessions; school-based follow-up; on-site mentoring; technical assistance; and distance learning follow-up

Staging the Second Opening – ARTe an Online Arts Education Cooperative

Ringling College of Art and Design and the Florida Independent College Fund will construct an online Arts Education Cooperative for kindergarten through university

teachers, instructors and faculty called **ARTe**. It will be an online location where arts educators can get faculty advice, have discussions with other teachers, get coaching, find a mentor, share lesson plans, locate materials, vent problems and find support every day. **ARTe** will be developed, tested, refined and used by the participating 175 teachers and then made available to all Arts educators in the state.

Accessed through the homepage of the Independent Colleges and Universities of Florida (ICUF), **ARTe** will house the required website and this social network for Arts educators. It will link to the Teacher eLibrary at Embry-Riddle Aeronautical University which will have three new Arts modules: visual arts; performing arts; and arts for special populations. The Teacher eLibrary located at Embry-Riddle Aeronautical University www.advancedlearningenvironment.org offers 100 distance learning modules for teachers. These modules are fully self-directed by a teacher or student, including logging on, module selection, content pacing and testing on every module. When new Sunshine State Standards for Arts are adopted, the eLibrary will also get a new module on those new standards.

Staging the Third Opening – ARTboost School Year Sessions

Eckerd College, Ringling College of Art and Design, Southeastern University and the University of Tampa will design and announce a schedule of eight school year sessions which will follow-up on their summer sessions and expand the scope of the training to include course work for credit. A report on each session will be distributed to all participating teachers and will include feedback from participants on the project. Four of these school year sessions will be on the main campuses and four will be

hosted by the consortium partners in rural counties. All sessions will be open to any participating teacher in *Untie the Right Brains*. In addition, some of these sessions, as well as the summer sessions, may be videotaped and placed in **ARTe** for future use by participants and other Arts educators.

The entire collaborative partnership will also host **ARTastic**, a learning celebration at Eckerd College that will bring all 175 participating teachers and the partners together. This will reinforce the emerging online, social network, giving these teachers a chance to meet other teachers from around the state face-to-face. **ARTastic** will have a program of special guest speakers, best-practices sessions, breakout training and demonstrations. There will be excursions to Tampa Bay Arts venues. These sessions will be videotaped and added to the **ARTe** library for future use.

Staging the Fourth Opening - ArtsMaster & Coaching Scholarships

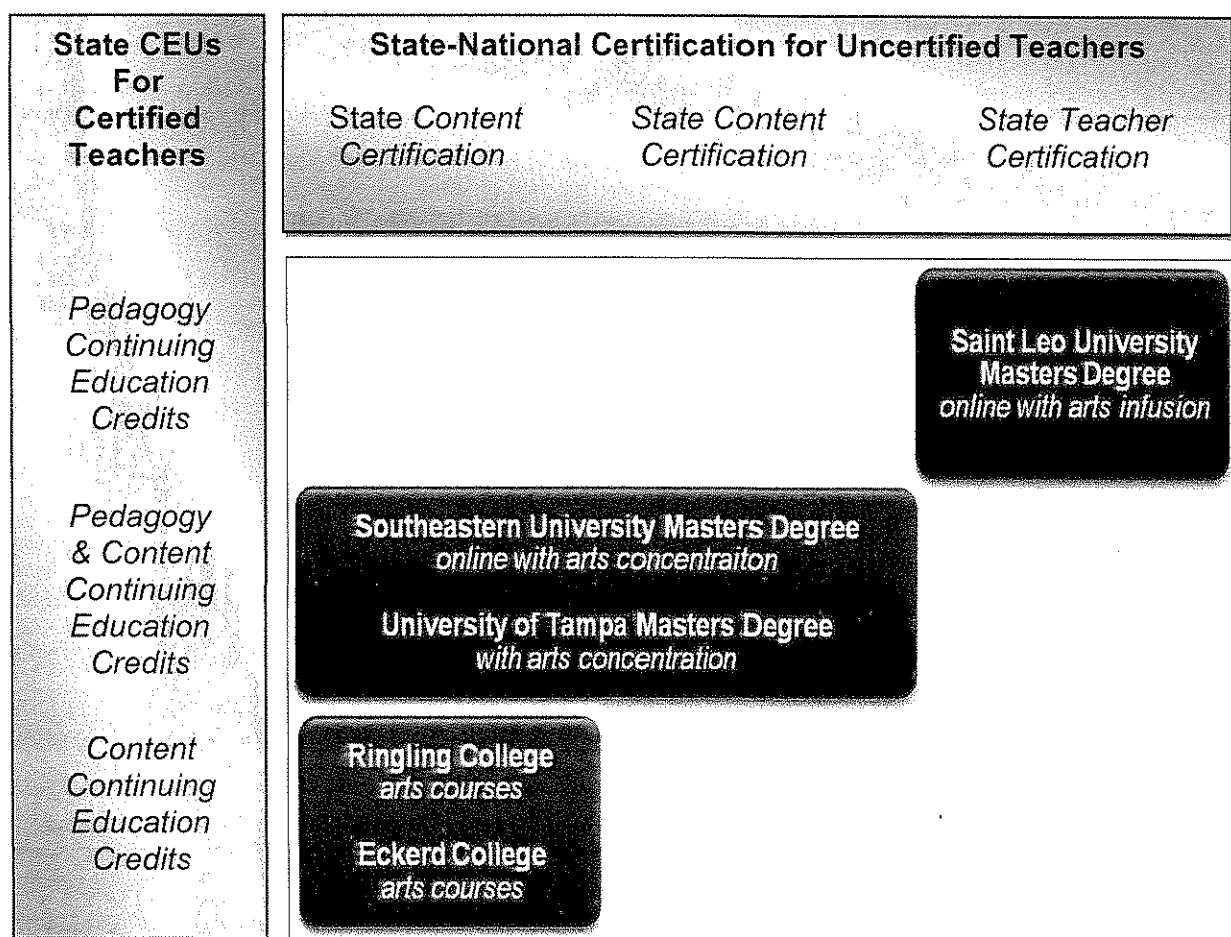
The “**Find Arts**” Summer Sessions are start-up sessions. **ARTe** is an online support community. **ARTboost** is school year encouragement to keep teachers on track. These three “Openings” are the foundation for a new professional development strategy for Arts teachers.

The study required to get state and national certifications, the study required to maintain those certifications and study required by districts to earn better salaries are often uncoordinated by teachers and not aligned by educators. Fulfilling one requirement often doesn't contribute to anything else. Transparency would fix this. *Essentially, this training fulfills these requirements and will lead to this long-term goal.*

As the Fourth Opening, the partners will unveil **ArtsMaster**, a map that enables each of

these 175 teachers to chart their own professional development strategy for 2009, 2010 and 2011. Their strategy will fulfill their profession development requirements and lead to a master's degree. The partners have developed this map and will further perfect it (to provide transparency and expand articulation agreements among the partnering institutions). By determining what a teacher is required to take, she or he can map out the coursework that will lead to completion of a master's degree.

ArtsMaster – Transparency to Chart Study



Using this map, teachers will design their strategy for the remainder of the *Untie the Right Brains* project, mixing and matching from offerings by the partners as needed and amassing credits towards their longer-term educational goals.

Work Plan, Timetable & Course Credit Strategies

Institutions	2009 Summer & ARTboost Sessions	2010 Summer & ARTboost Sessions	2011 Summer & ART boost Sessions	Additional OnSite/Online Study For Degree Completion
	ATRe			
Eckerd	Assessing Arts & Critical Thinking	6 credits	6 credits	
Ringling	Digital Technology for Arts Educators	6 credits	6 credits	
Saint Leo				36 Credits State Certification National Certification
Southeastern	Teaching Creative Arts	9 credits	9 credits	18 credits National Certification
Tampa	Creativity	9 credits	9 credits	18 credits National Certification

Summer and school year sessions fully aligned and for credit will not generate the 34 or 36 credit hours needed for a master's degree, but participants can total up as many as 18 of the required credits. Teachers that commit to become Arts Coaches in their schools for three years upon completing their master's degree studies and successfully participating in summer and school year sessions will earn extra Arts **Coaching Scholarships**. These scholarships will enable participants to take additional master's degree courses during the school year onsite or online at Saint Leo University, Southeastern University and the University of Tampa. These scholarships could pay most or all of their remaining tuition costs for a master's degree.

Addressing the Needs of Traditionally Underserved Populations

Untie the Right Brains targets the underserved in high-need districts and schools. The university partners all provide and promote access to traditionally underserved populations and accommodate teachers with physical challenges. Sessions will provide barrier free access. **ARTE** will have audio and video elements for the hearing and sight impaired and will be available statewide without charge. A new *Arts for Special Populations* module will be produced for the **Teacher eLibrary** and all modules will be in English and Spanish. These online modules and the online degree programs bridge many past access barriers. There will be a preference for enrollment and awards to teachers working with or from traditionally underserved populations.

4. **Evaluation** - The goal of *Untie the Right Brains* is not just to design, develop, and deploy these sessions, a social network and a studies map. The goal is to demonstrate how collaboration can build exceptional teachers that are amassing education credits toward a targeted master's degree. Therefore, the evaluation design will have two elements: First, did the collaboration process work? Second, did the performance of these teachers and their students improve more than others?

An evaluation team will conduct both elements, including; Dr. Jackie Booth, a former USF education department faculty member and independent evaluation consultant; Dr. Sarah Meaker, a former Manatee School District trainer and educational leadership consultant; and an FLDOE Evaluation Partner (*named by the department*).

First Element – The evaluation team will monitor the collaboration, surveying the partners and the participants to establish a baseline and summary review of the

collaborative process. They will issue a mid-point and final report on the collaboration process and the design lessons learned from accrediting agencies, state & national certification agencies and school districts.

Second Element - A Teaching Skill Assessment Program (TSAP) will be administered to benchmark each of the 175 participating teachers. These teachers will be tracked as they proceed through the sessions, use the online social network and pursue their master's degrees. The evaluation team will establish a control group of 175 teachers to enable the assessment of learning gains by comparable non-participating teachers. The evaluation will also gather participant and student surveys to gauge teacher and student response to the program.

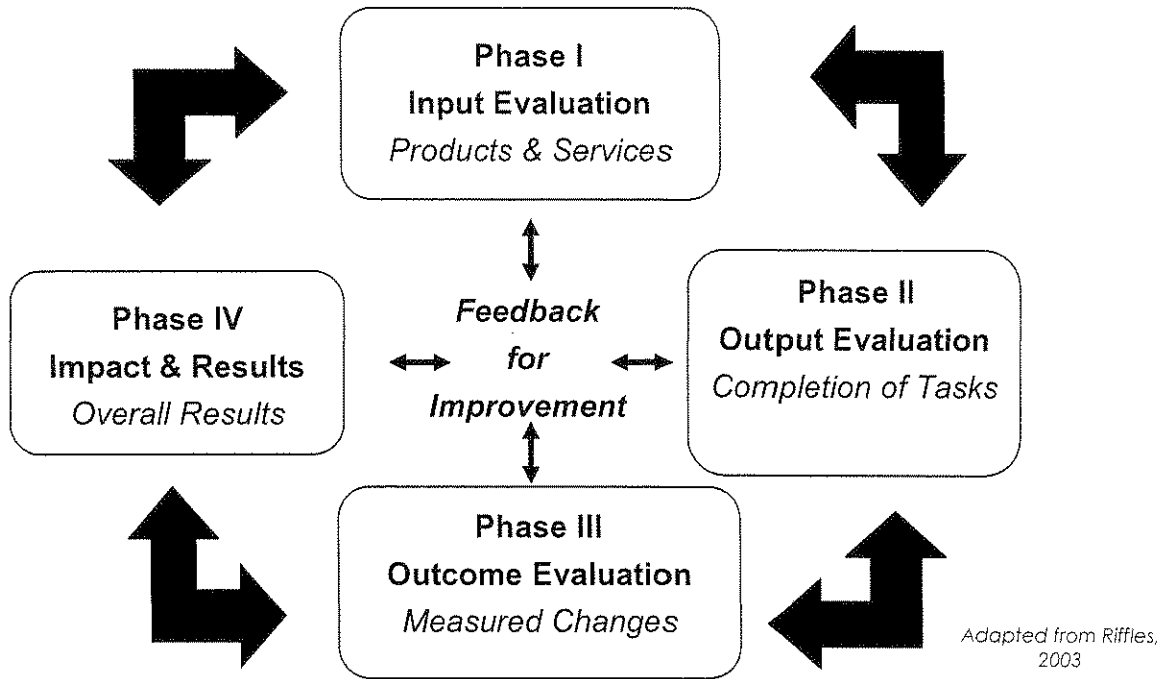
Beyond teacher gains and student surveys, the ultimate measurement of ***Untie the Right Brains*** will be the test scores of students in the classes of participating teachers, in targeted schools and districts. The evaluation team will establish a protocol to make those determinations of student performance impact-results. To gauge impact-result, the evaluation team will design and conduct a two year work plan (with a mid-point and final report) structured as follows:

Inputs Tracking - Identify items that were delivered and not delivered on schedule and verify that delivered products met acceptable standards. Assemble participant data, TSAP benchmarks and profiles.

Outputs & Outcomes Determinations - Verify participant completions, measure teacher knowledge gains, survey teachers and students and compare to control groups.

Impact & Results Assessment Make an independent determination of the program's overall affect on teacher and student performance, based on the data

collected, test scores of students and its analysis. For this program, the four evaluation processes will be linked to provide feedback for making ongoing improvements:



5. Support for Strategic Imperatives - The *eLibrary* includes modules on reading and special education reading built to address **Just Read, Florida!** priorities, as well as 70 modules on math & science content and pedagogy. *Untie the Right Brains* supports the following Areas of Focus of the Florida State Board of Education:

- Area 2: Improves college and career readiness
- Area 3: Expands opportunities for postsecondary degrees and certificates
- Area 4: Improves quality of teachers in the education system

6. Dissemination Plan - With help from high-need school districts and rural educational consortiums, *Untie the Right Brains* will reach teachers in more than a dozen school districts, more than a third of the total targeted high-need districts in the state. All participating teachers will disseminate the program in their schools. Those who become Arts Coaches will take a leadership role in dissemination, during the grant period and beyond, as they engage and encourage their colleagues in Arts teaching and learning. They are the ideal agents, program champions and advocates.

Untie the Right Brains is a demonstration program but is designed to be expanded statewide, enlisting more higher education institutions, teachers, schools, districts and community support. This model with its transparency mapping could be applied to every teacher professional development field by higher education institutions or by school districts that seek a master's-degreed workforce.

The dissemination strategy will have 4 elements: 1) **ARTE** promotion to teachers; 2) design promotion to school districts; 3) promotion of collaboration to institutions of higher education; and 4) program promotion to the state's Arts organizations.

ARTE Promotion - Working with the Florida Learning Alliance (FLA), Florida Independent College Fund (FICF) and Independent Colleges & Universities of Florida (ICUF) will alert superintendents, principals and teachers, as well as the deans of education programs to the availability of **ARTE** (its materials and its social network of Arts teachers, a free resource for every teacher interested in infusing their teaching with the Arts). An alumni directory of the participating teachers and alumni testimonials will be featured on **ARTE** to highlight the network, increase traffic to the site and promote its resources.

Design Promotion - Through a white paper and PowerPoint on this new professional development collaboration and design, the Florida Learning Alliance, Florida Independent College Fund and Independent Colleges & Universities of Florida will promote this design strategy to school boards, superintendents and principals statewide. ICUF will add the list of onsite and online ICUF master's degrees to its website. Some of the workshops will be videotaped and edited into a CD to expand this outreach and facilitate the promotion of transparency mapping for teacher professional development.

Collaboration Promotion - The ICUF partners will report on this project to the other presidents of the Independent Colleges & Universities of Florida, inviting them to join and expand this effort. At the Independent Colleges & Universities of Florida (ICUF) Presidents Council annual retreat, the six partnering ICUF institutions will detail their strategy for collaborative instruction of teachers, leading to master's degrees and transparency. The ICUF Presidents Council will consider expanding this teacher professional development strategy to other content areas that lead to master's degrees.

Program Promotion - ICUF and the FICF will contact Arts organizations, entertainment businesses and the Florida Department of State to enlist their endorsement, promotion and support of this professional development effort to build the Arts in Florida. The members of the state's Arts community will be asked to sponsor and support these school district educational efforts focused on the Arts by providing speakers, demonstrations, scholarships, materials, excursions and prizes for these and other Arts classroom teachers.

7. Budget – This narrative outlines the costs of this program in the first cycle, the start-up three summer months and then briefly the following two cycles.

The First Opening – 7 Sessions/\$339,000 Seven summer sessions will be budgeted at \$40,000 each to cover instructional costs, materials, travel expenses and teacher stipends. The host institution, working with school districts will develop a session design and budget that will be reviewed and approved by a coordinating team of the partners, headed by the lead higher education institution and the FICF. The two rural consortiums (\$15,000 each) and other partnering school districts (from a budget of \$15,000) will receive a fee to help recruit targeted teachers (who are prepared to commit to an intensive two year education program) from high-need schools for the summer sessions and to support them at the sessions. Benchmarking these teachers with the TSAP will cost \$14,000.

The Second Opening – ARTe/\$156,000 The FICF will immediately construct a website, costing no more than \$6,000. Through a negotiated contract of no more than \$75,000 developed by the coordinating team, ERAU working with Steel Beach, Inc. will pay faculty to develop three module scripts, will program three new modules, will add these modules to the Teacher eLibrary by the fall and will maintain the Advanced Learning Environment for these and other additional teachers. Ringling College of Art and Design, working with the coordinating team, will develop and maintain **ARTe**, the social/professional network for these Arts teachers and others statewide, launching the cooperative in the fall for \$75,000 (which includes staffing to maintain the cooperative, awards for teacher contributions to the shared resources and faculty stipends for those serving as online mentors and coaches).

The Third Opening – ARTboost/\$5,000 The preparation and materials for school year sessions and **ARTastic** will be produced for the summer sessions.

The Fourth Opening – ArtsMasters & Coaching Scholarships/\$210,000 Materials that describe **ArtsMaster** will be developed for the summer and school year sessions. Teachers that successfully complete sessions and commit to becoming coaches in their school for one year after completing their degree will receive coaching scholarships for six credits of onsite or online coursework during the 2009 school year from Saint Leo University, Southeastern University or the University of Tampa. Teachers will pay any additional fees and purchase their own books. It is not expected that all 175 teachers will commit to coaching, but there is budgeted sufficient funding to enroll 100 teachers in the Fall.

Evaluation - \$10,000 The university expert/evaluation manager (\$7,500) and school district expert (\$2,500) will be retained by services agreements.

Dissemination - \$10,000 The FICF and FLA will each receive \$5,000 for expenses, relating to promoting *Untie the Right Brains* to school districts leadership.

Coordination & Fiscal Management - \$20,000 –The University of Tampa, which has a College of Arts and Sciences and a state-approved teacher education program will be the lead higher education institution, with coordinating, administrative and fiscal assistance from Florida Independent College Fund that has managed grants from the Florida Department of Education in the past and has attended the required grant management sessions. Any funding that can be saved through efficiencies will be transferred (with the approval of the Department) to the **ArtsMaster** line to increase the number of **Coaching Scholarships** awarded and graduate credits earned by teachers.

Cycles Two & Three – These 175 teachers can earn six to nine Arts credits towards their masters at eight summer session in 2010 and again in 2011. The staff of rural consortiums and the other districts will continue to provide teacher support and replace any drop-outs. Ringling will maintain **ARTE**. Ringling, Southeastern, Eckerd and UT will receive \$2,500 each to host one school year session. The two rural consortiums will receive \$7,500 each to host two school year sessions. **ARTastic**, a learning celebration in the 2nd Cycle, will cost \$50,000, including teachers' expenses and event costs of a three day conference. ERAU will maintain the eLibrary, adding a new Standards module in the 3rd cycle. An additional 100 Coaching Scholarships will be awarded each cycle to teachers pledging more coaching years. (In total, committing to three years of coaching would earn 18 credits of scholarships, an award averaging around \$7,500 or \$2,500 for each year of coaching pledged.) Coordinating/Fiscal Management costs will total below 5% of the total three cycle budget.

Cycle One, Two and Three Budget Summary	Cycle 1 2009 Summer	Cycle 2 2009 Fall On	Cycle 3 2010 Fiscal
1st Opening – 7 “Find Arts” Summer Sessions			
• <i>Instruction cost, expenses & teacher stipends</i>	280,000	320,000	320,000
• <i>Teacher recruitment assistance and support</i>	45,000	45,000	45,000
• <i>Teaching Skill Assessment Program (TSAP)</i>	14,000		
2nd Opening – ARTE online arts social network			
• <i>Website development</i>	6,000		
• <i>3 + 1 ALE Arts modules added & maintained</i>	75,000	5,000	30,000
• <i>ARTE design, programming & staffing</i>	75,000	50,000	50,000
3rd Opening - ARTboost Sessions			
• <i>8 school year session prep & implementation</i>	2,500	25,000	25,000
• <i>ARTastic prep & implementation</i>	2,500	50,000	
4th Opening – ArtsMaster & Coaching Scholarships	210,000	210,000	210,000
Evaluation	10,000	20,000	25,000
Dissemination	10,000	10,000	10,000
Coordination & Fiscal Management	20,000	35,000	55,000
Total	750,000	750,000	750,000

DELIVERABLES FORM *Untie the Right Brains – University of Tampa*

(1) Name of Deliverable and Brief Description	(2) Standard(s) for Acceptance	(3) Due Date(s)
<p>1- Website Required website located through the ICUF webpage and linked to Advanced Learning Environment and <i>Untie the Right Brains</i> Social/Professional Network of Teachers operated at Ringling College of Art and Design</p>	<p>Design and Content Appropriate to Intended Audience</p>	<p>Within 1 month of award announcement</p>
<p>2- Three Online Modules New Modules on visual arts, performing arts and arts for special populations located at the Advanced Learning Environment – Embry-Riddle Aeronautical University</p>	<p>Design and Content Appropriate to Intended Audience</p>	<p>By 9/1/09</p>
<p>3-Social/Professional Network Ringling College of Art and Design online social network design with faculty mentors and interactive linking of participating teachers in the program and the capacity to be expanded to include teachers statewide</p>	<p>Design and Content Appropriate to Intended Audience User-Friendly</p>	<p>By 9/30/09</p>
<p>4-School Year Session Schedule Materials describing school year session, content, location, date and credits</p>	<p>Appropriate for Duplication Sufficient Copies Provided</p>	<p>By 8/1/09</p>
<p>4-ArtMaster Materials & Map Materials & course map of studies for teachers to chart their course to content, certification and master's degree credits</p>	<p>Appropriate for Duplication Sufficient Copies Provided</p>	<p>By 8/1/09</p>
<p>5-Evaluation Instrument Work plan and protocol to guide evaluation focusing on inputs, outputs, outcomes and impact/results.</p>	<p>Appropriate for Duplication Review by DOE Staff & Other Entity</p>	<p>By 8/1/09</p>
<p>6-Policy Paper & PowerPoint on <i>Untie the Right Brains</i> Tools for dissemination of the project to districts and others</p>	<p>Appropriate for Duplication Sufficient Copies Provided</p>	<p>By 9/1/09</p>

TRAINING, TECHNICAL ASSISTANCE, AND DISSEMINATION FORM *Untie the Right Brains – University of Tampa*

(1) Name of Activity and Brief Description	(2) Quantity and Quality Standards for Acceptance	(3) Method of Documentation	(4) Critical Timelines
<p>1-“Find Arts” Sessions Seven summer session for 175 teachers from more than a dozen high-need school districts to assess skill levels, boost Arts content knowledge, review Sunshine State Standards, discuss special topics and chart future course of study</p> <p>2-Coaching Scholarships Awards for school year study for participating teachers that pledge be school coaches for 1 year upon completion of their studies</p> <p>3-Dissemination Contacts Contacting school boards, superintendents, principals, teachers, deans of education programs, presidents of independent colleges & universities and Arts organizations about the program</p>	<p>Appropriately Organized Content Appropriate to Audience Delivery Appropriate to Audience Feedback Indicative of Usefulness Replicable</p> <p>Signed Agreement with Each Teacher</p> <p>Participant Feedback</p>	<p>List of Participants Observation by DOE staff Evaluation Summaries</p> <p>List of Participants Set of Agreements</p> <p>Verification of Dissemination to Target Audiences</p>	<p>Summer 2009</p> <p>Upon Completion of Summer Sessions</p> <p>Summary Report 9/30/09</p>

STUDENT PERFORMANCE FORM *Untie the Right Brains – University of Tampa*

(1) Name of Performance and Brief Description	(2) Method of Evaluating Performance	(3) Method of DOE Verification	(4) Timelines for Data Collection
<p>1-“Find Arts” Summer Sessions Attendance of Session Participation in Assessment Program Completion Completing Personal Plan</p>	<p>Participation Records Survey Participation Records Completed Plans</p>	<p>List of Participants Participant Feedback Summaries List of Completers Set of Completed Plans</p>	<p>Session Start Upon Completion Upon Completion Upon Completion</p>

SERVICE DELIVERY FORM *Untie the Right Brains – University of Tampa*

(1) Name of Service and Brief Description	(2) Standard(s) for Acceptance	(3) Method of DOE Verification	(4) Timeline for Service Delivery
<p>1-Recruitment of Participants Recruiting 175 eligible teachers for 7 summer sessions and follow-up school year sessions and study</p>	<p>Number of Eligible Teachers Recruited</p>	<p>List of Participants</p>	<p>Prior to Each Session</p>
<p>2-Teaching Skills Assessment Program Benchmark skills level of all participants</p>	<p>Teacher Assessments Are Administered Appropriately</p>	<p>Completion Log Printout</p>	<p>Before Completion of Each Session</p>
<p>3-Prepare for School Year Sessions</p>	<p>Specified Agencies Collaborate</p>	<p>Meetings Agendas</p>	<p>Before 9/30/09</p>
<p>4-Prepare of ARTastic conference</p>	<p>Specified Agencies Collaborate</p>	<p>Meeting Agenda</p>	<p>Before 9/30/09</p>

FORMAL THIRD-PARTY EVALUATION FORM *Untie the Right Brains – University of Tampa*

(1) Scope of Evaluation and Brief Description	(2) Type of Entity Conducting Evaluation	(3) Date(s) Evaluation to Be Conducted
<p>1-All Aspects of Project Completion of work plan and protocol to guide evaluation focusing on inputs, outputs, outcomes and impact/results</p> <p>Input, output & outcome elements for Cycle One completed</p>	<p>Individual Consultants</p>	<p>8/1/09</p> <p>11/1/09</p>



PRESIDENT OF THE UNIVERSITY

April 28, 2009

Ms Beth Bouchard,
Office of Curriculum & Instruction,
Florida Department of Education
Tallahassee, Florida 32399-0400

Dear Ms. Bouchard:

The University of Tampa supports this collaborative proposal, *Untie the Right Brains*, because we believe that it will creatively integrate the arts into the process of learning and thereby upgrade the performance of both teachers and their students. This teacher professional development strategy enlists higher education, school districts and other educational partners in a new and exciting way.

Faculty from the College of Arts & Letters and from the College of Social Sciences, Mathematics & Education are enthusiastic about this initiative and are prepared to launch this program this summer. We will support the implementation of this plan during 2009, 2010 and 2011 and commend the Florida Department of Education for soliciting innovative professional development proposals to improve learning in high-need districts and schools and around the state.

Sincerely,

A handwritten signature in black ink that reads "Ronald L. Vaughn". The signature is written in a cursive style with a large, prominent initial "R".

Ronald L. Vaughn, Ph.D.

SYMBOL OF EDUCATIONAL EXCELLENCE





ECKERD COLLEGE

OFFICE OF THE PRESIDENT

May 1, 2009

Ms. Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Dear Ms. Bouchard:

Eckerd College, a national liberal arts college offering majors in 38 disciplines including Visual Arts, Music, Theater, and Interdisciplinary Art, enthusiastically supports the collaborative proposal, *Untie the Right Brains*. The project will be an innovative, collaborative approach to serving underserved and underrepresented populations in more than a dozen high need school districts. We welcome the opportunity to participate in the project.

The *Untie the Right Brains* project will effectively use the Arts to upgrade the performance of teachers and their students in high-needs districts and schools through a new and innovative teacher professional development strategy. The strategy brings together colleges, school districts and other educational partners in providing three years of integrated professional development in the Arts through summer sessions, school-year programs, online networking, and the opportunity to earn credit toward a master's degree.

We believe the project will address a significant area of need and will be very beneficial for both students and teachers. Eckerd College is committed to actively supporting the implementation of the project and urges the Florida Department of Education to fully support the project. The *Untie the Right Brains* project offers professional development at a time when districts are challenged for staff development funds, teachers are under pressure to try innovative ways to improve student learning, and funds for arts programs have been reduced.

I urge your support of the *Untie the Right Brains* project.

Sincerely

Donald R. Eastman III
President



John P. Johnson, Ph.D.

President

Beth Bouchard
Office of Curriculum & Instruction
Florida Department of Education
Tallahassee, Florida

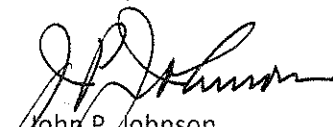
Dear Ms. Bouchard:

Embry-Riddle Aeronautical University (ERAU) is writing in support of the inter-institutional project proposal, *Untie the Right Brains*, which is designed to provide professional development and resources to Florida K-12 teachers in the high-need areas of humanities, fine arts and creative/innovative thinking skills. This project will partner K-12 school districts across the state with independent Florida institutions of higher education creating direct and highly-effective channels for resource sharing and collaboration during the project years of 2009-2011 and beyond.

If funded, this project will produce high-quality, interactive and up-to-date online learning designed by university and college faculty experts. These resources will be self-contained multimedia "modules" that may be accessed online anytime, anywhere and by anyone. They will be housed in ERAU's Advanced Learning Environment (ALE) system. The ALE is a public, virtual learning portal that features over 100 free, on-demand learning objects/modules accessible by all and currently used by numerous public school districts, institutions of higher education, corporations and individuals across the state and the globe. The Web-based catalog contains a wide variety of subject area materials including general K-12 teacher education, space science, basic electricity, biotechnology, technical mathematics, cryogenics, and many others. ERAU is always supportive and enthusiastic of efforts to expand ALE content and resources, recognizing its important role and invaluable contribution to the educational system. This project will help to do just that, and in turn, help some of our states neediest.

Thank you for your consideration!

Sincerely,



John P. Johnson
President



Ringling College
of Art + Design

Office of the President

May 1, 2009

Beth Bouchard, Director
Office of Curriculum & Instruction
Florida Department of Education
325 West Gaines Street, Suite 432
Tallahassee, Florida 32399-0400

Dear Ms. Bouchard:

Ringling College of Art and Design enthusiastically supports the collaborative proposal, *Untie the Right Brains*, submitted in response to the Florida Teacher Quality Grants Program. This professional development strategy enlists higher education, school districts and other educational partners in new and exciting ways to improve teaching. The program's multiple components and use of technology create a unique network of opportunities for ongoing skill improvement as well as continued support through social networking.

Ringling College of Art and Design is recognized as being among the best and most innovative visual arts colleges in the United States as well as a leader in the use of technology in the arts. The College has a history of providing professional development opportunities for art teachers both local and beyond. We are committed to supporting the implementation of this innovative professional development plan during 2009, 2010 and 2011 and we commend the Florida Department of Education for their solicitation of program proposals that will improve learning in high-need districts and schools around the State.

Please do not hesitate to contact me if you require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Larry R. Thompson', written over a large, stylized 'O'.

Dr. Larry R. Thompson
President

SOUTHEASTERN UNIVERSITY

April 23, 2009

Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
Tallahassee, FL

Dear Ms. Bouchard:

Southeastern University enthusiastically supports the collaborative proposal, *Untie the Right Brains* that will use the Arts to upgrade the performance of teachers and their students. This teacher professional development strategy enlists higher education, school districts and other educational partners in a new and exciting way. Southeastern University will implement over the next three years beginning this summer and commend the Florida Department of Education for soliciting innovative professional development proposals to improve learning in high-need districts and schools and around the state.

This project is consistent with our mission here at Southeastern University and our College of Education has already started to develop course work that is consistent with the goals of this grant. We are dedicated in supporting faculty members if this grant is received to help insure the success of the project. Please accept this letter from me on the behalf of Southeastern University as we do not currently have a President or interim President.

Cordially,



Lyle L. Bowlin
Vice President for Academic Affairs
Southeastern University
1000 Longfellow Blvd.
Lakeland, FL 33801

OFFICE OF THE PRESIDENT



University Campus
P.O. Box 6665
Saint Leo, FL 33574-6665
1-800-334-5532

May 12, 2009

Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
325 West Gaines St.
Tallahassee, FL 32399

Dear Ms. Bouchard:

I am very pleased to provide my endorsement of the "Untie the Right Brain" proposal for the development of training programs for Florida teachers in the Arts. This collaborative program will make a significant impact on the training of qualified teachers in Florida's schools and will help improve the overall education program.

Saint Leo University has enjoyed a lengthy relationship with the public school districts in the state, primarily through the delivery of our Education curriculum at our Continuing Education sites on the campuses of our community college partners and through our online degree programs. The "Untie the Right Brain" program is a natural extension of our existing programs and will do much to enhance the quality of teacher education and staff training in Florida.

Please do not hesitate to contact our Dean of Education and Social Services, Dr. Carol Walker, if you have any questions.

Sincerely,

David W. Persky, Ph.D., J.D.
Assistant to the President

www.saintleo.edu

Florida - Center for Online Learning, Gainesville Center, Graduate Programs; Key West Center, Lake City Center, MacDill Center, Ocala Center, Palatka Center, University College, Weekend and Evening Programs; Central - Fort McPherson Center (Georgia), Savannah Center, Shaw Center (South Carolina), Ingleside Center (Texas); Virginia - Fort Eustis Center, Fort Lee Center, Langley Center, South Hampton Roads Center

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Candy Olson



Hillsborough County
PUBLIC SCHOOLS
Excellence in Education

Superintendent of Schools
MaryEllen Elia

May 1, 2009

Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
Tallahassee, FL 32399-0400

Dear Ms. Bouchard:

I am writing to express my support for The University of Tampa's (UT) application, with a consortium of other independent universities in Florida, for Florida Teacher Quality grant funding, titled "Untie the Right Brain." The proposal for funding to infuse the Arts into the existing secondary mathematics, science, and social science curriculum at UT's Master of Arts in Teaching (M.A.T.) program aligns with Hillsborough County Public Schools (HCPS) initiatives to strengthen our middle and high school students' performance in mathematics, science, and the social sciences.

This proposal provides an opportunity for key District and University personnel to form a team of mathematics, science, and social science content area educators who will examine curriculum and assessment to maximize teachers' knowledge of alternative methods and assessments in their classrooms. This approach will ultimately increase the depth of our students' content knowledge. This innovative program is designed to strengthen the existing partnership between UT and HCPS as we work together to produce effective teachers who will positively impact student performance.

"Untie the Right Brain" will provide master's level training for future and current teachers at UT in a successful existing M.A.T. program that provides our District with highly effective teachers. These teacher leaders will share the innovative methods learned as part of this project with other mathematics, science, and social science teachers at their school sites.

On behalf of Hillsborough County Public Schools, I express my support for The University of Tampa's application for funding.

Sincerely,

MaryEllen Elia
Superintendent



District School Board of Pasco County

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

813/794-2000 • 727/774-2000 • 352/524-2000

Heather Fiorentino, Superintendent

www.pasco.k12.fl.us

April 28, 2009

Beth Bouchard
Office of Curriculum & Instruction
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

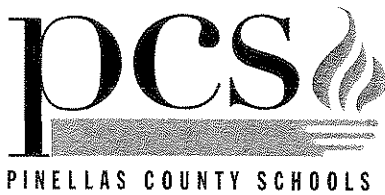
Dear Ms. Bouchard:

It is with great pleasure that I write to you in strong support of St. Leo University's application to participate in the Untie the Right Brains Project. The District School Board of Pasco County has a long-standing partnership with St. Leo University, and we are eager to work together once again on this exciting venture. We believe this initiative will provide our teachers with vital professional development tools for integrating the arts in academics. As a District, we are deeply committed to the delivery of a high quality, well-rounded educational experience for all students. This initiative will be of tremendous assistance as we work in pursuit of this important endeavor.

Thank you for your consideration of St. Leo University's application. Should you have questions or need additional information regarding the merit of this proposal, please do not hesitate to contact my office.

Sincerely,

Heather Fiorentino
Superintendent



ADMINISTRATION BUILDING
301 Fourth St. SW
P.O. Box 2942
Largo, FL 33779-2942
Ph. (727) 588-6000
Fax (727) 588-6202

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Julie M. Janssen, Ed.D.

May 5, 2009

Ms. Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Dear Ms. Bouchard:

Pinellas County Schools supports the collaborative proposal, ***Untie the Right Brains***, as an innovative professional development program that will benefit the teachers and students of our district.

Performing and Visual Arts programs are strongly supported by our school board, administration, and the community of Pinellas County and this program aligns with our commitment to the arts in our schools.

The project design, with its plan to deliver summer sessions, school-year sessions, and the opportunity for our teachers to earn credits toward a master's degree, allows for a large number of teachers in the arts to participate in staff development training that might not otherwise be available due to current budget constraints.

We are enthusiastic about the opportunity to be a partner and will support the implementation of this plan.

Sincerely,

Julie M. Janssen, Ed.D.
Superintendent

/pm



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

OFFICE OF THE SUPERINTENDENT

1960 LANDINGS BOULEVARD

SARASOTA, FLORIDA 34231-3331

TELEPHONE (941) 927-9000

• FAX (941) 927-2539

May 6, 2009

Beth Bouchard
Office of Curriculum & Instruction
Florida Department of Education
Tallahassee, Florida

Dear Ms. Bouchard,

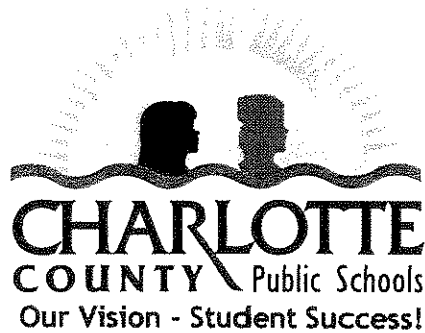
The Sarasota Public School District welcomes the opportunity to be a partner in *Untie the Right Brains*, the collaborative proposal submitted in response to the Florida Teacher Quality Grants Program. We are enthusiastic about its design to deliver summer sessions, school year sessions, an online social network of teachers and master's degree study program. We look forward to the opportunity that this will provide for our district's teacher professional development strategy and the potential it has to enlist the arts to energize teachers and students.

Sincerely,

A handwritten signature in cursive script that reads "Lori M. White".

Lori M. White
Superintendent of Schools

David E. Gayler, Ph.D
Superintendent



School Board

Barbara Rendell, *Chairman*
Alleen Miller, *Vice Chairman*
Andrea Messina
Sue Sifrit
Lee Swift

May 6, 2009

Beth Bouchard
Office of Curriculum & Instruction
Florida Department of Education
Tallahassee, Florida

Dear Ms. Bouchard,

The Charlotte County Public School District welcomes the opportunity to be a partner in *Untie the Right Brains*, the collaborative proposal submitted in response to the Florida Teacher Quality Grants Program. We are enthusiastic about its design to deliver summer sessions, school year sessions, an online social network of teachers, and master's degree study program.

We look forward to the opportunity that this will provide for our district's teacher professional development strategy and the potential it has to enlist the arts to energize teachers and students.

Sincerely,

A handwritten signature in black ink, appearing to be "D. Gayler", written in a cursive style.

David E. Gayler, Ph.D
Superintendent



March 25, 2009

Ms. Beth Bouchard
Arts Education Curriculum Specialist
Office of Humanities
Florida Department of Education
325 W. Gaines St., Suite 432
Tallahassee, FL 32399

RE: Collaborative Application to the Florida Teacher Quality Program

Dear Ms. Bouchard:

We are pleased to join as partners with Ringling College of Art and Design, Eckerd College, Embry-Riddle Aeronautical University, Saint Leo University, Southeastern University and the University of Tampa in *Untie the Right Brains*. This collaborative professional development proposal will deliver summer sessions, school year weekend sessions, online support, onsite courses and distance learning courses to teachers from school in our districts. Focusing on the Arts to energize teachers and engage students will improve the performance of both. Creating a new professional development track from summer sessions to Master's degrees is an innovative approach that will be a welcomed boost not only to these teachers but to their schools and districts.

We commend the Department for inviting and inducing such innovative approaches to professional development and hope that the future opens additional tracks to Master's degrees for our teachers. We recommend this proposal to your reviewers and are prepared to support its implementation and replication throughout the state.

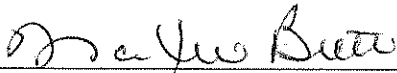
With best regards,

A handwritten signature in cursive script that reads "Mark A. Rain".

Mark Rains, Superintendent, Dixie County Schools

A handwritten signature in cursive script that reads "Adrian H. Cline".

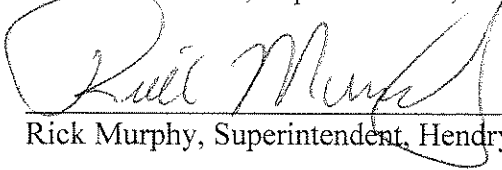
Adrian Cline, Superintendent, DeSoto County Schools



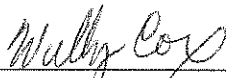
Martha Butler, Superintendent, Hamilton County Schools



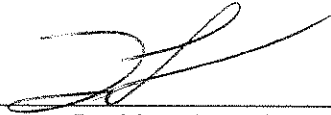
David Durastanti, Superintendent, Hardee County Schools



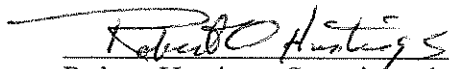
Rick Murphy, Superintendent, Hendry County Schools



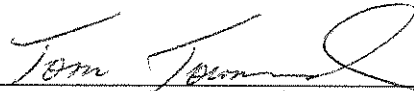
Wally Cox, Superintendent, Highlands County Schools



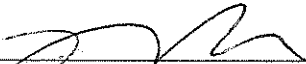
Thomas Lashley, Superintendent, Lafayette County Schools



Robert Hastings, Superintendent, Levy County Schools



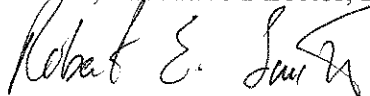
Tom Townsend, Superintendent, Putnam County Schools



Jerry Scarborough, Superintendent, Suwannee County Schools



Tom Connor, Executive Director, Heartland Education Consortium



Robert Smith, Executive Director, North East Florida Education Consortium

SACHS SAX CAPLAN

ATTORNEYS AT LAW

THIRD FLOOR
310 WEST COLLEGE AVENUE
TALLAHASSEE, FLORIDA 32301

TELEPHONE (850) 412-0306
FACSIMILE (850) 412-0909

ROBERT J. BOYD, ESQ.
bboyd@ssclawfirm.com

May 5, 2009

Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
325 West Gaines St.
Tallahassee, FL 32399

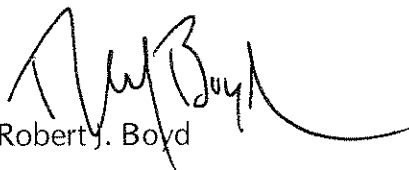
Dear Ms. Bouchard:

As the Tallahassee representative of the Florida Association of Academic Nonpublic Schools (FAANS) and Florida Council of Independent Schools (FCIS), we were excited to be invited to join the *Untie the Right Brains* proposal of the Independent Colleges and Universities of Florida (ICUF). It was a natural fit. Like ICUF, these organizations balance and expand educational options for Floridians. FAANS is a voluntary association of 23 academic school associations, including 13 nonpublic school accrediting associations. More than 280,000 of Florida's children attend schools that are affiliated with FAANS and located throughout the state. The FCIS currently has 154 fully-accredited schools. Member schools are located throughout the state, extending from Pensacola in the northwestern panhandle to Key Largo in the southeast. Many of the schools are strictly college preparatory, but other member schools serve students with learning difficulties. Schools range in size from fewer than 50 students to over 2,500 students.

I support this effort to upgrade arts education in all of Florida's schools and will recommend to our member schools that they work with the University of Tampa, Southeastern University, Ringling College of Art and Design and Saint Leo University to refer eligible teachers from their schools to the "Find Art" Summer Sessions in 2009 and other services provided by the project.

Very truly yours,

SACHS SAX CAPLAN



Robert J. Boyd

RJB/ksg



FLORIDA INDEPENDENT COLLEGE FUND

542 East Park Avenue • Tallahassee, Florida 32301
Phone 850.681.3150 • Fax 850.681.0057 • www.fcf.org

May 7, 2009

Beth Bouchard
Office of Curriculum and Instruction
Florida Department of Education
325 West Gaines St.
Tallahassee, FL 32399

Dear Ms. Bouchard:

As the CEO of the Florida Independent College Fund (FICF) and the President of the Independent Colleges & Universities of Florida (ICUF), I am an enthusiastic supporter of the University of Tampa's ***Untie the Right Brains***. The 28 Presidents of the independent colleges & universities challenge us to find important and intriguing opportunities. The Florida Teacher Quality Grants Program is such an opportunity. The presidents assign us to assemble partnerships of member institutions that are ideally suited to deliver well-tailored and innovative proposals in response to those opportunities. ***Untie the Right Brain*** is such a proposal. ICUF and the FICF will fully support and assist the implementation, coordination, administration, fiscal management and promotion of this proposal. We recommend the proposal to you and hope that it finds support in the review process. It would be an exciting assignment to implement it.

Sincerely,



Ed H. Moore

CEO, The Florida Independent College Fund
President, Independent Colleges & Universities of Florida

Untie the Right Brain 2009 Partner Directory

Partners	PI	Adm	Contact	Faculty	Partner District
UT	X	X	Dr. Anne V. Gormly University of Tampa Dean, College of Social Sciences, Math, & Education 813- 253-6262 Anne V. Gormly agormly@ut.edu	Dr. Donald Morrill - dmorrill@UT.edu Dr. Susan Taylor Lennon - staylor.lennon@ut.edu Dr. Martha Harrison mharrison@UT.edu Dr. Tony Erben - aerben@UT.edu Andrea Calow - acalow@ut.edu	Hillsborough
St. Leo			Dr. Carol Walker - carol.walker@saintleo.edu Saint Leo University Dean of Education 352-588-8308	Dr. David Persky Saint Leo University Office of the President david.persky@saintleo.edu	Pasco
Eckerd			Eileen Wetmiller Eckerd College Special Programs Division Alternative Certification for Teachers 727-864-8030 Fax 727-864-7575 wetmileh@eckerd.edu	Dr. James Deegan – deeganje@eckerd.edu Vice—President of Special Programs	Pinellas
Ringling			Melinda Robbins Conlon – mconlon@ringling.edu Ringling College of Art and Design Interim Special Assistant for Extended Studies/ Creativity Office of the President 941.309.0115, 941.359.6108 fax	Dr. Kevin Conlon - kconlon@Ringling.edu Vice-President of Curriculum & Instruction	Sarasota Charlotte
Florida Learning Alliance NEFEC Heartlands			Dr. Mary Bedford - bedford@nettally.com Florida Learning Alliance	Dr. Robert Bedford Florida Learning Alliance	Levy, Dixie, Hamilton, Lafayette, Putnam, Suwannee, DeSoto, Hardee, Hendry, Highlands
Southeastern			Dr. A Helene Robinson, - ahrobinson@seuniversity.edu Southeastern University Assistant Professor of Education 863.667.5458, 863.667.5200 fax		
ERAU			Dr. Martha Hollis Embry-Riddle Aeronautical University Dean, Worldwide Online 386-947-5212 holli509@erau.edu	Cinda Holsombach-Ebner - holsombc@erau.edu Center for Instructional Design Worldwide Online Production Coordinator	
Privates			Bob Boyd – bboyd@sscawfirm.com	Florida Association of Academic Nonpublic School Florida Council of Independent Schools	
FICF/ICUF		X	Dr. Melanie Tozzi, - mtozzi@icuf.org	Dr. Ed H. Moore - emoore@icuf.org	
Evaluation			Dr. Jackie Booth – jlbooth@cfl.rr.com Dr. Sarah Meaker - meakerandassociates@yahoo.com		
Steel Beach			Bob Kenny - bob.kenny@steelbeach.com Steel Beach Productions, Inc. 904-576-0786 www.steelbeach.com		

Anne V. Gormly
Dean, College of Social Sciences, Mathematics, & Education
University of Tampa
July, 2008

Dr. Anne V. Gormly has been involved in higher education for more than thirty-four years. She currently serves as the Dean of the College of Social Sciences, Mathematics, & Education at the University of Tampa. Prior to this appointment, she served as the Academic Vice President and Dean of Faculties at Georgia College & State University from July 1998 until June 2008. Prior to coming to Georgia College, she served as interim VPAA at The College of New Jersey for two years; she also spent more than 25 years as a professor of psychology at TCNJ. Her academic specialty is developmental psychology; she is the author of a textbook on lifespan human development and worked for 17 years as a therapist.

Dr. Gormly holds a Ph.D. and an M.A. in Psychology from the University of Illinois and a B.A. in Mathematics from Rhode Island College. She was selected as an American Council on Education (ACE) Fellow in 1994-1995 and spent her fellowship year at Bridgewater State College in Massachusetts. The ACE Fellow Program selects about thirty people a year and provides them with comprehensive exposure to issues in higher education leadership.

Her leadership at Georgia College has contributed to the development of a vibrant learning environment characterized by challenging experiences for students in and out of the classroom. Working closely with faculty and staff, she helped the academic community understand the importance of a mission-driven approach to change. She was instrumental in Georgia College's successful application for membership in the Council of Public Liberal Arts Colleges. She has hired over 200 faculty to Georgia College placing particular importance on recruiting faculty with a passion for teaching and learning. She helped launch the College's successful Center for Excellence in Teaching and Learning and is an avid user of technologies to inspire creative approaches to learning. She walks regularly listening to the podcasts on teaching tips created by GCSU faculty.

Dr. Gormly has served on a number of community non-profit boards including the Goodwill Industries of Middle Georgia and the CSRA, the Boys & Girls Club of Baldwin & Jones Counties, and Twin Lakes Library. She serves on the Executive Committee and Programming Committee for COPLAC, and on the ACE Council of Fellows board. She and her husband John spend their leisure time listening to their iPods at their home on the Caribbean Island of Nevis.

Melanie Hicks

Curriculum Vitae

702 Miccosukee Road
Tallahassee, FL 32308
Cell (850) 251-9037
Email MHicks@icuf.org

EDUCATION

- 2007 Ph.D. (Public Administration) Askew School of Public Administration and Policy,
Florida State University
*Dissertation: Generation and the Psychological Contract: How Civil Service
Reform is perceived by Public Sector Workers*
- 2002 MPA (Public Administration) University of Miami
- 2000 BA (Organizational Communications) University of Central Florida

PROFESSIONAL EXPERIENCE

- 2005-Present Director of Research, Independent Colleges and Universities of Florida
- 2006 Campaign Manager/Consultant for 3 local government candidates
- 2003-2005 Aide to the Mayor, City of Tallahassee
- 2003-2004 Project Coordinator, Office of Program Policy Analysis and Governmental
Accountability (OPPAGA)
- 2002-2003 Intern under the City Manager, City of Tallahassee

RESEARCH ACTIVITIES

Publications

- “Neighbor Helping Neighbor – How Neighborhood Associations Influence Local Policy
Linking Ideas to Policy Development” *Moc Ideja*, Book written and published for the US
State Department. Edited by Ed Moore. 2007
- “Perils and Promise in Higher Education” *The Journal of the James Madison Institute* Fall 2007,
No. 37. Co-authored by Ed H. Moore
- “Future of Higher Education” Fall 2006 Legislative White Paper Co-authored Ed H. Moore and
Robert S. O’Leary
- “911-What’s your emergency? Dispatch Operators Describe Emotional Labor” (Book Chapter –
Publication due out Oct 2007)
- “Living Democracy or Anti-Progress?” 2004. Book Review of *When Corporations Rule the
World* Korten, David C. (1995, 1996, 2001) San Francisco, California: Kumerian Press, Inc
and Berrett-Koehler Publishers, Inc., 384 pages. In *Public Organization Review*. Vol. 4, pp.
85-88

Conference Participation

- “The Silver Lining: A New Perspective on Civil Service Reform” Paper presented at the
Southeastern Conference of Public Administrators, Little Rock, AR. October 5-8, 2005
- “911-What’s your emergency? Dispatch Operators Describe Emotional Labor” Paper presented
at the **American Society of Public Administration National Conference** Milwaukee,
Wisconsin. April 2-5, 2005.

“Building a Grounded, Contextually Rich Theory of Whistleblowing as Dynamic Process” With Ralph Brower and Keifung Yang. Paper presented at the **American Society of Public Administration National Conference**. April 3-6, 2004.

“The Pendulum Swings: An analysis of trends in scholarly thought about the role of government.” Presentation at **Southeastern Conference of Public Administrators** Savannah, GA. October 12-14, 2003 and Poster presentation at **Academy of Public Policy and Management** conference Washington, D.C. November 6-8, 2003.

“Managing the Dark Side: The Dichotomy Lives On” Paper presented at the **Florida Political Science Conference**. Gainesville, FL March 2004

“City Managers as Residual Claimants on Local Government Performance”. With Richard C Feiock & James Clingmayer. Presentation at Presentation at **Southeastern Conference of Public Administrators**, Savannah, GA. October 12-14, 2003.

TEACHING EXPERIENCE

Askew School of Public Administration and Policy

PAD 4806 Local Government Administration, Fall 2006, Fall 2007

PAD 3003 Introduction to Public Administration, Fall 2002 (2 sections), Spring 2003 (2 sections), Summer 2003

Barry University, Tallahassee Campus

PUB 408 Politics and Public Administration, Summer 2007

AWARDS RECEIVED

2004 Askew School Paper Presentation of the Year Award
2004 First Runner Up – Raul DeGuzman Award for Best Paper
2003 Pi Alpha Alpha Honor Society
2003 Rho Gamma Mu Honor Society
2002 University of Miami Scholastic and Public Service Achievement Award
2000-2002 Florence Bayuk Scholarship Recipient (University of Miami)
1996-2000 FBI National Scholarship Award Winner
1999-2000 Rho Lambda Honor Society
1996-2003 FSU, UM, & UCF Dean and President Honor Lists

CURRENT CIVIC INVOLVEMENT

2006 – Present Knight Foundation Community Catalyst Member
2006 – Present Florida Chamber of Commerce Foundation, Research Committee, Innovation Summit Planning Committee
2005 – Present Community Improvement Advisory Council
2005 – 2006 President, Public Administration Graduate Association
2004 – 2006 Arts and Entertainment Director – Network of Young Professionals
2004 – 2005 Student Representative, North Florida Chapter, ASPA
2004 – 2005 City Representative, Tallahassee-Leon County Wellness Committee
2003 – 2004 Board Member, Young Executive Board - University Center Club
2003 – Present Alumni Advisor, Alpha Eta Chapter at Florida State University
2002 – Present Member – Academy of Management
2002 – Present Member – American Society of Public Administration

JACKIE L. BOOTH
PO Box 547426
Orlando, FL 32854
813-404-5387
jlbooth@cfl.rr.com

EDUCATION

Doctor of Philosophy 1997
Interdisciplinary Education/Curriculum Design
Dissertation Topic:
Children's Cognition of
Non-educational Video-Based Media
University of South Florida
Tampa, Florida

Master of Science 1980
Curriculum and Instruction
Southern Illinois University
Carbondale, Illinois

Bachelor of Arts 1972
Journalism-English
Brigham Young University
Provo, Utah

RESEARCH INTERESTS

Professional Development for Teachers, Career Literacy, Financial Literacy and Entrepreneurship.

CERTIFICATION

Illinois Teaching Certificate 6-12
English
Spanish
GED Teacher Training Certificate
Assisting Change in Education Facilitator Training

AWARDS

Freedoms Foundation Leavey Award for Outstanding Free Enterprise Education,
University Division: Enterprise, April 1998.

Sunshine Regional Video Awards: Instructional Category: Florida Writes! March 1998.

Sunshine Regional Video Awards: Community Education, ECON USA+, March 1996.

BOARD OF DIRECTORS/TRUSTEES

National Endowment for Financial Education, Denver, Colorado. Trustee, Vice-Chair, Executive Committee, Audit Committee, Program Committee Chair, 2004-present.

USF Stavros Center for Free Enterprise and Economic Education, Tampa, Florida. Advocacy Board Member, 1998-present.

Renaissance Center for the Arts, Tampa, Florida. Vice President of Board of Directors, 2004-2006.

PROFESSIONAL POSITIONS

2004-present	Curriculum Design Consultant
1997-2004	Lead Designer and Project Manager Paradox Learning Systems, Inc.
1990-1997	Associate Director Stavros Center for Free Enterprise and Economic Education University of South Florida
1989-1990	Coordinator of Graduate Studies Department of Curriculum and Instruction Southern Illinois University
1988-1989	English as a Second Language Teacher Literacy Connection Carbondale, Illinois
1987-1988	English Teacher (Adult) J.F. Kennedy Institute Darmstadt, West Germany
1984-1987	Middle School English-Reading Teacher Department of Defense Schools Darmstadt, West Germany
1983-1984	Middle School English Teacher Smith Middle School Killeen, Texas
1982-1983	7th/8th Middle School English/Social Studies Teacher City Day School Springfield, Illinois
1978-1981	News Director College of Technical Careers Southern Illinois University Carbondale, Illinois
1972-1975	Newspaper Reporter Fort Collins, Colorado The Fort Collins Coloradoan

PROFESSIONAL MEMBERSHIPS

National Council for Economic Education (1990-1997)
National Council of Teachers of English (1982-present)
Illinois Association of Teachers of English (1982-83)
Florida Council of Teachers of English (1990-1997)
Florida Council for the Social Studies (1990-1997)

UNIVERSITY TEACHING EXPERIENCE

Online graduate courses for Keiser University

EDU513	Advanced Curriculum and Instructional Design	2009
EDU537	The Teacher in American Society	2009

All graduate level courses for teachers at USF

EDW SSEW	Economic Decisionmaking for Teachers	1994
EDG 6931	Skills for the 21 st Century	1995-1997
SSE 5644	Principles of Teaching Economics	1998
SSE 4690	Social Studies Instructional Strategies	1998-1999

GRANTS

Department of Justice, Office of Victim Assistance: Program management and evaluation, \$250,000: 2004-2007.

Yes Teach!: Worked with several private colleges and universities to develop successful grants, approximately \$500,000: 2006-2008.

Outside Evaluator: Florida College of Hospital Services, nursing education grant, 2007.

Hillsborough County School District: Evaluator for US Department of Education grants for teaching American History: 2007-2009.

US Department of Education, Grant for International Business Education, USF , served as evaluator, 1996-1998.

PUBLICATIONS

Helping Clients Obtain Social Security Benefits, a training program for paralegals for Disability Associates, Suntelemedia, 2007.

A Change for Change, Three series (seven books in each series) of cognitive behavior change workbooks for compulsive gamblers, senior gamblers and the families of gamblers, 2004.

Tobacco Targets: Minority Teens, 2003.

No Spit! 2003.

Prevention Education and the Florida Comprehensive Assessment Test, 2002. A report for the Florida Office of Drug Control.

An Analysis of Middle School Tobacco Prevention Education, 2002. A report for the Florida Department of Health.

Referee, Journal of Economic Education, Winter 1997.

"A Whole Language Approach to Economic Education" with Dick J. Puglisi, Sandra Schurr, and Sunne Brandmeyer. *International Journal of Social Education*, volume 8, number 2, autumn 1993.

Editor and chief writer *CHILDRENOMICS*, a monthly newsletter distributed nationally to elementary teachers on economic education. 1990-1997.

Sarah C. Meaker
1220 63rd Street NW
Bradenton, Florida 34209
(941) 792-6926
Sarah@MeakerandAssociates.com

LEADERSHIP TRAINING / ORGANIZATIONAL DEVELOPMENT

Resourceful, innovative professional with over 17 years Operations, Leadership Training, and Organizational Development within both domestic and international arenas. Held P&L responsibilities. Expertise in initiating projects and programs that boost efficiency and productivity while identifying new avenues of business for the organization. A Hands-on Manager with proven skills in analysis, strategic planning, coordination, research, development, motivation building, and improvement of operations through policies that promote creative thinking, superior customer service, and have a positive effect on the corporate bottom line.

SELECTED RESPONSIBILITIES AND ACCOMPLISHMENTS

- Managed all aspects of a multi-location company including development of business and marketing plans, recruitment, hiring and training of staff, scheduling work and activities, budgeting, establishing policies and procedures, performance evaluation, location and international product procurement and motivation of employees.
- Built a proactive business team from the ground up. Determined needed skill sets, recruited staff, and successfully achieved an overall profit ratio of between 11 – 14% during this 12 year venture.
- Boosted sales revenue through creation of a variety of performance-based incentive programs for both employees and our customers. Taught employees how to up-sell and provided additional purchase enticements for our clientele.
- Researched and wrote a science program funding proposal for a major Florida museum. Developed a varied curriculum with a strong evaluation piece to improve science instruction for this 150-person project. The museum did receive its funding from the Lockheed Martin Corporation.
- Review new federal and state regulations on an ongoing basis. Make adjustments to policies and organize training when needed to ensure compliance with all governmental laws.
- Relieved staffing demands through development of inter-departmental standard operating procedures for certification of coaches. Determined the role each department would play in the process and authored a workable plan.
- Built the only self supporting Alternative Certification Program in the school district. Identified over 300 participants, developed curriculum, hired instructors, managed databases, as well as accounts payable and receivable.
- Coordinated importation and shipping of international products into U.S markets. Worked with customs and logistics professionals in over 14 countries within Eastern Europe, South America, Indonesia and Asia to bring quantities of quality products to U.S. customers.

Sarah C. Meaker... Page 2

- Researched demographics to determine products that would sell best for that particular company location. Analyzed the competition and analyzed sales trends to find products in demand.
- Work with individual teachers and instructional professionals on an ongoing basis. Advise a course of action and assist this person in steps necessary to achieve both corporate and individual career goals.
- Increased productivity and efficiency through development of a comprehensive employee handbook incorporating company policy, work procedures, job requirements, benefit statements and overall expectations.

EXPERIENCE

MEAKER & ASSOCIATES	2007-PRESENT
Certified Evaluator for Attribute Index and D.I.A.L.O.G. Process and Organizational Improvement Specialist Change Management and Business Development Coordinator	
SCHOOL DISTRICT OF MANATEE COUNTY	2001 - 2007
Resource Specialist for Alternative Certification Interim Executive Director for Human Resources Coordinator for Certification and Instructional Personnel Exceptional Student Education Teacher	
ECKERD COLLEGE	2001 – 2003
Assessor	
TRADE ROUTES LTD.	1988 – 2000
President	
SCHENKER'S INTERNATIONAL FREIGHT FORWARDS, INC.	1986 - 1988
Import Supervisor for E.I. Dupont	

EDUCATION/PROFESSIONAL TRAINING

PhD, Leadership and Education, Barry University <i>Specializing in Human Resource Development</i>	2007
MS, Instructional Leadership, Neumann College	2000
BA, Political Science, Villanova University	1985

Additional coursework in Executive Leadership and Instructional Performance Appraisal,

Member, Strategic Planning Action Committee, School District of Manatee County
Chair Certification of Athletic Certification Committee
Manatee Community College Alternative Certification Committee
Board Member Junior Achievement, Manatee County

ABLE TO TRAVEL AND/OR RELOCATE

A) _____

B) Name of Eligible Recipient: _____

TAPS Number 09A111

Project Number: (DOE USE ONLY) _____

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
	6550	1st Opening – 7 “Find Arts Summer Sessions		
	6551	1) Eckerd College, Ringling College of Art & Design, the University of Tampa & Southeastern University will host 7 “Find Arts” start-up/orientation summer sessions with up to 25 teachers from high-need schools at each. Each session will have a budget of \$40,000 to cover instructional costs, expenses and teacher stipends. Each budget will be reviewed and approved by the coordinating team.	-	280,000
	6570			
	6590			
	6585	2) To assist with recruitment of eligible teachers, assist them at these sessions and attend the session, the Heartlands Educational Consortium and the North East Florida Educational Consortium will each receive \$15,000, the other five non-rural district partners will each receive \$3,000.	-	45,000
		3) Eckerd College will receive \$80 for each of the 175 participating teachers to take the Teaching Skills Assessment Program (TSAP).	-	14,000
	6584	2nd Opening – Website, modules online arts network		
	6585	1) Website - The Florida Independent College Fund will develop the required network	-	6,000
	6550			
	6551	2) Modules - Embry-Riddle Aeronautical University will pay faculty to write 3 new module scripts – performing arts, visual arts & art for special groups. ERAU, working with Steel Beach, Inc. will get these scripts programmed and added to the eLibrary, costing no-more than \$50,000 in a negotiated contract. ERAU will coordinate the development of these modules, will provide access for teachers to the eLibrary & maintain it.	-	75,000
		3) ARTe - Ringling College will design and deploy ARTe – an online social/professional Arts network for teachers that offers faculty mentoring, peer-to-peer coaching and a classroom materials library. A staff person will develop and manage the network. Necessary technology – hardware and software - to access the network will be provided to participants but no computers will be purchased. Faculty will be compensated for mentoring sessions and teacher will be awarded for contributions to the online library of class plans and best practices materials.	1	75,000



6582	3rd Opening – ARTboost & ARTastic Materials describing 8 ARTboost sessions (\$2,500) & ARTastic conference (\$2,500) will be developed and distributed at the summer sessions.	-	\$5,000
6552	4th Opening – ArtsMaster & Coaching Scholarships An ArtsMaster Map (developed by the partners) will enable teachers to plan their summer & school year sessions to link with additional coursework to reach their content, certification or master's degree goals. Up to 100 of the 175 participating teachers who commit to becoming Arts coaches in their schools for one year will receive onsite or online scholarships to boost their skills further and earn 6 graduate level credits. A scholarship tuition benefit valued at an average of \$2,500. If more of these teachers want to become arts coaches and savings from other budgeted expenses can be realized (with the approval of the Department) additional Coaching Scholarships will be awarded.	-	\$210,000
6561	Evaluation The University expert/evaluation manager Dr. Jackie Booth will receive \$7,500 and the school district expert Dr. Sarah Meaker will receive \$2,500 to develop the evaluation work plan and necessary protocols, as well as to report on the inputs, outputs and outcomes of the 7 summer sessions.	-	10,000
6582 6593	Dissemination The Florida Learning Alliance and Florida Independent College Fund will promote Untie the Right Brains to school districts, universities and arts organizations through a white paper, PowerPoint and presentations. Each will receive \$5,000 to cover expenses of these efforts.	-	10,000
6549 6541 6591 6562 6630 6635	Coordination & Fiscal Management The University of Tampa which has a College of Arts and Science and a state-approved teacher education program will be the lead institution with coordinating, administrative and fiscal assistance provided by the Florida Independent College Fund which has managed grants from the Florida Department of Education in the past and has attended the required grant management sessions. The cost of these coordination & fiscal management services will be less than 2.7% in Cycle One.	-	20,000
Total			750,000

