

## Board Meeting Agenda Item Executive Summary

**Supt.'s Office Use Only**

**Board Meeting** 1-20-09

**Agenda** Consent

**Item No.** H. 9.

<b>Board Meeting Date:</b>	January 20, 2009
<b>Submitted By:</b>	Everett W. Caudle
<b>Item Description:</b>	Arts in Education Grant Proposal

**Purpose and Explanation:**

A proposal has been submitted to the Florida Department of State's Division of Cultural Affairs for a competitive *Arts in Education* grant. This year's program topic is *Shaping the Past and Present: Cultures Represented in Sculpture*. The proposed program will enable Alachua County teachers to attend a number of training opportunities to build their understanding of everyday art across cultures, time, and place. It also provides students multiple visits to the Harn Museum to develop a greater understanding of, and appreciation for, the world of art.

After their visit to the Harn Museum, students will discuss and evaluate the museum educational experience. They also will produce related art works. This year's grant has expanded community partnerships to include professors associated with the University of Florida's Fine Arts Department.

Grant funds are used to provide programs that supplement those that can be supported using state and district funds. Should the district decide to continue support for this program at this level, it would require an annual expenditure of \$14,333.

### BUDGETARY IMPACT

**Funding Source (Description):** State **Amount: \$14,662**

<b>Staff Attorney Review &amp; Approval</b> <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
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Florida Division of Cultural Affairs  
10.6040 - Arts in Education - Partnership Level 2

Applicant: Alachua County Public Schools -  
Phone: Project Development Dept.  
Email: (352) 955-7605  
simske@sbac.edu

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Florida Department of Cultural Affairs

Program: Arts in Education

Application: 10.6040

Alachua County Public Schools - Project Development Dept.



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### Organization Profile

Organization Name	Alachua County Public Schools - Project Development Dept.
Chief Executive Official:	W. Daniel Boyd, Ed.D.
Address	620 East University Avenue Gainesville, Florida 32606 County: Alachua
Main Contact Phone #:	(352) 955-7605
Tax ID#:	59-6000500 *Using Fiscal Receiver
Fiscal Year Start / End:	July 1 - June 30
Florida Senate/House District #s:	0/0
U.S. Congressional District #:	3
Is the organization minority owned?	No
Is the organization state funded?	Yes
Is this an Arts Organization?	No
Accredited Museum?	No
Is your organization within a REDI designated area?	No
Has your organization ever received a grant from the Division of Cultural Affairs?	Yes - 2007
Organization Status:	Government - State
Primary Function:	Education
Secondary Function:	Education
Institution Type:	School District
Organization Discipline:	Multidisciplinary -
Racial Demographic Characteristic:	No Single Group Listed Above
Organization Email:	simske@sbac.edu



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Application Cover Page

Funding Category: Partnership Level 2

NOT-FOR-PROFIT DESIGNATION:

I hereby certify that the above referenced applicant is eligible to receive grants from the Division of Cultural Affairs pursuant to the following not-for-profit status of the organization:

A Public Entity governed by a county, municipality, school district, community college, college, university, or an agency of state government.



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General Information

Contact for this application	Caudle, Everett W.
Proposal Title	Shaping the Past and Present: Cultures Represented in Sculpture
Grant Amount Requested	\$14,333
Start Date	July 1st, 2009
End date	June 30th, 2010
Number of different events	8
Number of performances	0
Number of individuals expected to participate in the proposal activities	2,028
Number of youth expected to participate in the proposal activities	2,000
Number of elders expected to participate in the proposal activities	0
Number of artists expected to participate in the proposal activities	2

A/V Materials

There are CDs (9 copies) with curriculum created for Exploring Photography: Comprehending Visual Themes in Art submitted with support materials as evidence of previous curriculum development under an Arts in Education grant.

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION

Are the applying organizations's facilities and PROGRAMS accessible to persons with disabilities?	Yes
Has an ADA self-evaluation of the organizations's facilities and PROGRAMS been conducted?	Yes
If yes, give date completed	August 1st, 1993
Have policies and procedures been established which address nondiscrimination against persons with disabilities?	Yes
Do you have a complaint process for discrimination on the basis of disability?	Yes
Is this information posted?	Yes
Designated staff person responsible for Section 504, ADA and Florida Statutes 553 Compliance	Bill Goodman, Guidance Supervisor
Are other staff members informed and trained in access issues?	Yes

Mission Statement

Alachua County Public Schools' Fine Arts Department's mission is threefold: first, to provide teachers with the knowledge, skills, and resources that allow them to engage students in meaningful learning and



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Mission Statement (Continued)

art; second, to foster student awareness and appreciation of the form and function of art across time and place; and third, to communicate and instill the value of art as a means of human cultural expression.



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### Grant Counties

These are the counties in which project / programming will actually occur:

Alachua, Columbia, Levy



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Operating Budget - Expenses

Expenses	FY 2007	FY 2008	FY 2009
1. Personnel - Administrative	\$12,457,629	\$11,741,070	\$10,823,087
2. Personnel - Artistic	\$122,098,440	\$117,162,993	\$109,611,482
3. Personnel - Technical/Production	\$36,330,481	\$36,230,529	\$36,918,091
4. Outside Artistic Fees & Services	\$0	\$0	\$0
5. Outside Other Fees & Services	\$0	\$0	\$0
6. Space Rental/Rent or Mortgage (interest only, not principal portion)	\$0	\$0	\$0
7. Travel	\$0	\$0	\$0
8. Marketing	\$0	\$0	\$0
9. Remaining Operating Expenses	\$47,117,528	\$51,358,879	\$46,145,142
10. Total Cash Expenses (add lines 1-9)	\$218,004,078	\$216,493,471	\$203,497,802
11. Total In-kind Contributions	\$0	\$0	\$0
12. Total Expenses (add lines 10 + 11)	\$218,004,078	\$216,493,471	\$203,497,802



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Operating Budget - Income

Income	FY 2007	FY 2008	FY 2009
13. Admissions	\$0	\$0	\$0
14. Contracted Services	\$0	\$0	\$0
15. Other Revenue	\$7,737,596	\$7,014,000	\$7,014,000
16. Corporate Support	\$0	\$0	\$0
17. Foundation Support	\$0	\$0	\$0
18. Other Private Support	\$0	\$0	\$0
19. Government Support - Federal	\$909,051	\$1,035,000	\$1,035,000
20. Government Support - State/ Regional	\$130,697,204	\$116,256,000	\$102,210,000
21. Government Support - Local/County	\$77,398,876	\$84,683,000	\$93,705,000
22. Applicant Cash	\$0	\$0	\$0
23. Total Cash Income (add lines 13-22)	\$216,742,727	\$208,988,000	\$203,964,000
24. Total In-kind Contributions	\$0	\$0	\$0
25. Total Income (add lines 23+24)	\$216,742,727	\$208,988,000	\$203,964,000
26. Cash Reserves (line 25 minus line 12)	\$-1,261,351	\$-7,505,471	\$466,198



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## Grant Proposal Summary

Identify the goals of the proposal. List the specific objectives and provide an overview of the methods.

### Goals

Alachua County Public Schools, in partnership with the Harn Museum of Art, offers district K-12 students a thematic arts-based program. The "Shaping the Past and Present: Cultures Represented in Sculpture" program proposal expands to include a non-traditional student population at the Alachua County Halfway House (a DJJ program facility for girls) and the addition of a new arts program component - local artist studio visits by district art teachers. The goals of this program are to increase district students' (particularly at-risk students) exposure to visual literacy experiences such as museum visits, to expand students' awareness of sculptural art, to build art teachers' knowledge base and skills to better translate lessons learned to students, and to provide program resources to surrounding, underserved counties.

### Objectives

Specific objectives of this proposal are to:

Increase the number of district students (with a focus on at-risk students) participating in grant activities from 1,500 to 2,000.

Increase student awareness of sculptural art.

Increase the number of K-12 teachers participating in grant-sponsored activities from 18 to 24.

Increase surrounding county requests to utilize grant resources for their own art programs.

### Activities

"Shaping the Past and Present: Cultures Represented in Sculpture" will incorporate activities to support the aforementioned goals. Alachua County art teachers and Harn Museum staff will create a curriculum guide using the theme of "Shaping the Past and Present: Cultures Represented in Sculptures" during the summer. In the fall, local art teachers will take field trips to local, participating artist studios where they will be able to watch local artists create sculptural art and will be able to learn new techniques for teaching students in the classroom. In addition, these same artists will be offered the opportunity to visit classrooms to talk to students about sculpture. Also in the fall, teachers will participate in a Harn Art Educators workshop that will focus on sculpture.

In the spring, district art teachers will be invited to participate in a SMART Board inservice workshop to further extend their knowledge of the technology and to create a lesson on sculpture for use in the classroom. District schools will send students on field trips to the Harn museum to experience sculpture in the art exhibits such as scholar rocks in the Asian exhibit. The Harn will also host another Harn Art Educators workshop in March, focused on clay. Student artwork will be displayed at the Harn Youth Exhibit in April featuring "Cultures Represented in Sculptures." Some student artwork will be selected from the Harn exhibit by Florida Capital Bank to be displayed for a year in their main building.

### Evaluation Outline

Alachua County Public Schools will evaluate the program based upon measuring the following:

- (1) The number of participating district students (including at-risk students) in museum trips and the student art exhibit.
- (2) All participating students will be given a criteria-referenced assessment to demonstrate their appreciation and knowledge of sculpture -its forms and the culture it represents. (collected by district staff and a sample included in the final report)
- (3) The number of participating teachers attending workshops and studios. (inservice sign-in sheets)
- (4) The number of surrounding county requests for grant-derived resources (captured through email and telephone requests).



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Grant Proposal Budget - Summary

Expenses

Expense Category	State Grant	Cash Match	In-Kind Contributions
Personnel - Administrative	\$0	\$13,253	\$0
Personnel - Artistic	\$1,269	\$0	\$0
Personnel - Technical/Production	\$1,974	\$0	\$0
Outside Artistic Fees & Services	\$681	\$0	\$0
Outside Other Fees & Services	\$0	\$0	\$0
Space Rental/Rent or Mortgage	\$0	\$0	\$0
Travel	\$5,000	\$0	\$0
Marketing	\$30	\$0	\$2,500
Remaining Operating Expenses	\$5,379	\$0	\$0
A. Total Expenses	\$14,333	\$13,253	
B. Total In-kind Contributions			\$2,500
C. Total Proposal Costs	\$30,086		

Income

Income Category	Cash income
Admissions	\$0
Contracted Services	\$0
Other Revenue	\$0
Corporate Support	\$0
Foundation Support	\$0
Other Private Support	\$0
Government Support - Federal	\$0
Government Support - State/Regional	\$0
Government Support - Local/County	\$0
Applicant Cash	\$13,253
D. Total Cash Income	\$13,253
E. Grant Amount Requested	\$14,333
F. Total Cash Income (D + E)	\$27,586
G. Total In-kind Contributions (from B, proposal expense page)	\$2,500
H. Total Project Income (F + G, Must equal C, proposal expense page)	\$30,086
I. Percent of Total Project requested from State	48 %



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Grant Proposal Budget - Expense Details

Expense Category	State Grant	Cash Match	In-Kind Contributions
<u>Personnel - Administrative</u>			
Alachua County Public Schools - Curriculum Specialist, Fine Arts (5% of salary)	\$0	\$3,603	\$0
Alachua County Public Schools Fine Arts Secretary (10% of salary)	\$0	\$4,235	\$0
Alachua County Public Schools - Grant Specialist (5% of salary to support writing, monitoring, report)	\$0	\$2,662	\$0
Alachua County Public Schools - Bookkeeper (5% of time)	\$0	\$2,753	\$0
<u>Personnel - Artistic</u>			
District Art Teacher for Alachua Halfway House - 1 day/week x 2 hours x 36 weeks x \$15/hour	\$1,080	\$0	\$0
Fringe benefits for Art Teacher stipend @ 17.5% (social security and retirement only)	\$189	\$0	\$0
<u>Personnel - Technical/Production</u>			
Teacher stipends for curriculum development - 56 hours x 2 teachers x \$15/hour	\$1,680	\$0	\$0
Fringe benefits on stipends @ 17.5% (social security & retirement only) x \$1,680	\$294	\$0	\$0
<u>Outside Artistic Fees &amp; Services</u>			
Local artist studio time for teacher visits	\$681	\$0	\$0
<u>Outside Other Fees &amp; Services</u>			
<u>Space Rental/Rent or Mortgage</u>			
<u>Travel</u>			
40 field trips to the Harn Museum of Art by district students - school bus @ \$125/trip (\$25/hour for bus for average 5 hour excursion per school)	\$5,000	\$0	\$0
<u>Marketing</u>			
CDs for art curriculum resources to send to surrounding counties	\$30	\$0	\$0



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Full color brochures for marketing Summer Teacher Institute & Student Exhibition postcards (Harn)	\$0	\$0	\$2,500
<u>Remaining Operating Expenses</u>			
Teacher stipends for additional SMART board training - 2.5 hour workshop x 30 teachers x \$15/hour	\$1,125	\$0	\$0
Fringe benefits on SMART board stipends @ 17.5% (social sec. & retirement only)	\$197	\$0	\$0
Substitute teachers for student field trips - 40 subs @\$40 for 1/2 day	\$1,600	\$0	\$0
Social security for field trip subs @ .58 x 40	\$23	\$0	\$0
Substitutes for artist studio visits - 30 subs x \$40 for 1/2 x 2 studio visits	\$2,400	\$0	\$0
Social security studio visit subs @ .58 x 60	\$34	\$0	\$0
A. Total Expenses	\$14,333	\$13,253	
B. Total In-kind Contributions			\$2,500
C. Total Proposal Costs	\$30,086		



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Grant Proposal Budget - Income Details

Income Category	Cash income
<u>Admissions</u>	
<u>Contracted Services</u>	
<u>Other Revenue</u>	
<u>Corporate Support</u>	
<u>Foundation Support</u>	
<u>Other Private Support</u>	
<u>Government Support - Federal</u>	
<u>Government Support - State/Regional</u>	
<u>Government Support - Local/County</u>	
<u>Applicant Cash</u>	
Cash match from district administrative and support salaries	\$13,253
D. Cash Income Subtotal	\$13,253
E. Grant Amount Requested	\$14,333
F. Total Cash Income (D + E)	\$27,586
G. Total In-kind Contributions (B from previous section, proposal expenses)	\$2,500
H. Total Project Income (F + G, Must equal C from previous section, proposal expenses)	\$30,086
I. Percent of Total Project requested from State	48 %



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## Narrative Questions

### 1. Organization

History Give a brief history of your organization.

Alachua County Public Schools has a five-member elected board that appoints a superintendent to oversee the administration of its programs. The third largest employer in the county, the Alachua County school district employs over 4,000 permanent staff, including teachers, career service support staff, and administrative staff. The award-winning fine arts programs provide K-12 instruction by fully certified teachers in visual arts, music, dance, and theater.

### 2. Artist

Description Provide a description of personnel and artists involved in the project; we recommend submitting the artist's resume as a support material.

Debbie Gallagher, Curriculum Specialist for Fine Arts, Foreign Language, Elementary Social Studies and Diversity Education, Alachua County Public Schools

Deborah Gallagher was born and raised in Florida. She first attended the University of Florida in Gainesville, Florida graduating in 1974 with a degree in education and the desire to teach elementary school. Thirty-three years later and two more education degrees from the University of Florida, she works for the Alachua County Public School system as a Curriculum Specialist in Elementary Social Studies Education, K-12 Fine Arts, and K-12 Diversity Education. In this role, she has demonstrated the unique ability to provide cross-curricular integration, particularly between social studies and the arts.

Dr. Charles Hall, Director, Title I (Dropout Prevention & Migrant Education), Alachua County Public Schools

Dr. Charles F. Hall has thirty-eight years experience in education with 21 years as a principal at elementary, middle and high school. Currently Dr. Hall serves as contract manager for Department of Juvenile Justice Programs including the Halfway House for Girls, PACE, Gainesville Wilderness Institute and the Alachua County Regional Detention Center.

Bonnie Bernau, Director of Education, Harn Museum of Art

Bonnie Bernau joined the Harn Museum staff as Director of Education in August, 2001, coming to Gainesville initially as a Visiting Assistant Professor of Art Education at the University of Florida after serving four years as a National Program Manager in the Washington, DC office of Very Special Arts. Along with a BS and MS in Art Education from FSU, she has 30 years experience as an arts administrator, public school art teacher, curriculum developer, and consultant. As faculty with the J. Paul Gettyfunded Florida Institute for Art Education, Ms. Bernau conducted extensive professional development institutes for teachers throughout the state. She was honored by the Florida Art Education Association with the 2004 Florida Museum Educator of the Year award and the 2005 Florida Art Educator of the Year award.

Eve Rosin, Coordinator of School and Family Programs

Eve Rosin joined the Harn Museum staff in August, 2008, coming to Gainesville after working at the Ringling Museum of Art in Sarasota, Florida. At the Ringling Eve worked with Title 1 students integrating the arts into the student's curriculum contributing to higher FCAT scores. At the Harn Eve creates curriculum for educator workshops, family programming, and pre-school development. Eve has also served on the Arts Education Task Force, the Community Schools Partnership for the Arts, and is a member of the Alachua County Children's Alliance.

BETHANY TAYLOR  
WARP Lecturer, UF

Bethany Taylor is a mixed media artist working in photography, digital media, video, painting, drawing and installation. She received her BFA from the University of Southern California and her MFA in Painting and Drawing from the University of Colorado, Boulder. She is currently a lecturer and co-coordinator of (WARP) Workshop for Art Research and Practice at the University of Florida.

LINDA ARBUCKLE  
CERAMICS Professor, UF



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## 2. Artist

Description Provide a description of personnel and artists involved in the project; ... (Continued)

Linda's work in majolica-glazed earthenware has been recognized through an Artists' Fellowship from the National Endowment for the Arts, as well as a Florida Individual Artists' Fellowship. Artist-in-residence positions in Wales and the People's Republic of China have provided further balance of Eastern and Western resources in her works.

## 3.

Partners Describe your partner(s) - such as school district, community, social service or other; address how partners will be involved financially and otherwise. Remember an organization that provides money to your project is not necessarily an involved partner, but often a funding resource to the project.

Though Alachua County Public Schools and the Harn Museum of Art are the two foundational partners of the grant, this year they have both brought additional partners to the table - namely resident artists who are faculty at UF's College of Fine Arts. The following sections outline the responsibilities of each partner.

### Alachua County Public Schools

- Sharing information about the grant program with principals, teachers, and the community.
- Selecting teachers to work with Harn Museum staff to write curriculum materials.
- Designing and assisting with the implementation of the teacher professional development training.
- Collaborating on the Teacher Field Trips to resident artists' studios.
- Expanding the training of district art teachers on how to use SMART Board technology in their classrooms, specifically for art and giving them the opportunity to create a lesson plan to use in the classroom.
- Working with a focus group to advise on curriculum, tours, and program improvement.
- Collecting, framing, and hanging the student art exhibition at the Harn Museum.
- Managing the budget, purchasing materials, and scheduling transportation for student field trips.
- Developing and administering the evaluation.
- Writing and submitting the final report.
- Distributing the curriculum resources.

### Harn Museum of Art

- Providing the art works, contextual resources and research which are the content for the project.
- Providing the facility and staff to assist teachers who write the curriculum materials.
- Working with a focus group to advise on curriculum, packs, tours and program improvement.
- Training docents to conduct the elementary and secondary tours.
- Hosting Art Educator workshops.
- Providing facilities for the student art exhibition.
- Providing facilities, staff, and materials for the Summer Institute.
- Providing full-color brochures that highlight upcoming school and educator programs.

### Local UF Faculty Artists

- Providing time for local art teachers to visit their studios to watch and learn sculpture-related techniques.
- Providing classroom visits to talk to students about their artwork and their medium, sculpture.

### Florida Capital Bank (financial support and space only)

- Providing postcard invitations and the reception for the student art exhibition.
- Selecting & displaying student art from the student art exhibition in their main building.

## 4. Project

Impact Describe how the proposed program will make an impact in your geographic or program area. Demonstrate how your project will serve rural or underserved counties and/or neighborhoods. Address the racial and cultural diversity of your project participants. Also provide information on the counties and populations you will be servicing.



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Alachua County Public Schools serves the geographic area of Alachua County, Florida. Located in the north central section of the state, Alachua County has approximately 240,800 residents, with approximately 95,000 living in Gainesville, the area's employment and commercial center, and the remaining 145,800 residents living in the rural areas and small towns of Alachua, Archer, Hawthorne, High Springs, Newberry, and Waldo. Because all major resources in the arts are concentrated in the urban area of Gainesville, children outside Gainesville, especially those in economically disadvantaged families, have little opportunity for exposure to the arts and art museums.

The Alachua County school district serves approximately 29,000 students pre-kindergarten through grade 12 at 43 sites: 24 elementary schools, nine middle schools, eight high schools, and four special centers. The student population is approximately 50% Caucasian, 37% African American, 5% Hispanic, 4% Asian/Pacific islander, and 4% multi-racial. A total of 44% of the students enrolled in these schools qualify for free or reduced-priced meals including breakfast, lunch and after-school snacks.

Rural schools such as Waldo Community School, Newberry Elementary, Mebane Middle School, and Archer Community School have taken the opportunity to make Harn Museum field trips in the past, thanks to previous funding through Arts in Education grants. Alachua County Public Schools plans to serve at least 2,000 students from both urban and rural schools throughout the district. Grant funds will be used to produce curriculum resource modules for teachers in Alachua, Bradford, Columbia, Gilchrist, Levy, Marion, Putnam, and Union Counties.

#### 5. Project

Benefit Describe how your project will benefit the community and participants.

Shaping the Past and Present: Cultures Represented in Sculpture will incorporate two new aspects to our district art program. First, this proposal will expand to include a non-traditional student population for the arts funding – the Alachua County Halfway House. Alachua Halfway House is a residential treatment program serving 22 committed young women. It provides individualized programming based on girls' offenses and each girl stays in the program at least 6 months. With this grant, these girls will be able to benefit from arts instruction and a field trip to the Harn Museum. In addition, Alachua County Public Schools will continue to incorporate not only the mainstream K-12 student public school population, but also students from Sidney Lanier with severe developmental or multiple disabilities and A. Quinn Jones with severe emotional challenges. The intent is to have this program touch the lives of 2,000 at-risk students – giving them a creative outlet, a potential profession, and a way of understanding and valuing art as a way of capturing the essence of culture, both in the U.S. and abroad.

With teachers being in short supply, professional development is even more pivotal in providing a quality art program to district students. This program will offer all district art teachers a way of building their own artistic knowledge base and proficiency. The Harn Museum of Art and Alachua County Public Schools will provide numerous opportunities in the form of workshops and field trips. Workshops will provide teachers with hands-on exercises with technology that will help them deliver content and information in an engaging way with their students.

For the first time, local artists will themselves be featured in this program – not just their artwork. District art teachers will have the opportunity to visit two UF faculty artists and their studios located in the UF School of Art and Art History area on campus. There they will be able to watch and learn about various aspects related to the sculpture theme. And these artists will be invited to interact with students in the classroom, thereby providing students with a unique opportunity to meet the artist community and make the connection between people and their artistic works.

Surrounding counties may also benefit from this proposal. Other school district personnel will be invited to participate in the Summer Institute at the Harn Museum of Art and, at the end of the grant, will be offered grant resources to use in planning and executing their own art programs.

#### 6. Evaluation

Plans Expand on the evaluation plan for this project. Describe how the information will be gathered, analyzed and used.



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Formative and summative evaluation of the curriculum will be designed and implemented by staff, teachers, and Alachua County Public Schools administrators and the Harn Museum of Art. This information will impact upcoming curriculum development and influence planning for teacher and docent training, and for school tours. Program objectives will be evaluated as follows:

Goal 1:

To increase district student (with precedence given to at-risk students) exposure to visual literacy experiences such as museum visits.

Objective 1: Increase the number of district students participating in grant activities from 1,500 to 2,000.

Evaluation 1:

Success will be measured by the number of participating district students. (museum trips, art exhibit participants) This includes students from Sidney Lanier with severe developmental or multiple disabilities, A. Quinn Jones with severe emotional challenges, and Alachua Halfway House with at-risk young women in a DJJ residential treatment program.

Goal 2:

To expand students' awareness of art to include sculptural art.

Objective 2:

Increase student awareness of sculptural art.

Evaluation 2:

All participating students will be given a criteria-referenced assessment to demonstrate their appreciation and knowledge of sculpture -its forms and the culture it represents. (collected by district staff and a sample included in the final report) This assessment will be collected by district staff and a sample included in the final report.

Goal 3:

To build art teachers' knowledge base and skills to better translate lessons learned to students.

Objective 3:

Increase the number of K-12 art teachers participating in grant-sponsored activities from 18 to 24.

Evaluation 3:

Success in meeting Goal 3 will be measured by documenting the number of participating art teachers through inservice and activity sign-in sheets.

Goal 4:

To provide program resources to surrounding/underserved counties.

Objective 4:

Increase surrounding county requests to utilize grant resources for their own art programs.

Evaluation 4:

The number of surrounding county requests for grant-derived resources will be captured through email and telephone requests. Any participants in the Summer Institute from other counties will be documented through sign-in sheets.

## 7. Public

Participation and Marketing Describe community involvement in project activities (planning, production, evaluation and/or attendance). Also describe the methods used to inform the community of your project. Include detail on marketing activities.

The project will be marketed through a printed publication developed and distributed by the partners. The brochure will be modeled after the 2008-2009 School and Educator Program brochure (included in the proposal's support materials). These brochures will also be distributed by the Harn Museum to art



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## 7. Public

Participation and Marketing Describe community involvement in project activities (planning, production, evaluation ... (Continued)

teachers in surrounding counties. Both partners will use e-mail and flyers to further encourage teachers to participate in tours and inservice training. Information about programs will also be available on the Alachua County Public Schools and Harn Museum web sites. In addition, all students who participate in this project will receive a museum postcard to share with family or to mail to distant relatives and friends (see sample in support materials).

## 8. Project

Timeline Provide a description of the timeline of project activities occurring during the grant period. Do not include activities that take place before or after the grant period.

June/July 2009

- Alachua County Art teachers create curriculum guide and lesson plans directly correlated to the Shaping the Past and Present: Cultures Represented in Sculpture program.

Fall 2009

- The Harn will offer a Fall Harn Art Educators workshop in October related to the topic of sculpture.
- Art teachers sign up for field trips to participating UF artist studios to watch and learn sculpture techniques for incorporating ideas into the classroom and building individual knowledge/skills in that medium.
- Participating UF artists are invited to visit art classrooms and discuss sculptural topics within their area of expertise.
- Art teachers sign up for a Harn Museum field trip for their students.
- Students visit Museum and experience sculptural art such as Louise Nevelson, John Chamberlin, African carved wooden figures, the breathtaking Asian "Watchtower" made of clay, and the naturally carved Asian scholar rocks (sculpted rocks studied by scholars as abstractions for landscapes, animals and human figures) on exhibit.
- Teachers provide follow-up to Museum tour with in-class review of the visit and discussion(s).
- Students participate in a classroom learning activity, creating their own sculpture-related artwork.

Spring 2010

- Teachers will have the opportunity to attend a SMART Board workshop where they will expand their understanding of the technology of an interactive whiteboard and create a lesson on sculpture for use in their art classes.
- Student art will be collected and submitted for display during the Alachua County Student Art Exhibition, April through May, and a one-night Reception held at the Harn Museum of Art.
- The participating student artists and families are invited to attend the Harn youth art exhibit and reception where their art is on display.
- Florida Capital Bank will select pieces of art from the Student Exhibition to be on display in their main building for the year.
- Planning begins for the development of new curriculum resources.

May/June 2010

- Evaluations will be gathered from teachers who used the resources at the end of the school year in May.
- Final Report written.

## 9. Project

Description Describe your project. Be sure to identify the focus areas required by your funding category. Consider how your project addresses those focus areas.

Alachua County Public Schools is applying under the Arts in Education Partnership Level II Funding Category, with the specific focus areas being "Arts education programming" and "Programming that integrates arts into underserved/at-risk populations." The Shaping the Past and Present: Cultures Represented in Sculpture program proposal is a district-wide initiative that not only will support the learning and artistic development of K-12 students and teachers, but also will build our local community by bringing artists and cultural experiences to our school and center populations, regardless of student



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## 9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

experience, age, and ability.

### Focus Area: Arts Education Programming

Each year Alachua County Public Schools, in partnership with the Harn Museum of Art, select a thematic aspect of the visual arts to explore – both in educational curriculum and in student museum visits. The Shaping the Past and Present: Cultures Represented in Sculpture program is designed to provide a thematic, cohesive, comprehensive art program throughout the district. The goals of this program are to increase district students' (particularly at-risk populations) exposure to visual literacy experiences such as museum visits, to expand students' awareness of and exposure to sculptural art, to build art teachers' knowledge base and skills to better translate lessons learned to students, and to provide program resources to surrounding, underserved counties.

Because the arts should be taught sequentially by qualified teachers in a manner that is appropriate to the developmental needs of children, grant funds are equally divided between supporting the professional development of county art teachers and the educational development of county students. This proposal gives teachers the opportunity to attend any number of workshops throughout the year to enhance their own understanding and proficiency with the thematic topic of sculpture. In the summer teachers will work together to create a district curriculum centered on the sculpture theme. The Harn will also offer in both fall and spring a hands-on workshop where teachers may work with a medium such as clay to give them ideas to translate to students in their classrooms.

The Alachua school district will also offer training in SMART Board technology and give art teachers the opportunity to create a digital lesson that they may use in class as a tool for enhancing delivery of information.

Finally, besides workshop training environments, teachers will, for the first time, have the opportunity to visit participating local artist studios that are proficient with a sculpture-related medium, such as pottery or yard art. Teachers will be able to watch how the artists work and be able to interact directly with artists to expand their own understanding of the art and to learn new techniques.

### Focus Area: Programming that integrates arts into underserved/at-risk populations

The other main focus of this proposal, but no less important, is to expand the number of participating district students to include more at-risk student populations. In years past, this grant has allowed the district to include such underserved populations as students from Sidney Lanier with severe developmental or multiple disabilities and students from A. Quinn Jones with severe emotional challenges. This year, the district would like to include not only these students and more at-risk students from the mainstream schools, but also the young women who are in a local DJJ residential treatment program at the Alachua County Halfway House.

The Shaping the Past and Present: Cultures Represented in Sculpture program will give district at-risk K-12 students the opportunity to take field trips to the Harn Museum of Art – a cultural experience they would not normally have due to their economic or disadvantaged background. These same students will also have the opportunity to explore the thematic topic of sculpture in their art classrooms and to submit their art for display at a yearly Student Art Exhibition at the Harn. This year, a local industry has agreed to continue a new event developed this past spring. Florida Capital Bank will select pieces of student art from the Harn Student Art Exhibition for a yearly display in their own main building – creating public community awareness of the value of art and of local students as part of that greater local artist community.

The young women at the Alachua County Halfway House will benefit from a new arts outreach program at their site. The girls who are in this DJJ residential program are in the program a minimum of six months



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### 9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

and will have the time to benefit from a program at their site. Grant funds will be used to supplement a district art teacher's salary to enable them to teach art at this site at least one day a week for two hours after regular school is out. In addition to the weekly program, they will be able to make a field trip to the museum and will have the opportunity to have their art displayed as part of the Student Art Exhibition and possibly at the Florida Capital Bank. The idea is to bring these young women back into the community at large as productive and creative citizens who will continue school and possibly contribute to the local community as future artists themselves.

10. Accessibility/ADA compliance Describe efforts within your project to meet ADA compliance regulations. Identify and describe ongoing measures to increase accessibility. List measures currently in place as well as any that may take place in the future. Also describe efforts to make your program inclusive for participants of all ages, backgrounds, experience levels and abilities.

The Curriculum Specialist for Fine Arts will work with the School Board's Director of Exceptional Student Education to identify participants with special needs and to ensure that necessary accommodations are made for their full inclusion. All facilities in which project activities will take place have the capacity to serve students with special needs.

The following is an excerpt from District Policies:

#### 2260.02 - NONDISCRIMINATION ON THE BASIS OF DISABILITY

It is the policy of the Board that no qualified student shall, solely, by reason of having a disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any of the Board's programs or activities.

The Board will make reasonable efforts to undertake the identification and location of unserved students with disabilities in this District. Education and other services will be designed to meet the individual needs of disabled students as adequately as the needs of nondisabled students are met. The Board will ensure that students with disabilities have an equal opportunity to participate in academic, nonacademic, and extra-curricular activities with students who are not disabled to the maximum extent appropriate to the needs of students with disabilities.

This policy addresses nondiscrimination against students with disabilities. The educational needs of students who are qualified for Exceptional Student Education (ESE) according to criteria of the Individuals with Disabilities in Education Act ("IDEA") are more specifically addressed in Policies and Procedures for the Provision of Specially Designed Instruction and Related Services as well as applicable State and Federal laws and regulations (see also Policy 2460, Exceptional Student Education).

F.S. 1000.05

Fourteenth Amendment, U.S. Constitution

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

34 C.F.R. Part 110 (7/27/93), Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979



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### Final Submission

Application Status: The application was submitted electronically on December 4th 2008, 4:48 pm

#### CERTIFICATION:

I certify that the information contained in this application, including all attachments and support materials, is true and correct to the best of my knowledge and that I will abide by all legal, financial, and reporting requirements, such as matching funds and final reports, for all grants received by this organization from the Division of Cultural Affairs (Chapter 1T-1.001, Florida Administrative Code).

NOTE: BY SUBMITTING THE INFORMATION BELOW, THE AUTHORIZED OFFICIAL CERTIFIES THAT THE LAST COMPLETED FISCAL YEAR INFORMATION PROVIDED ON THE OPERATING RESULTS AND PROJECTIONS PAGE (FORM B) IS COMPLETE, ACCURATE, AND CORRECT TO THE BEST OF HIS/HER KNOWLEDGE.

Name of Authorizing Official: Everett W. Caudle  
Title of Authorizing Official: Supervisor, Project Development  
Telephone # of Authorizing Official: (352) 955-7605  
Date of certification: December 3rd, 2008

#### Support Materials

(A/V) CD: Example of Previously-Funded Arts in Education Curriculum for Exploring Photography: Comprehending Visual Themes in Art

Support Letters from: the Alachua County Public Schools Superintendent, the Harn Museum Director, and the College of Fine Arts Director

#### Resumes/Bios for:

Debbie Gallagher, Curriculum Specialist, Fine Arts  
Bonnie Bernau, Director of Education, Harn  
Eve Rosin, Coordinator for School & Family Programs, Harn Museum of Art  
Bethany Taylor, WARP Lecturer, UF  
Linda Arbuckle, Ceramics Professor, UF

Three pages of photos showing the implementation of proposed activities from previously-funded Arts in Education grants.

Two example marketing publications from the Harn Museum from previously-funded Arts in Education grants.