



The State Organization
on Arts and Disability

2010-2011 Arts Inclusion Program Application

Application Deadline: Postmarked by Oct 25, 2010. Mail two complete copies of your application to: VSA Kentucky, 21st Floor, Capital Plaza Tower, Frankfort, KY 40601. Faxed or late applications will not be accepted.

For any questions, contact Mary Claire O'Neal, VSA Program Director, in the Frankfort Office at (502) 564-3775 on Monday, Wednesday or Thursday. **FAXED APPLICATIONS WILL NOT BE ACCEPTED. Enclose two complete sets of your application.**

SECTION A

Applicant Information

Please use this form as it appears here. Fill in all answers electronically. This form cannot be saved once you begin, so you may want to print one out as a worksheet first before you begin to fill the fields in on your computer. Forms filled out by hand will not be reviewed.

School Name

South Todd Elementary School

County Todd

Congressional District# (1-6) 1

School Address 4115 Guthrie Road

City Guthrie

Zip 42234

Phone (270) 265-5785

Name of Site

Coordinator Tammy Hollon

Email tammy.hollon@todd.kyschools.us

Site Coordinator Home Phone (270) 847-6146

Home Email tfhsunflowergirl@yahoo.com

Name of Principal Camille Dillingham

Principal's Email camille.dillingham@todd.kyschools.us

Signature of Site Coordinator

Signature of Principal

Date

10/22/10

Very Special Arts

VSA

KENTUCKY

The State Organization
on Arts and Disability

VSA Kentucky Arts Inclusion Application Guidelines and Checklist 2010-2011

Postmark Deadline, Oct. 25, 2010

The VSA Kentucky Arts Inclusion Award Program is VSAKY's largest program, serving schools in every Congressional District in the Commonwealth and is designed to help schools provide experiential learning through the arts for children with and without disabilities in an inclusionary setting. With VSAKY Arts Inclusion Award Projects, the student becomes the artist, an actual participant, in any of the areas of the arts including dramatic arts, creative movement/dance, literary arts, music, visual arts, film, photography, etc. Your project may focus on one arts discipline/area or integrate more than one. *VSAKY funds cannot be used for performances or assemblies. All artist contact/instruction with students must hands-on or experiential.*

Note: Under federal regulations, these funds may not be used for the purchase of equipment. It is recommended but not mandatory to include other sources of financial support for a proposed project. Teacher salaries may not be used as in-kind in Arts Inclusion Awards program unless it is after the conclusion of the school day.

CHECKLIST FOR REQUIRED DOCUMENTATION

Before mailing your application form please review it carefully to make sure you have fully completed all sections of the application. *Failure to do so could jeopardize review of your application materials.* Be sure to include the following:

- ☒ 1. Two complete copies of your application, sections A,B,C,D,E, and F.
- ☒ 2. Section A & D: Make sure you have all required signatures.
- ☒ 3. Section B: Make sure all totals entered in this section are accurate and double check math.
- ☒ 4. Section D: If you will be using an artist for your project, the artist's signature must be on your application when submitted (Section D). Make sure you have listed each artist, the contact hour information and number of sessions, and the hourly fee for each artist. You (Site Coordinator) must fill out and complete Section D yourself. Artists are not to fill out this page for you. This page is your school's contract with the artist. Include all support materials such as artistic and educational resumes for artists not listed on the VSAKY Roster.
- ☒ 5. Section F: Please make sure that your figures on your budget match the figures in Section B. Please double-check your math. Please itemize when noted on the budget page.
- ☐ 6. To receive confirmation of receipt of your application, you may enclose a self-addressed, stamped postcard with your application.

SECTION B.**Funding Request Information**1. Title of Project or Activity Appalachian Arts Adventures

2. Provide a one-sentence description of the proposed project or activity

Multi-disciplinary projects to help students celebrate their own heritage and appreciate traditional Appalachian culture.3. Proposed date(s) of project: Beginning 5/2/11 Ending 5/6/11*Projects scheduled prior to January 15, 2011 will not be considered.*4. Number of students who will directly participate in this project 845. Number of students with disabilities to be directly participating in this project 136. Projected number of students who will indirectly benefit from this project 4017. Total number of teaching artists participating in this project 2

8. Amount requested (must be \$1,200.00)

\$1200

(If approved, money will not be disbursed until after we receive your signed funding agreement.)

9. *Amount of cash match (cash match is strongly encouraged (but not required), and **does not** have to be dollar for dollar with amount requested). (Must itemize source(s) and amount).88.97- supplies422.50- additional contact hours336- mileage (2 round trips)300- per diemTotal \$1,147.4710. *Amount of in-kind by applicant
(Itemize source and amount)Total

*See descriptors on budget page (Section F) for cash and in-kind explanation.

11. Total Budget for this project:
(Add lines 8, 9, and 10)\$2,347.47

12. Did your school apply for the Arts Inclusion Program last year?

Yes ☐ No ☒

13. If so, did you receive funds?

Yes ☐ No ☒

SECTION C.**Project Narrative**

1. Describe the project and *specifically* how it will be implemented. Include the following: A) Arts discipline (music, dance, visual, film, drama, etc.) and the *specific* activities that will be used. Include how this project will be experiential for ALL students. B) Which VSAUS Department of Education Objective will be addressed in this project? (See Descriptors page for list of Objectives.) You need only address one of these objectives. *How* will the students benefit? C) Be specific on how inclusion will be accomplished, i.e. list adaptive strategies for special needs students in this project. *It is very important to be specific about inclusion for the review of your application. PLEASE USE SPACE PROVIDED ON THIS PAGE. ONE ADDITIONAL PAGE MAY BE ADDED IF NECESSARY. USE 10 POINT SIZE OR LARGER.* In your narrative below, please label sections A, B, and C.

A) Our multi-disciplinary Appalachian Arts Adventures project will include: music, dance, and visual art. The week will kick off when our first visiting artist, Alfredo Escobar arrives to greet students with his vibrant folk art activities. Our core group (5th grade) will celebrate their heritage by developing a life story through abstract symbols. The finished "Life Stories" will be displayed in our school library for all students to enjoy and appreciate. 3rd and 4th grade students will create folk art drawings based on their own environment. Kindergarten, 1st, and 2nd grade students will be shown how to tell a story through cartoons by using caricature. All students will create pencil drawings and then have a choice of crayons or markers to add more details to their artwork. On Wednesday, Jennifer Rose, our second artist will arrive to take us through a journey of traditional Appalachian dance and music. Her accompanying demonstrations of traditional folk instruments, the dulcimer and the guitar, will help to further enhance the experience. Students will participate in dances such as the Virginia Reel, Cumberland Square, or Set Running which will showcase various rhythmic movements. Some of our 5th grade students will be chosen to participate in 6 mini assemblies throughout the day on Friday. The Music, Dance, and Visual Art KET Toolkits will be used to prepare students for the project. The art teacher will spend extended time with special needs children to introduce the content to them. We have developed a schedule to ensure all students will have the opportunity to work with both artists. Each grade level has around 80 students; we decided to split them in half in order to make the class sizes more manageable and to promote a good teaching/learning environment for the artists and students. 5th grade students will attend two 1 ½ hour sessions, while all other grade levels will attend two 45-minute sessions, one for dance and one for art. On Friday, each grade level will attend a mini-assembly to showcase what our core group has learned during the week. The assemblies will consist of one entire grade level rotating to and from the event every 35 minutes.

B) We will be addressing objective #2 with our project activities. "The arts reflect the beliefs, feelings and ideas of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures." [Kentucky Arts and Humanities (AH) Big Idea] The purposes of art, music, and dance will be used to guide our various activities and meet our AH content standards: (dance) AH-05-3.2.1 Students will describe or explain how dance fulfills a variety of purposes--recreational. (music) AH-05-3.1.1 Students will identify how music fulfills a variety of purposes--recreational. (art) Students will identify how art fulfills a variety of purposes--narrative. "Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society." [Kentucky Practical Living and Vocational Studies (PLVS) Big Idea] Since we will be working in large groups of 40 students at a time, increasing the social/communication skills of participants, primarily those with disabilities would be the most appropriate objective for our project. The objective will also help guide us to meet some of the Kentucky PLVS content standards: (1) PL-04-1.1.1 Students will identify, describe, or recommend effective social interaction skills that promote responsible and respectful behavior. (2) PL-04-1.1.2 Students will describe strategies for stress management, problem solving, conflict resolution and communication. (3) PL-04-1.1.3 Students will describe how physical, social and emotional changes occur during preadolescence. "Health literacy includes an understanding of how the body functions as well as behaviors and decisions that will foster life-long health." (Kentucky PLVS Big Idea) "Students also have

Section C - Additional Narrative

Additional space provided for the narrative.

the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods." (Kentucky AH Big Idea)

Benefits:

- combining the arts with practical living and vocational studies
- regular education students will be working alongside students with disabilities

C) Special needs children will work alongside their grade level peers in our project while using various adaptive strategies. Students will be introduced to the music/media prior to the project during Special Art, which is a weekly extended class conducted by the art teacher to individualize and enhance artistic experiences for students with special needs. Exposure to the material beforehand will be one less thing for them to process. Our occupational therapist has volunteered to arrange her schedule to be at the school during the projects. She also suggested they take occasional breaks away from the activity in order to process what they've learned. Modifications for the dances will be, side-by side or hand over arm with faded physical prompts. Both will be effective during instruction. Using a hula hoop to help lead them would give students more independence at the same time. Preferred seating close to the instructors will be available for dance and art activities. When creating the artwork, hand over hand on slanted/vertical surfaces will be an option. We also plan to use textures under the paper for enhanced feedback. Students with motor planning issues will need to be physically led or have initiated movements for physical input.

SECTION D.**Artistic Personnel**

Contact with the artist must be made prior to submitting this application in order to secure the artist's agreement for the project and time formats. ****Artist's signature is required at the bottom.**

Name of

School South Todd Elementary School

1. Name of all artists being used for implementation of this project who will be paid with VSA Kentucky funds.

Jennifer Rose and Alfredo Escobar

2. Provide a schedule of the number of direct contact hours that artist (s) will be working with students. Please note that VSAKY funds may not be used to pay for individual artist(s) planning time or for conducting professional development sessions, however, up to two hours (total for this project) can be used for the artist observing the classroom culture, and one hour (total for this project) for face-to-face planning WITH the teacher(s).

A) Total number (for entire project) of hands-on artist sessions with students 24.5

B) Length of each session (30 min., 45 min., 60 min.) 4-90 min, 20-45 min, 6-35 min

C) Beginning and ending dates May 2-6, 2011

3. If a VSAKY Roster artist * is **not** used, you must attach the following for review:

A) Resume that includes artistic and educational background.

B) Resume that demonstrates instructional work with special needs children.

C) Copy of recent police or background check from the Dept. of Courts

(Information from A & B may be included on one resume)

4. Fee being paid artist: (Fees range from \$35-\$45 for non roster artists and \$50-\$65 for VSAKY Roster Artists per direct, hands-on, contact hour with students). Funds will not be provided to pay for performances, assemblies or equipment. All artist contact with students must be hands-on arts experiences (These funds cannot be used for artist lecture nor intended to replace arts and humanities instruction.)

Calculation of Artist Fees:

A) Total Contact Hours 24.5 @ \$65 per hour = Artist Fee \$ 1,592.50

B) Hours, if any, for artist observation of classroom culture (up to two) and/or face-to-face planning meeting w/teacher (up to one) 0 @ 0 per hour. (See item #2 above for explanation.) TOTAL ARTIST FEE \$1,592.50

Jennifer Rose

10/22/10

**Signature of Artist

Date

*Resumes are not required for those artists whose names appear on the VSAKY Artist Roster.

**** IN ORDER FOR YOUR APPLICATION TO BE CONSIDERED FOR FUNDING, THIS PAGE MUST BE SIGNED BY THE ARTIST AND INCLUDED WITH YOUR APPLICATION. PLEASE BE SURE TO FACTOR IN ENOUGH TIME TO ACCOMPLISH THIS.**

This page must be filled out by the Site Coordinator (not the artist), and then signed by the artist. This is your school's contract with the artist. Please mail the artist a copy of this completed page for their records.

SECTION E.	Project Evaluation
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Program Outcomes and Indicators

In regard to U.S. Dept. of Education Objective that you addressed in Section C, how will evaluation data be collected and analyzed? Please check one or more below:

- ☐ Interviews will be recorded and evaluated for these themes and trends.
- ☐ Participant (student) program journals are gathered and evaluated for the establishment of benchmarks in order to gauge student progress.
- ☐ Participant (student) program portfolios are gathered and evaluated for the establishment of benchmarks in order to gauge student progress.
- ☒ *Post-event audience surveys will be administered to receive general participation information.
- ☐ *Pre and post-tests will be administered, and information will be gathered to measure student progress with respect to program-related skill development.
- ☒ Teaching artist activity logs are collected and evaluated with respect to teaching artists' observation of student growth, skill development, or other stated goals.
- ☒ Video and photo documentation will be gathered, viewed, and evaluated for themes and trends.

*Written evaluation or survey data will need to be collected, aggregated and reported on the final report form at the conclusion of your project.

☐ Other (Please describe)

SECTION F.**Proposed Budget**

	Cash Match (See Section A-1)	**VSAK Funds (See Section A-2)	In-Kind (See Section A-3)
<u>PERSONNEL</u>			
*Artist(s) - Itemize Jennifer Rose 14.0x\$65			
Alfredo Escobar 10.5x\$65	\$ 422.50	\$ 1,200.00	\$ 0
Technical/Consultant n/a	\$ 0	XXXXXXXXXX	\$ 0
<u>MATERIALS/ SUPPLIES</u>			
Props, costumes, art supplies (Itemize) Markers			
Paper (12x18) Pencils Paper (8 1/2x11)	\$ 88.97	\$ 0	\$ 0
<u>MARKETING/ PROMOTION</u> (Itemize) n/a	\$ 0	\$ 0	\$ 0
<u>TRAVEL</u>***			
Mileage 800x.42	\$ 336.00	\$ 0	\$ 0
Per Diem \$60x5	\$ 300.00	\$ 0	\$ 0
TOTALS	\$ 1,147.47	\$ 1,200	\$
\$	(A-1)	(A-2)	(A-3)

Total Project Costs (Sum of A-1, A-2, and A-3)

\$2,347.47

*See Section D for artist fees.

**Funds will not be provided to pay for performances, assemblies, lecture or equipment. Artist contact with students must be hands-on experiences doing the art form.

*** Travel: .42 per mile can be paid to artists (traveling beyond 50 miles one way distance to your site. A total per diem of \$60 (motel and food) is allowed for artists who will have to stay overnight because of distance.