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| *ARTS_1st*  | State Foundation on Culture & the ArtsArtists in the Schools ProgramPartnership Grant Application SY 2020-2021**QUESTIONS WORKSHEET TEMPLATE** |  *HSFCA_logo_rgb* |

Please read the *AITS SY2021 Application Instructions* before you begin.

Use this Worksheet for the information that you need to fill in the GO Smart. This includes contact and overview information and narrative questions.

For the narrative questions, compose your answers here and then you can “cut and paste” your answers into the online application. These questions require time and editing to prepare a thoughtful and complete answer. Do not feel obligated to use the maximum character count.

**OVERVIEW SECTION**

**Artistic Teaching Partner (ATP) on the ATP Roster** (multiple selections allowed)

Drop down menu. Select the one or two ATP who will do the residency/residencies.

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**ATP 1 Phone Number** (e.g. 808-123-4567)

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**ATP 1 Email**

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**ATP 2 Phone Number** (if you have an ATP 2) (e.g. 808-123-4567)

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**ATP 2 Email** (if you have an ATP 2)

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**AITS Contact at School (include Salutation – Mr., Mrs., Dr., etc.)**

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**AITS Contact’s Phone Number** (e.g. 808-123-4567)

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**AITS Contact’s Email**

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**Principal’s Name (include Salutation – Mr., Mrs., Dr., etc.)**

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**Principal’s Email**

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**AITS Project Title** *(100 character maximum, including spaces)*

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**Summary of Project** *(500 character maximum, including spaces)*

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| Students will…………………to learn…………..in order to……………… |

**Fine Arts Discipline Focus of Residency** (multiple selections allowed)

Drop down menu. Select the arts discipline(s) for your residency/residencies.

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**Estimated Total # of Students to be served by the residency (enter ONE total number)**

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**Check each GRADE LEVEL to be serviced by the residency** (multiple selections allowed)

Drop down menu. Grades K through 12.

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**Month Residency Begins**

Drop down menu. Select the earliest month when you plan to begin your residency.

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**What Fine Arts experiences are provided for students at your school** *(500 character maximum, including spaces)*

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**QUESTIONS FOR THE PRINCIPAL (worth 10 points)**

Administrative and faculty support is important to the success of the Artists in the Schools Program. Use this section to demonstrate the school’s support of arts learning. Please be specific.

1A. Tell us more about your school community and why your school should receive this grant. *(1000 character maximum, including spaces)*

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1B. What are your expectations for teachers’ involvement in the AITS Program?

*(1000 character maximum, including spaces)*

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1C. How will the administration demonstrate commitment to the overall success of AITS? *(1000 character maximum, including spaces)*

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**QUESTIONS FOR CLASSROOM TEACHERS (worth 10 points)**

Teachers should understand that the residencies are partnerships in which they play an active and essential role: co-planning, scheduling, reflecting and assessing with the teaching artist, following through in-between artist visits to support the learning goals, and learning from and using the professional development strategies outlined in this application.

2A. How will teachers benefit from this AITS residency?

*(1000 character maximum, including spaces)*

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2B. How will teachers be involved during this residency?

*(1000 character maximum, including spaces)*

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**QUESTIONS 3 THROUGH 8 FOR TEACHING ARTISTS & TEACHERS (to jointly answer)**

A residency must be a minimum of 8 sessions (if elementary) or 5 sessions (if secondary) with the same core group of students. Each session is a minimum of 30 minutes for lower elementary and 45 minutes for upper elementary and above. If performances are included (e.g. ho`ike), they must be supportive of the residency. If different grade levels have different topics and rationales, please list separately by grade.

**3. Residency Description (worth 20 points)**

3A. Topic of residency – In 3 to 4 sentences, summarize what students will learn in and/or through the art form. If the arts are integrated with another core subject and/or GLO, state here as part of topic. If there is an Essential Question, state here.

*(1000 character maximum, including spaces)*

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3B. Rationale – In 2 to 3 sentences, summarize why it is important that students learn this?

*(1000 character maximum, including spaces)*

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3C. Who – Identify the core group of students. *(250 character maximum, including spaces)*

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3D. What is the projected schedule (# of sessions, length of sessions)?

*(500 character maximum, including spaces)*

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**4. Benchmarks (worth 10 points)**

(*1500 character maximum, including spaces)*

* Identify the ONE or TWO primary Fine Arts Benchmarks (HCPS III), or portions thereof, that this Artist in the Schools residency will address.
* If it is a Literary Arts residency, benchmarks should come from the Common Core English Language Arts standards.
* If the residency is arts integrated, also list no more than ONE or TWO primary benchmarks from the other core subject area (Common Core or HCPS III, as appropriate).

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**5. Expected Results (worth 15 points)**

5A. As a result of participating in this residency, students will KNOW… (what knowledge, facts, or information will students learn?)

*(1000 character maximum, including spaces)*

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5B. As a result of participating in this residency, students will BE ABLE TO… (what will students do with what they know? What skills will they have learned?)

*(1000 character maximum, including spaces)*

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5C. As a result of this residency, students will APPRECIATE… (at the end, what do you hope students will think/feel about the experience?)

*(1000 character maximum, including spaces)*

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**6. Art Activities (worth 15 points)**

Describe the art activities you are proposing, and how they will help students achieve the expected results and the benchmarks that you identified.

6A. How/what will students CREATE? *(1000 character maximum, including spaces)*

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6B. How will students PERFORM/EXHIBIT/SHARE? (Could range from informal sharing of student artwork with classmates, to a more formal presentation.)

*(1000 character maximum, including spaces)*

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6C. How will students RESPOND (reflect on their own and others’ artwork)?

*(1000 character maximum, including spaces)*

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**7.** **Assessment (worth 10 points)**

In addition to planning and instruction, good teaching also includes continual assessment of student learning. Assessment should provide evidence of student learning that is a result of your instruction. The evidence may be exactly what you expected or you may need to make adjustments to your instruction.

7A. To answer this question, select ONE of your arts-related expected results from application question #5A or #5B and copy here.

*(1000 character maximum, including spaces)*

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7B. In relation to the selected expected result, describe ONE specific arts assessment task students will do to demonstrate their learned skills and understandings.

*(1000 character maximum, including spaces)*:

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7C. Define THREE criteria you will use to judge the quality of what students do for the above stated arts assessment task. For each criterion, identify observable indicators of student proficiency, i.e. what does proficient look like?

*(1000 character maximum, including spaces)*

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7D. Finally, state how you will provide feedback to students to help them improve what they did. *(1000 character maximum, including spaces)*

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**8. Professional Development (worth 10 points)**

* REQUIRED Professional Development (PD) – a one-hour session minimum – led by the teaching artist - for the classroom teachers involved in the residency.
* The purpose is to support the residency and continuation of arts after the residency is over.
* The PD must relate to the proposed residency.
* If there is more than one Teaching Artist, and they are in different art forms, the PD should address each TA’s art form.

8A. Describe the PD session(s) and how it will increase the classroom teachers’ knowledge, skills or confidence in the art form.

*(1000 character maximum, including spaces)*

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8B. Give # of PD sessions, # of hours, # of teachers.

*(100 character maximum, including spaces)*

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**ESTIMATED BUDGET FOR TOTAL RESIDENCY EXPENSES, GRANT REQUEST AND SCHOOL SHARE**

The following three sections are for your estimated budget. Use the *AITS SY2021 Budget Worksheet Template* excel form to help you with this. This worksheet is for applicant use only and will not be submitted. If there are two ATP, each ATP can prepare a separate worksheet. Be sure to double check your combined totals when you combine the residency expenses for both ATP.

* **Total Residency Expenses** – four categories of costs.
* **Grant Request and School Share** – grant request must end in zero.
* **Identify Residency Expenses** – brief and simple descriptions.

**See the *AITS SY2021 Application Instructions* for more information and examples.**

**TOTAL RESIDENCY EXPENSES**

This section is for the applicant to itemize the four categories of expenses for the entire residency. Remember that the Total Residency Expenses is equal to the Grant Request plus the School Share.

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| TOTAL RESIDENCY EXPENSES: | ATP 1 | ATP 2 (if needed) |
| Teaching Artist Fees |  |  |
| Expendable Supplies/Materials |  |  |
| Travel |  |  |
| Other |  |  |
| EXPENSE TOTALS | Automatic calculation | Automatic calculation |

**GRANT REQUEST & SCHOOL SHARE**

This section is for the applicant to fill in the amounts for Grant Request and School Share.

For only one ATP, fill in the fields for ATP 1 Grant Request and ATP 1 School Share.

For two ATP, ATP 2 must fill in the fields for ATP 2 Grant Request and ATP 2 School Share. Make sure your figures align with the page for Residency Expenses-Budget.

The Grant Request and the School Share totals for the application will automatically calculate. The calculated Grant Request must end in zero.

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| ATP 1 Grant Request |  |
| ATP 2 Grant Request |  |
| GRANT REQUEST | Automatic calculation |
| ATP 1 School Share |  |
| ATP 2 School Share |  |
| SCHOOL SHARE | Automatic calculation |

**IDENTIFY RESIDENCY EXPENSES**

This section is for the applicant to:

* Indicate AITS Grant type (i.e. AITS Regular or AITS APP PWA)
* Simply identify residency expenses (e.g. art supplies, paints, brushes, interisland travel, mileage). If none, enter None.
* IF the school share is paying for enduring supplies/materials items, identify what and how much it costs under Other.

If your application includes two ATP:

* ATP 1 should fill in the ATP 1 fields and ATP 2 should fill in the ATP 2 fields.
* Make sure your ATP 1 or ATP 2 designation matches with the Residency Expenses-Budget page.

**AITS Grant type** (Drop down menu)

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**ATP 1 – Teaching Artist Fees (arts residency, PD)**

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**ATP 1 – Expendable Supplies/Materials**

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**ATP 1 – Travel (e.g. mileage; neighbor island air, car lodging**

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**ATP 1 – Other (e.g. field trip)**

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**ATP 2 – Teaching Artist Fees (arts residency, PD)**

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**ATP 2 – Expendable Supplies/Materials**

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**ATP 2 – Travel (e.g. mileage; neighbor island air, car lodging**

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**ATP 2 – Other (e.g. field trip)**

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**CERTIFICATION SIGNATURES**

Certification signatures are required for each AITS application. ATPs and AITs Contacts apply their esignatures directly in this GO Smart page. The Principal must esign a pdf form which you will upload.

* ATP - certification esignatures and date. If there are two ATP, then two certification esignatures are required. For ATP Organizations, the ATP Organization Contact Person must provide the certification esignature.
* AITS Contact - certification signature and date.
* Principal - signature form to upload. The form is a fillable PDF for esignature.

Name your Principal Signature Form as follows before you upload it:

SchoolName\_AITS2020\_Principal

Since these forms are required for your AITS application, GO Smart will "notify you” if you do not upload it and try to submit.

**THE END**