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State Foundation on Culture and the Arts

Artists in the Schools Program

Partnership Grant Application SY 2025-2026/7

# **QUESTIONS WORKSHEET TEMPLATE**

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

Use this Worksheet for the information that you need to fill in the application on 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.

**SCHOOL OVERVIEW**

**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.

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

**ATP 1 Email**

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

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

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

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

**AITS Contact’s Email**

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

**Principal’s Email**

**Does the school have Title 1 status?**

(Yes/No)

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

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

* Cultural Arts
* Dance
* Drama/Theatre (includes Storytelling, Puppetry, Mime)
* Literary Arts
* Media Arts
* Music
* Visual Arts
* Other

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

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

* Grades Pre-K through 12

**Month Residency Begins**

(Select the earliest month the residency would begin- including the earliest date the teaching artist will purchase supplies for the residency)

Check box menu

* September 2025 through May 2026

**ARTS EDUATION DATA**

**Does the school have dedicated Arts Educator(s) on staff?**(Drop down: Yes/No)

**Please provide the total Full Time Equivalent of Arts Educators at the school?** If you do not have any dedicated Arts Educators at the school currently, please write “N/A.”

**Please select all arts disciplines taught at your school with dedicated Arts Instructors.**

Check box menu: visual arts, theatre, dance, music, media arts, cultural arts, other, none.

**DISTRICT INFO**

Please fill out State House and Senate District for the school. If you are unsure of the district, please go to <https://www.capitol.hawaii.gov/fyl/>

**State House District**

**State Senate District**

**What County is your school located within?**

Check box menu: Hawaiʻi, Honolulu, Kalawao, Kauaʻi, Maui

**SCHOOL DEMOGRAPHICS**

As this information is public for public schools, we ask that Charter Schools please share your school demographics to the best of your ability. This information is to provide context for panelists, and will not affect the score.

**Number of students who attend the school**

**Grade levels served at the school**

**Languages spoken at home of students (please share as a list)** *(500 character maximum, including spaces)*

**Race/ethnicity make up of the students at your school** *(500 character maximum, including spaces)*

**RESIDENCY INFORMATION**

**AITS Project Title** Please be sure to make this title as succinct and connected to the residency as possible. Example: Farm to Design: Natural Dye Creation. *(100 character maximum, including spaces)*

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

Please use this format: Students will…to learn...in order to...

(Example: POETRY: Students will write poetry to learn to engage with metaphor, symbolism, and sensory details in order to interpret their campus Public Work of Art.)

**Is your Artists in the Schools Residency an Arts Integrated Residency** (a residency that combines the arts with another core subject area, such as science or English)? *This information helps contextualize the residency for panelists, and does not affect scoring.*

* Yes
* No

**How many years has this teaching artist partnered with this school** (This is for context for the panelists and will not affect your score).

* First year
* 2-5 years
* 5+ years

**RESIDENCY TYPE**

Art in Public Places (APP) Grants must revolve around interpreting a Public Work of Art from the SFCA Art in Public Places Collection. If the school has a Permanent Work of Art from the SFCA Collection on their campus, we highly recommend using that. Otherwise, please refer to the [Art in Public Places Catalog](http://dags.hawaii.gov/sfca/app/gallery/) to choose the piece(s) that will be interpreted in the residency.

**Are you applying for an Artists in the Schools General Grant, or an Art in Public Places Artists in the School Grant?**

* General Grant (maximum grant is $8,000 + up to $500 for Professional Development)
* Art in Public Places Grant (maximum grant is $8,000+ up to $500 for Professional Development)

**If you are applying for an APP Grant, please download the image you will be utilizing from**[**https://hsfca-ais.axiellhosting.com/search/simple**](http://dags.hawaii.gov/sfca/app/gallery/)**, and then upload it to the 'file upload' for our panelists to see.**Please upload a PDF with the image(s), artist(s), and title(s) of the piece.

**PRINCIPAL QUESTIONS (worth 10 points)**

The SFCA considers Artists in the Schools a partnership between the school, the teachers, and the Teaching Artist. To demonstrate the school’s support and collaboration in this partnership, please provide specific answers to the questions below. This section must be filled out by the principal to articulate the role they will play to support the success of the residency.

How will the school administration support and demonstrate commitment to the overall success of the AITS Residency?
(Check all that apply)

* I will support teachers to participate in Professional Development during the school day provided by the AITS Teaching Artist
* I will support and encourage teachers to incorporate the arts into their curriculum
* We will monetarily support this residency with additional funding
* We will provide available space on-site for the teaching artist to utilize (including but not limited to a classroom, cafeteria, auditorium, gym, etc.)
* I will observe the teaching artist incorporating arts into the classroom, and will encourage other teachers to observe the teaching artist (with consent from the classroom teacher and teaching artist)
* Other

Please elaborate further on how you would support the AITS residency. *(1000 character maximum, including spaces)*

**COMMITMENT AND BENEFIT TO THE SCHOOL (worth 15 points):**

Why is this residency important to your students and school? *(2500 character maximum, including spaces)*

For Teachers: How will the residency benefit you as a teacher(s)? *(2500 character maximum, including spaces)*

**School’s Role in the Residency:** Describe how the school will support the residency’s success. Include the roles and responsibilities of teachers, principals, curriculum specialists, etc. *(2500 character maximum, including spaces)*

**RESIDENCY QUESTIONS (worth 35 points):**

A residency must be a minimum of 8 sessions (if elementary) or 5 sessions (if secondary) with each class/group of students served. 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. hoʻike or cultural presentation), they must be supportive of the residency. If different grade levels have different topics and rationales, or two different teaching artists are conducting two separate residencies, please list separately by grade.
For example:

1. Teaching Artist A’s Residency Goals
2. Teaching Artist B’s Residency Goals

Remember the maximum character count is to leave plenty of room for two fully different residencies to utilize this space. Please keep answers clear, concise and specific.

**Priority Standards:**
Acknowledging that each residency will touch upon multiple standards over the course of each session, select five-six priority standards for your residency, one from each of the following NCAS categories (Creating, Performing/Presenting, Responding, Connecting), one from HĀ, and, if arts integrated, one from the other academic area. If your residency is a Literary Arts Residency or involves an art form that does not fall under the National Core Arts Standards, please provide relevant standards for your residency. Write them below in this format:

* HĀ:
1.g: Strengthened Sense of Belonging: Understand how actions affect others
* Creating:
TH:Cr1.1.K.a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
* Performing/Presenting:
TH:Pr4.1.K.a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
* Responding:
TH:Re7.1.K.a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama)
* Connecting:
TH:Cn10.1.K.a. With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

*(2500 character maximum, including spaces)*

**Residency Description:** Describe the residency experience. What activities will students engage in and create? Explain how the four selected standards are integrated throughout the residency, and how you will incorporate student voice and perspective. For an APP residency, describe how the art piece is central to the residency. *(15,000 character maximum, including spaces)*

**Reflection Questions:** What questions or ideas will students reflect on during the residency? Make sure these questions align with the selected standards. *(5,000 character maximum, including spaces)*

**Relevance to Student Demographics:** How will the residency be relevant and responsive to the demographics of the students? *(5,000 character maximum, including spaces)*

**Second Year of Residency:** Provide the plan for year two, noting any differences from year one (respond to the questions above). If the residency plan for both years is the same, explain how you will reflect on year one to adjust the residency for year two. *(10,000 character maximum, including spaces)*

**STUDENT SUCCESS (worth 10 points)**

**Indicators of Student Success:**
List three to four indicators of student success. What will students create, perform, produce, or share to demonstrate their achievements? *(1,500 character maximum, including spaces)*

*(Example)* Indicator 1: Understanding of Color Theory

* What students will produce: A color wheel and a painting using complementary colors, primary, secondary, and tertiary colors.

**Defining Success:** Describe what success looks like for each of the indicators you listed.

*(2,500 character maximum, including spaces)*

Indicator 1: Understanding of Color Theory

* Success looks like:

	+ The student demonstrates a solid understanding of how colors interact by using the color wheel accurately.
	+ The artwork shows a conscious choice of complementary, analogous, or contrasting colors to create visual interest or harmony.
	+ The colors are applied purposefully in the final artwork (e.g., a painting where the complementary colors are used to create contrast or focus).

**TIMELINE (worth 5 points)**

What is the projected schedule? Please include meetings between teaching artists and teachers, teaching sessions, number of sessions and length of sessions. Include dates, even if they are tentative or estimates. *(1,500 character maximum, including spaces)*

**Professional Development (Up to 10 bonus points)**

**Optional but highly encouraged**

Applications with Professional Development receive up to 10 additional bonus points. Schools interested in Professional Development can apply for up to $500 for professional development services from the Artists in the Schools Teaching Artist(s).

Strong Professional Development (PD) Application includes:

* At least one 1-hour session led by the teaching artist for classroom teachers involved in the residency.
* The PD should be well-described, with clear goals.
* The session must be relevant to the proposed residency.

**Will you include Professional Development in your AITS Residency?**
(Yes or No)

**Describe the PD session and include:**

* Clear goals of the PD.
* A definition of success.
* How you will assess the success of the PD.
* How teachers will be able to incorporate what they learn into their practice.

**Share below the number of PD sessions, number of hours, and projected number of teachers.** (Example: one 60 min PD session for 3 Grade 2 teachers) *(1,000 character maximum, including spaces)*

**Professional Development Credit Hours:**

The School agrees to co-sponsor this Professional Development so that teachers can count this PD towards their 21 Hours Job-Embedded Professional Development Requirement.

Yes

No

**RESIDENCY EXPENSES- BUDGET (worth 10 points)**

Present an estimated budget for the residency. Submit the Residency Budget Sheet in Excel. If there are two ATPs, each should prepare a separate worksheet. Double-check your combined totals when merging both ATP budgets.

For multi-year grants, submit separate budget forms for each year.

* Be sure to upload your file to your application in GO Smart as a PDF.

**Grant Request and Financial Support**

Use the numbers on the Project Budget Sheet to fill out this section. Make sure your figures align with the Project Budget Sheet.

Make sure the ATP 1 and ATP 2 designation matches the Project Budget Sheet

While the School is not required to financially support the grant, please be sure to include any additional financial support for the residency that the school will provide. (i.e. Funding supplies, additional expenses for subs while teachers are taking PDs, budget for kiln electricity, etc.)

**Certification Signatures**

Certification signatures are required for each AITS application.

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

Download the AITS SY2025-27 Principal Signature form, a fillable pdf, located in Necessary Materials on GoSmart.

The form is designed for eSign, if your Adobe Acrobat software can do it for you. In this case, after you do the eSign, then upload the form.

Otherwise, sign the form, scan it, and then upload the signed form.

Name your Principal Signature Form as follows before you upload it:
                     SchoolName\_AITS2025-27\_Principal

Since the Principal form is required for your AITS application, GO Smart will "notify you" if you do not upload it and try to submit.

Grant funding is subject to the funds being authorized and appropriated by the Legislature for such purpose and allocated by the executive budget process.

ATP CERTIFICATION:

* Artistic Teaching Partner 1 - By including my electronic signature, I certify that the information contained in this application is correct to my knowledge.
* Artistic Teaching Partner 2 (if needed) - By including my electronic signature, I certify that the information contained in this application is correct to my knowledge.

ATP CERTIFICATION STATEMENT:

* I have worked with the school on this partnership application for an AITS grant.
* I have read through and approve the final application, including proposed residency costs and grant request.
* If the partnership receives an AITS grant, I will work with the school to provide the residency described in the application.
* If there are any changes/updates when the residency is scheduled to begin, I will contact SFCA for approval before implementing them.
* I will work with the school to ensure that the residency online final reporting is completed 30 days after the completion of the project or 30 days after the end of the contract, whichever is earliest.
* I/we are not barred or suspended from receiving federal funds
* I/we are registered and compliant with Hawaiʻi Compliance Express