



**PARTNERSHIP GRANT APPLICATION GUIDELINES**

TITLE:	Hawai'i State Foundation on Culture and the Arts (HSFCA) 2015-2016 Artists in the Schools (AITS) Program Partnership Grant
PURPOSE OF THE GRANT:	<ul style="list-style-type: none"> <li>• To provide schools with direct-service residencies focused on the Fine Arts Standards by providing funds to contract teaching artists from the Artistic Teaching Partners Roster (on HSFCA website: <a href="http://sfca.hawaii.gov/grants-programs/artists-in-the-schools/artistic-teaching-partners-roster/">http://sfca.hawaii.gov/grants-programs/artists-in-the-schools/artistic-teaching-partners-roster/</a> and on Hawai'i Arts Alliance website: <a href="http://www.hawaiiartsalliance.org/">http://www.hawaiiartsalliance.org/</a>)</li> <li>• An AITS residency is a partnership between the school and the teaching artist. Teachers are expected to play an active and essential role, participating in planning, follow-through with students, professional development, student assessment, and reflection. Compared to past years, a higher level of collaboration between the teaching artist and classroom teachers is expected.</li> <li>• Residencies are based on Fine Arts Standards from Department of Education Hawai'i Content and Performance Standards III, and support 21<sup>st</sup> Century learning skills—creativity, critical thinking, communication and collaboration. All residencies involve students in the three artistic processes of creating, sharing/exhibiting/performing, and responding.</li> <li>• An AITS residency should enhance a school's fine arts curriculum, not supplant it.</li> </ul>
ELIGIBILITY:	All Hawai'i public schools, including public charter schools, are eligible to apply.
GRANT PERIOD:	School Year 2015-2016
MAXIMUM AWARD:	Award amount is based on the school's request as outlined in the proposal. <b>\$6,000 is the maximum AITS grant a school may receive.</b> <b>Schools must contribute 10% of the grant amount, in cash (not in-kind), towards residency expenses.</b>
REQUIREMENTS: <i>(applications not meeting these requirements will not be considered)</i>	<ul style="list-style-type: none"> <li>• Residency with an Artistic Teaching Partner engages a core group of students for eight or more sessions for elementary schools OR five or more sessions for secondary schools (core group = same group of students for all lessons). Each session is a minimum of 30 minutes for lower elementary and 45 minutes for upper elementary and above.</li> <li>• In addition to the sessions for students, professional development (PD) for teachers, led by the artist, is a required part of the residency. Its purpose is to develop classroom teacher knowledge, skill and confidence in the art form. There should be at minimum, a one-hour workshop. More time for PD demonstrates higher school commitment; two or three sessions are optimum.</li> <li>• One application per school only. Multiple artists and art forms are OK, as long as total grant request is not more than \$6000.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Proposed teaching artist(s) must be from current Artistic Teaching Partners Roster.</li> <li>• Signed statements of support (using form provided) from the teaching artist(s), lead teacher and principal must be submitted.</li> <li>• 2015-2016 application forms must be used. Application forms from previous years will not be considered.</li> <li>• Proposed residency must be for the school day. No after school or summer school programs are eligible.</li> <li>• Final Report from any previous AITS grant must have been submitted.</li> <li>• Anything missing means the application is incomplete. Incomplete applications will not be considered (see Application Contents &amp; Instructions below).</li> </ul>
<p>ADDITIONAL INFORMATION:</p>	<ul style="list-style-type: none"> <li>• School should work with the artist to develop and write the application.</li> <li>• In addition to the sessions for students and professional development for teachers, a performance or lecture demonstration by the teaching artist may be included as part of the residency and must be related to Fine Arts standards.</li> <li>• Teachers must be present during all residency sessions.</li> <li>• On the Budget spreadsheet form, "Artist Fees" include co-planning time with classroom teachers and student instruction time. Teaching artists set their own fees.</li> <li>• On the Budget spreadsheet form, for "Ground Transportation," enter either \$50 if total estimated miles driven is less than 200, or \$100 if total is 200 miles or more.</li> <li>• Generally, "non-consumable" supplies such as musical instruments are not funded. However, if a strong case can be demonstrated for the ability and commitment of teachers to continue using the items beyond the residency, it is possible that such supplies may be funded on a case-by-case basis.</li> <li>• All "Other Expenses" in the Budget must be specified and itemized.</li> <li>• A Final Report and Evaluation of the project is due to the HSFCA thirty days after the end of the residency, or by May 31, 2016, whichever is earlier. Schools failing to submit the Final Report jeopardize their receipt of future AITS grants. All funds must be used by the last day of school instruction in SY2015-2016.</li> <li>• It is strongly suggested that the school principal notify the state representative and state senator from the school's district, in writing, of the receipt of an AITS grant. The notification should thank the legislator for funding the AITS Program through appropriations to the HSFCA, and invite the legislator to observe some part of the AITS residency. A copy of the notification should be sent to Vivien Lee at HSFCA address below (PDF OK).</li> </ul>
<p>APPLICATION CONTENTS &amp; INSTRUCTIONS:</p>	<p>Grant application Guidelines and Forms available on HSFCA website:  <a href="http://sfca.hawaii.gov/grants-programs/artists-in-the-schools/">http://sfca.hawaii.gov/grants-programs/artists-in-the-schools/</a></p>



**PARTNERSHIP GRANT APPLICATION GUIDELINES**

	<p>Please complete and submit these forms from the website:</p> <ul style="list-style-type: none"> <li>• AITS Partnership Grant Application (6 pg. limit)</li> <li>• Budget (spreadsheet)</li> <li>• Signature page (copy OK)</li> </ul> <p>EITHER:        Mail a hard copy of all three forms <b>postmarked by May 1, 2015</b> to:        Vivien Lee, Arts Program Specialist        Hawai'i State Foundation on Culture and the Arts        250 S. Hotel St., 2<sup>nd</sup> Floor, Honolulu, HI 96813</p> <p>OR:        Email all three forms no later than May 1, 2015, <b>11:59pm</b> to:  <a href="mailto:sfcaprogasst@gmail.com">sfcaprogasst@gmail.com</a></p> <p>OR:        Drop off a hard copy of all three forms no later than May 1, 2015, <b>4:15pm</b> to        Hawai'i State Foundation on Culture and the Arts        250 S. Hotel St., 2<sup>nd</sup> Floor, Honolulu, HI 96813</p> <p>Incomplete applications will not be considered.</p>
<p>APPLICATION DUE DATE:</p>	<p><b>Friday, May 1, 2015</b>  <i>Application cannot be faxed.</i></p>
<p>HOW APPLICATIONS ARE REVIEWED &amp; SELECTED:</p>	<ul style="list-style-type: none"> <li>• Applications will be reviewed by staff for completeness and eligibility</li> <li>• Applications will be reviewed and scored (100 points max.) by a panel using pre-determined criteria – see “AITS Application Rating Form” below</li> <li>• Applications may be given up to 8 additional “need” points as follows:           <ul style="list-style-type: none"> <li>○ A school applicant receives 3 extra points if it is 80-100% Free &amp; Reduced Lunch (FRL)</li> <li>○ A school applicant receives 2 extra points if it is 70-79% FRL</li> <li>○ A school applicant receives 1 extra point if it is 47.2-69% FRL</li> <li>○ A school applicant receives 2 extra points if it is designated “rural”</li> <li>○ A school applicant receives 1 extra point if the school has not received an AITS grant in the last 5 years</li> <li>○ A school applicant receives 1 extra point if the proposed residency focuses on Special Education students</li> <li>○ A school applicant receives 1 extra point if the proposed residency focuses on English Language Learner (ELL) students</li> </ul> </li> <li>• The panel will then rank the applications and make recommendations to the HSFCA Board of Commissioners for AITS grants funding</li> <li>• The Board of Commissioners meets to discuss and review panel recommendations; approves funding pending availability of funds</li> <li>• Grants are awarded based on ranked order, until AITS funds are depleted</li> </ul>



**PARTNERSHIP GRANT APPLICATION GUIDELINES**

	<p><u>Who are Panelists?</u>          Panelists are community members with experience and expertise in arts education. A pool of possible panelists in our state is regularly updated. Individuals in the panel pool include University professors, arts education administrators, retired and current DOE professionals, arts organization leaders, and artists.</p>
<p>HOW THE AITS PROGRAM IS FUNDED:</p>	<p>The Hawai'i State Foundation on Culture and the Arts receives General Funds from the State Legislature, which are allocated for AITS grants. Since 2008-2009, the Hawai'i Community Foundation has been matching the state's funds with private funds, doubling the amount of funding available to schools.</p>
<p>GRANT TIMELINE:</p>	<p>These are the approximate dates for the AITS Program:</p> <ul style="list-style-type: none"> <li>• March 1, 2015 – disseminate application information to public schools and teaching artists</li> <li>• May 1, 2015 – deadline for application submittal</li> <li>• June 2015 – panel meets to make recommendations</li> <li>• July 2015 – the Board of Commissioners meets to discuss and review panel recommendations; approve funding pending availability of funds</li> <li>• August-October 2015 – AITS funds budgeted and encumbered</li> <li>• November 2015 – official notification to granted schools</li> <li>• November 2015 through May 2016 – AITS residencies; principals write 'mahalo letters' to Legislators</li> <li>• May 31, 2016 - Final Reports &amp; Evaluations due, or 30 days after residency finished, whichever is earlier</li> </ul>
<p>QUESTIONS? CONTACT:</p>	<p>Vivien Lee, Arts Program Specialist          Hawai'i State Foundation on Culture and the Arts          Phone: 586-0768 Email: <a href="mailto:vivien.lee@hawaii.gov">vivien.lee@hawaii.gov</a>  <i>Neighbor islands call toll free:</i>          Hawai'i – 974-4000 ext 6-0771          Maui – 984-2400 ext 6-0771          Kaua'i – 274-3141 ext 6-0771          Lana`i/Moloka`i – 1-800-468-4644 ext 6-0771</p>



Hawai'i State Foundation on Culture & the Arts  
 Artists in the Schools Program  
 Residency Grant Application Form



**SAMPLE BUDGET #1**  
**For Total Residency Expenses ≤ \$6,600**  
**BUDGET**

2015-2016

This Excel spreadsheet will automatically calculate subtotals, total expenses and income, and the breakdown between AITS Funds Requested from HSFCA and the School Funds. Schools are required to contribute 10% of AITS grants amount, in cash (not in-kind), towards the residency expenses. *The maximum amount schools may request from HSFCA is \$6,000.*

Artist Fees: (Cost per Session x Number of Sessions x Number of Classes Participating = Total Cost)	Cost per Session	# of Sessions	# of Classes Participating	Total Cost
Kindergarten				\$0
Gr. 1				\$0
Gr. 2	\$80	10	3	\$2,400
Gr. 3	\$80	10	3	\$2,400
Gr. 4				\$0
Gr. 5				\$0
Gr. 6				\$0
Gr. 7				\$0
Gr. 8				\$0
Gr. 9				\$0
Gr. 10				\$0
Gr. 11				\$0
Gr. 12				\$0
<b>Subtotal of Artist Fees:</b>				<b>\$4,800</b>
<b>Other Expenses:</b>				
Professional Development for Teachers				
Two 1-hour workshops for Gr. 2-3 teachers				\$200
Supplies (paper, paint brushes, watercolor sets)				\$800
Airfare				
Ground Transportation (\$50 if < 200 mi. total; \$100 if 200 mi. or more)				\$100
Misc				
<b>Subtotal of Other Expenses:</b>				<b>\$1,100</b>
<b>TOTAL RESIDENCY EXPENSES ≤ \$6,600:</b>				<b>\$5,900</b>
<b>If Total Residency Expenses exceed \$6,600, skip to bottom section titled "Special Case Budgets"</b>				
<b>AITS Funds Requested (\$6,000=max. amount):</b>	enter this amount on cover sheet-->			\$5,364
	if Total Residency Expenses ≤ \$6,600			
<b>School Funds (10% of request=required min.):</b>				\$536
<b>TOTAL RESIDENCY INCOME:</b>				<b>\$5,900</b>

***** SPECIAL CASE BUDGETS *****				
<b>TOTAL RESIDENCY EXPENSES &gt; \$6,600:</b>				<b>\$5,900</b>
<b>AITS Funds Requested (\$6,000=max. amount):</b>	enter this amount on cover sheet-->			\$6,000
	if Total Residency Expenses > \$6,600			
<b>School Funds:</b>				\$100
<b>TOTAL RESIDENCY INCOME:</b>				<b>\$5,900</b>

**Ignore Special Case Section**



Hawai'i State Foundation on Culture & the Arts  
 Artists in the Schools Program  
 Residency Grant Application Form



**SAMPLE BUDGET #2** 2015-2016  
**For Total Residency Expenses > \$6,600**  
**BUDGET**

This Excel spreadsheet will automatically calculate subtotals, total expenses and income, and the breakdown between AITS Funds Requested from HSFCFA and the School Funds. Schools are required to contribute 10% of AITS grants amount, in cash (not in-kind), towards the residency expenses. *The maximum amount schools may request from HSFCFA is \$6,000.*

Artist Fees: (Cost per Session x Number of Sessions x Number of Classes Participating = Total Cost)	Cost per Session	# of Sessions	# of Classes Participating	Total Cost
Kindergarten				\$0
Gr. 1				\$0
Gr. 2	\$80	10	4	\$3,200
Gr. 3	\$80	10	4	\$3,200
Gr. 4				\$0
Gr. 5				\$0
Gr. 6				\$0
Gr. 7				\$0
Gr. 8				\$0
Gr. 9				\$0
Gr. 10				\$0
Gr. 11				\$0
Gr. 12				\$0
<b>Subtotal of Artist Fees:</b>				<b>\$6,400</b>
<b>Other Expenses:</b>				
Professional Development for Teachers Two 1-hour meetings for Gr. 2-3 teachers				\$200
Supplies (paper, paint brushes, watercolor sets)				\$800
Airfare				
Ground Transportation (\$50 if < 200 mi. total, \$100 if 200 mi. or more)				\$100
Misc				
<b>Subtotal of Other Expenses:</b>				<b>\$1,100</b>
<b>TOTAL RESIDENCY EXPENSES ≤ \$6,600:</b>				<b>\$7,500</b>
<b>If Total Residency Expenses exceed \$6,600, skip to bottom section titled "Special Case Budgets"</b>				
<b>AITS Funds Requested (\$6,000=max. amount):</b>	enter this amount on cover sheet-->			<del>\$6,000</del>
<b>School Funds (10% of request=required min.):</b>	enter this amount on cover sheet-->			<del>\$600</del>
<b>TOTAL RESIDENCY INCOME:</b>				<b>\$7,500</b>

**Skip to Special Case Budget Section**

***** SPECIAL CASE BUDGETS *****				
<b>TOTAL RESIDENCY EXPENSES &gt; \$6,600:</b>				<b>\$7,500</b>
<b>AITS Funds Requested (\$6,000=max. amount):</b>	enter this amount on cover sheet-->			<b>\$6,000</b>
	if Total Residency Expenses > \$6,600			
<b>School Funds:</b>				<b>\$1,500</b>
<b>TOTAL RESIDENCY INCOME:</b>				<b>\$7,500</b>

**Artists in the Schools Application Rating Form 2015-2016**

School Name: **SAMPLE**

Panelist's Initials:

Criteria	Max. Points	Your Score	Notes
<b>1. Topic of Residency and Rationale (20%)</b>	<b>20</b>		<i>FYI - This form will be used by the AITS panel to rate the applications. The criteria are linked to the Application and Budget questions.</i>
<ul style="list-style-type: none"> <li>To what extent is the topic specific, well-defined, and relevant?</li> <li>To what extent will the residency benefit student learning?</li> <li>To what extent is the residency schedule reasonable (number and length of sessions)?</li> </ul>			
<b>2. Benchmarks (5%)</b>	<b>5</b>		
<ul style="list-style-type: none"> <li>To what extent are the benchmarks related to the residency topic and learning goals?</li> </ul>			
<b>3. Description of Expected Results (10%)</b>	<b>10</b>		<i>Note that the criteria are weighted differently.</i>
<ul style="list-style-type: none"> <li>To what extent are the expected results clear, specific, realistic, and related to residency topic?</li> </ul>			
<b>4. Description of Assessment (10%)</b>	<b>10</b>		
<ul style="list-style-type: none"> <li>To what extent is the example a useful assessment?</li> </ul>			
<b>5. Description of Art Activities (CPR) (15%)</b>	<b>15</b>		
<ul style="list-style-type: none"> <li>To what extent are the activities specific, well-described, and relevant?</li> <li>Are creating, performing/exhibiting/sharing &amp; responding/reflecting involved in a meaningful way?</li> <li>To what extent do the art activities support achievement of the fine arts benchmarks?</li> </ul>			
<b>6. Professional Development for Teachers (15%)</b>	<b>15</b>		
<ul style="list-style-type: none"> <li>Is the professional development provided by the artist?</li> <li>To what extent is the professional development plan specific, well-described, and clear?</li> <li>To what extent does the professional development have the potential to build teachers' capacity in the arts?</li> </ul>			
<b>7. Questions for Teachers (10%)</b>	<b>10</b>		
<ul style="list-style-type: none"> <li>To what extent will the teachers be involved and committed during the residency?</li> </ul>			
<b>8. Questions for Principal (10%)</b>	<b>10</b>		
<ul style="list-style-type: none"> <li>To what extent is the principal specific about his/her understanding of, and support for, AITS?</li> </ul>			
<b>9. Budget (5%)</b>	<b>5</b>		
<ul style="list-style-type: none"> <li>To what extent are all the activities described in the application included in the Budget?</li> <li>Are "Other Expenses" in the Budget itemized?</li> <li>To what extent are all the budget items a wise use of public funds?</li> </ul>			
<b>Please enter your total score:</b>	<b>100</b>		



## Artists in the Schools (AITS) Program Partnership Grant Application Sample Answers to Application Questions

### Question 1: Residency Description

#### 1A) Topic of Residency

*Example A:* "A Better Place" is a residency that helps children practice skills of communication, fairness and empathy in a safe and creative environment through the use of drama.

*Example B:* Stories of Hawai'i (mo`olelo) often describe important places and events. Children discover stories of place in a unit integrating music, social studies, and language arts. Students explore ways that music connects people to places, and how music can help us understand the environment, history, and culture of Hawai'i.

*Example C (with Essential Question):* How can dance translate science? Through action and experimenting, both dance and science understandings evolve, creating new opportunities for learning through hypothesizing (forming a new idea), planning (trying different dance movements), testing (dancing it), collecting data (observing self and each other-giving feedback), and revising.

*Example D (with Essential Question):* How does cultural identity reveal itself in visual language? This is a residency that helps students understand the history and artistic cultural expressions within the different ethnic groups that make up the school's diverse population. Students will explore how the arts can be used to discover, define, and express cultural knowledge and self awareness. Students will learn about these ethnic populations through tactile exploration of cultural artifacts, an interactive museum experience, and by creating their own "artifacts."

#### 1B) Rationale

*Example A:* The colors, shapes and textures of the Hawaiian coral reef and wetland ecosystems are inspiring subject matter for creating art. The sequential process of printmaking will require students to plan by using critical thinking and problem solving skills. The collaborative process involved in creating a group mural will also help students develop cooperation and communication skills. Our students benefit from a multi-sensory approach to learning; participation in the arts will enhance their self-confidence.

*Example B:* The children of Hawai'i live in a culturally diverse world, and must be able to socialize and interact with each other on a day-to-day basis. Creative Dance helps to erase social boundaries and encourages individuality, which creates successful relationships. Students will experience different cultures through music and dance, which will help to foster tolerance and understanding towards each other.



*Example C:* Our project helps students deepen learning in core subjects by teaching them to observe closely and record their observations as sketches. At the same time, they learn drawing techniques to improve their ability to realistically record what they have observed.

*Example D:* We want our students to explore and develop positive ways of relating with others and solving conflicts on their own. Learning to resolve, or avoid conflicts, is a particular focus of this residency. Drama provides a laboratory for creating, performing and responding to social situations by exploring alternative points of view and perspectives.

### **Question 3: Expected Results**

#### **3A) KNOW**

*Examples:*

- Students will know the elements of art and principles of design presented in the residency.
- Students will know the tools for identifying story plots, setting, themes and characters.
- Students will know songs, rhythms, dances and games from their own and other cultures.
- Students will know names of, and playing techniques for, numerous percussion instruments.

#### **3B) BE ABLE TO**

*Examples:*

- Students will be able to create their own artwork based on information in their sketchbooks, create 3-dimensional forms, show light source through value drawings, and use perspective.
- Students will be able to use drama strategies to bring a story to life and communicate with their peers.
- Students will be able to play an instrument and sing simultaneously.
- Students will be able to express confidently and creatively their comprehension of character, plot and setting by creating and performing short improvisational dances.

#### **3C) APPRECIATE**

*Examples:*

- Students will appreciate how artists, scientists, and writers use reference sketchbooks, and will be proud of their own sketchbooks.
- Students will appreciate the process of story exploration through dynamic reading, and the many ways that key elements of a story can be told.
- Students will appreciate the ways that music and dance are both different and the same across cultures, building awareness of and compassion for other cultures.
- Students will appreciate their own ability to express themselves through art, both visual and written, and how one art form informs the other.
- Students will appreciate the diversity of the instruments and the diversity of their classmates' creative expressions.



**Question 4: Describe a specific example(s) of an assessment method(s) you will use...**

*Examples (excerpts):*

- Teaching artist will daily ask reflective questions based on the residency's Enduring Understanding and Essential Question to regularly assess how well students are understanding the focus of the residency.
- Classroom journaling: teaching artist will collaborate with classroom teacher to generate reflection questions for students to write about in their journals.
- B.E.S.T. checklist which identifies student's ability to use the elements of dance in residency activities – to be completed by classroom teacher while observing session.
- Two rubrics will be used to assess learning in the rhythm circle: 1) engagement, cooperation and teamwork, and 2) rhythmic accuracy. (Actual rubrics were included in answer.)

**Question 5: Describe art activities and how they will help students achieve the expected results and the benchmarks.**

**5A) How/what will students create?**

*Example A:* Students will learn drawing skills and the art form of collage. Each student will create a collaged 10-inch by 10-inch “quilt square” based on the Hawaiian quilt motif, using symbols they've created. Through a collaborative process, students will assemble a “culture quilt” from their individual quilt squares. Students will learn the meaning of ‘symbol’ and ‘symmetrical balance,’ and that Hawaiian women used both in their quilts (FA.2.1.1 – Use the elements of shape and color and the principles of balance in the art form of collage.) They will also research facts and stories about their family's culture (SS 2.2.1 – Investigating History of Family.)

*Example B:* The creative process is inherent in all of the residency sessions as students use science concepts they are studying to explore and create simple dances. For example, students create an improvisational movement sequence that represents how rocks, minerals, sand and soil are formed. (FA 4.4.2 – Create simple dances that communicate abstract ideas or feelings.)

**5B) How will students share/perform/exhibit?**

*Example A:* Students will routinely share their work in a gallery walk in which they observe, describe, interpret, and evaluate their work and that of their classmates. Students' sketchbooks will be shared amongst students in different classes across the grade levels. This will happen twice between classes. The final artwork will be displayed in the school hallway. This emphasis on sharing will help students achieve one of the expected results: students will be able to plan and execute a finished painting from the initial sketch to the final detail.

*Example B:* Students will create tableaux in small groups then perform them for the rest of the class. Upper elementary students will also share the narration they have created for their tableaux along with verbal improvisation. These opportunities to perform will help students to ‘demonstrate



effective collaboration in creating quality performances and being attentive audience members,' one of the expected results of this residency.

### **5C) How will students respond?**

*Example A:* Students will be introduced to the “observe, describe, interpret, evaluate” process applied to works of art. This process will provide students with the tools and vocabulary necessary for reflecting on their own work, as well as the work of others. The teaching artist, using open-ended questioning, will guide reflection and response. By doing these things, students will achieve the FA.3.1.4 benchmark - Use visual arts vocabulary to discuss and compare works of art.

*Example B:* Students will be asked to write about their ideas, feelings and learning relative to the lessons in a journal. Assessment rubric generated in class by the students will be used for self-assessment and improvement. These activities will help achieve the expected results enumerated above, specifically: ‘students will be able to self assess their performances in African drumming and dance using a rubric.’

*Example C:* Students will work in groups to create frozen scenarios. As they present their tableaux for the class, classmates are led through inquiry to describe their ‘observable’ aspects—how students are shaping their bodies to show the emotion or action. This leads them to *empathize* and *wonder* about what the characters in the story might be feeling and experiencing. (FA.4.3.1 - Interpret a character’s external motivations.)



## **Artists in the Schools FAQs**

### **1. What is the history of the Artists in the Schools Program?**

The Artists in the Schools (AITS) Program was started by the Hawai'i Dept. of Education (DOE) in SY 1969-1970. It, along with the Artmobile, was authorized after a recommendation by the 1969 Legislature that both new programs be implemented. AITS was allotted \$33,700 of legislatively appropriated funds. The Hawai'i State Foundation on Culture and the Arts (HSFCA) provided an additional \$20,000 and was able to arrange for a grant from the National Endowment for the Arts (NEA). The services consisted of performances and lecture-demonstrations by artists.

### **2. What is the AITS Program today?**

In SY 2007-2008, the AITS Program moved from the DOE to the HSFCA. Arts education is one of the HSFCA's Strategic Plan Priorities: "Strengthen arts education pre-K through 12 and plan for lifelong learning."

All public schools, including charter schools, are eligible to apply for an AITS grant of up to \$6,000 per school. In 2008-2009, the Hawai'i Community Foundation began matching HSFCA AITS funds, doubling what was available to schools. The total AITS budget for SY14-15 was \$500,557. Schools must contribute 10% of the grant amount received. Schools are required to use an artist from the Artistic Teaching Partners Roster to conduct a residency.

### **3. What is an AITS Residency?**

A residency engages a core group of students for 8 or more sessions (elementary), or 5 or more sessions (secondary), in standards based lessons in fine arts—visual arts, dance, drama, music, and literary arts. The emphasis has evolved since 1969, and is now on classroom instruction rather than performances and lecture-demonstrations. The purpose is not only to spark students' awareness of and interest in the arts, but also to develop students' knowledge and skills in the arts. The emphasis is on students *doing* art. Many residencies integrate the arts with other core curricula. Another purpose is to build, through workshops, mentoring, and/or observation, the teachers' capacity to teach the arts.

### **4. What is the grant selection process?**

Application materials are available in March. This year, applications are due May 1, 2015. A panel of arts educators and administrators reads the applications, rates them based on agreed upon criteria, and meets to discuss and make recommendations. After HSFCA Board approval of the recommendations, schools and artists are notified. Residencies must be completed by the end of the school year.

### **5. How many schools and artists received grants in SY14-15?**

- 91 schools (out of 93 applying) received grants = 97%
- 15 (out of 37) ATP Roster individuals worked with granted schools
- 9 (out of 12) ATP Roster organizations worked with granted schools

Arts Education Program

No. 1 Capitol District building, 250 South Hotel Street, Second Floor, Honolulu, HI 96813  
Telephone 808.586.0768, Fax 808.586.0308, Website <http://sfca.hawaii.gov/>