

House District _____

Senate District _____

**THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

I. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Hawai'i Alliance for Arts Education

dba: Hawai'i Arts Alliance

Street Address: 1040 Richards Street, Honolulu, Hawai'i 96813

Mailing Address: P.O. Box 3948, Honolulu Hawai'i 96812

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name AARON KIBOTA

Title Associate Director

Phone # (808) 533-2787

Fax # (808) 526-9040

E-mail aaron@hawaiiartsalliance.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Turnaround Arts initiative is a public-private partnership designed to narrow the achievement gap and increase student engagement through the arts. The goal of the program is to improve academic scores, reduce absenteeism, and develop and nourish a school culture in which students are able to reach their highest potential using the transformative power of the arts as a catalyst. Hawai'i was one of only five sites selected in 2015 for Turnaround Art, a major national educational program of the President's Committee on Arts and Humanities (PCAH) chaired by First Lady Michelle Obama. Hawai'i Arts Alliance was selected to administer Turnaround Arts at three Oahu schools (Waianae Elementary, Kalihi Kai Elementary and Kamaile Academy) due to the Alliance's history of successfully implementing arts integration programs throughout the State.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 400,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____
 FEDERAL \$ _____
 COUNTY \$ _____
 PRIVATE/OTHER \$ 132,641

CRISTOFORI, CHIEF EXECUTIVE OFFICER
NAME & TITLE

January 21, 2016
DATE SIGNED



RECEIVED
1/22/16 *na*



Hawai'i Alliance for Arts Education
dba Hawai'i Arts Alliance

The Twenty-Eighth Legislature
Hawai'i State Legislature
Application for Grants and Subsidies
Chapter 42F, Hawai'i Revised Statues

I. BACKGROUND and SUMMARY

1. Brief Description of Applicant's Background

The mission of Hawai'i Arts Alliance is to build creativity through **advocacy, community and education** for all the arts. Founded in 1980, the Alliance is the statewide non-profit and member of the national education network of the John F. Kennedy Center for Performing Arts, and State Captain for Americans for the Arts (AFTA), the national arts advocacy organization. We support all the arts, while our members (1044 individuals and 111 organizations) represent the diverse, distinct disciplines. Over the past 36 years, the Alliance has led statewide conferences, held professional development for artists and teachers, model arts programs in schools and communities, coordinated Artists-in-the-Schools and ArtBento@HiSAM and was the founder of *The ARTS at Marks Garage* to revitalize community in downtown Honolulu. *Marks* became independent in 2012.



Hawai'i Arts Alliance CEO, Marilyn Cristofori, Board Members and colleague meet with U.S. Senator Mazie Hirono in Washington DC.

As part of our **advocacy** work in the role of State Captain for AFTA, we target 13,000+ people through our Arts Alliance Action Network with current updates on national and local arts legislation and policies. In 2010 we produced the Hawai'i section of the national AFTA Arts and Economic Prosperity (AEP) Report with support from DBEDT, and will do so again in 2017.

Our **community** programs impact 75,000+ people. Community support includes; founding and oversight of *The ARTS at Marks Garage* (2001-2012); fiscal sponsorship of emerging groups (Youth Speaks Hawai'i, POW! WOW! Hawai'i, Playbuilders, Laughtrack Theatre); work with the Girl Scouts of Hawai'i, Wonder of Water program, and the successful grant challenge program for the nine Performing Arts Learning Centers in public schools across the state.



Local musician Jake Shimabukuro has very generously volunteered numerous hours to the Turnaround Arts program at Kalihi Kai Elementary working closely with all the students

As part of ARTS FIRST, our **education** programs annually benefit 550 teachers, 100 artists and 20,000+ students through the annual Teacher Institute, Artists-in-the-Schools, ArtBento@HiSAM, Teaching Artists Workshops and Performing Arts Learning Centers throughout the State.

The Alliance is one of the six ARTS FIRST Partners¹ and works closely with the other Partners to attract outside funding and provide services that the other entities would otherwise be unable to offer. Over the past fourteen years, state funds were just over \$4.8 million, and the Alliance has been key to helping leverage those funds to attract more than \$21 million in federal and private funds.

Among the ARTS FIRST (AF) accomplishments has been the creation of a standards-based, arts-integrated curriculum available to our public schools. Other substantial progress has been made in professional development for teachers, principals and artists, the development of qualified teaching artists, and technological access to the best practices in standards-based, arts-integrated curriculum linking the arts with other core academic subjects.

2. Goals and Objectives Related to the Request

Support from the State of Hawai'i Legislature is vital to the continued impact of the arts as part of education reform and improvement for our state. This request for a Grant-In-Aid is specifically to support Year 2 of Turnaround Arts. Hawai'i was one of only five sites selected in 2015 for Turnaround Arts Cohort 3, a major national educational program of the President's Committee on Arts and Humanities (PCAH) chaired by First Lady Michelle Obama.

Created in 1982 by President Reagan, the President's Committee on the Arts and the Humanities (PCAH) is an advisory committee to the White House on cultural issues, working with federal agencies and the private sector to initiate and support key programs in the arts and the humanities. Members of PCAH include the heads of twelve federal agencies, serving in their official capacity, and private individuals appointed by the President. Private members of PCAH include notable artists, scholars, businesspeople,

¹ ACT 306/01 mandated the ARTS FIRST Partners to include: State Department of Education, Hawai'i Association of Independent Schools, University of Hawai'i at Manoa, College of Education, UHM College of Arts and Humanities, State Foundation on Culture and the Arts, and Hawai'i Arts Alliance. Two Affiliates are Maui Arts & Cultural Center and Honolulu Theatre for Youth.



and philanthropists. Under the Obama Administration, PCAH has engaged as a leader in efforts to bring arts education to the fore in school improvement efforts.

Developed in cooperation with the U.S. Department of Education and the White House Domestic Policy Council, the Turnaround Arts initiative is a public-private partnership designed to narrow the achievement gap and increase student engagement through the arts. The goal of the program is to improve academic scores, reduce absenteeism, and develop and nourish a school culture in which students are able to reach their highest potential using the transformative power of the arts as a catalyst.



First Lady Michelle Obama at 2014 Turnaround Arts Presentation

Turnaround Arts is a partnership program, not a grant program. At the core of our work is partnership—with local districts or sponsoring agencies, with federal agencies and national funders, and with experts in the arts and in education reform. Together, we are working to leverage the arts in struggling schools to bring significant and lasting improvement.

3. Public Purpose and Need to be Served

In 2011, PCAH published the landmark report *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, the first federal report in more than a decade to survey the challenges and opportunities in providing arts education to our nation's children. This report summarized over ten years of research illustrating the benefits of arts education on academic achievement and student engagement and highlighted the "equity gap" of unequal access to arts education programs in high-poverty schools. Two findings in particular were striking to members of PCAH.

First, the arts can help improve outcomes in some of the highest poverty, highest needs schools in our country. Decades of research show that students who are engaged with the arts have a higher likelihood of graduating high school and going on to college. They have higher attendance records, higher GPAs, and are more likely to participate in a math program or science fair. Arts education also gives struggling schools tools that they desperately need—tools to engage students and their parents, motivate positive behavior, boost morale, and literally change the way a school feels when students walk through the door. These benefits are amplified in low-income schools serving high-risk youth.

Second, the children who most need arts education are getting it the least. After decades of budget cuts and high-stakes testing, arts education is disappearing from schools in our country's high-poverty areas. Over 5 million high-poverty elementary and middle school students in America have no art or music classes in their schools, according to research



from the U.S. Department of Education. The Every Student Succeeds Act (ESSA), enacted in 2015, requires a competitive program to encourage wrap-around support systems for venerable communities.

From these findings came the pilot phase of Turnaround Arts, created in 2011 by PCAH in coordination with the White House, the U.S. Department of Education, and foundation partners. The program was built on the premise that arts education can provide school leadership in failing schools with particularly powerful levers to improve school climate and culture, and to increase student and parent engagement, which ultimately contributes to improved academic achievement and successful school turnaround.

All selected schools are "priority-designated," meaning they are in the lowest performing 5% of schools in their state, as defined by the U.S. Department of Education. As part of Turnaround Arts, schools receive an array of arts education services designed to increase their chances of success, engage their community and raise the visibility of their achievements. Key to these efforts is building arts education programming that is rigorous, effective and integrated holistically into the school, as well as strategically targeted to addressing larger school challenges. The program works closely with each school throughout the year to help the school community plan and implement their programming and ensure its quality and impact.

This highly selective national program is based on the premise that high quality and integrated arts education can strengthen school reform efforts, boost academic achievement, and increase student engagement in schools facing some of the toughest educational challenges in the country. The national program office provides partner organizations with arts education resources and expertise, coaching, program methodologies, baseline evaluations, training, and peer-to-peer learning structures. The national program also provides resources directly to selected schools, including arts supplies, musical instruments, licensing rights and kits for school musicals, and high-profile Turnaround Artists who work with students and teachers.



U.S. Senator Mazie Hirono, First Lady Dawn Ige, DOE Superintendent Kathryn Matayoshi, State Senator Michelle Kidani, join Jack Johnson, Alfre Woodard and Jake Shimabukuro at the Turnaround Arts ceremonies at Kalihi Kai Elementary on Aug. 12, 2015. Turnaround artists work directly with each school.

Local Turnaround Arts programs support the schools with instructional resources and coaching, teacher professional development, leadership support, and more. Participating schools must be in the bottom 5% and were competitively selected from nominations by state and municipal authorities. Criteria for selection include demonstrated need and opportunity, strong school leadership with district support and a commitment to arts education. On Oahu, Waianae Elementary, Kalihi Kai Elementary and Kamaile Academy Public Charter School were chosen to be Turnaround schools.



The program sits within the larger context of the national school reform landscape in the United States, in which it has become evident that improving outcomes in the lowest-performing schools is among the most significant challenges we face. High teacher and principal turnover, low levels of trust among adults, significant disciplinary issues, and low attendance characterize these lowest-performing schools.

In an economic downturn, eliminating the arts is often a quick solution for fiscal decision makers in public schools. Despite a growing mountain of evidence relating to the benefits of including the arts in education, school systems seek high scores on standardized tests so they turn to areas of curriculum that are more easily measured. However, removing the core of creativity has long-term adverse effects on children, the people they become and the communities they will one day inhabit as adults.

Over the course of three years, Turnaround Arts will bring intensive arts education resources and expertise into these schools and support the school leadership in using the arts as a pillar of reform strategy. Turnaround Arts will greatly benefit the students teachers, and surrounding communities at these three Oahu schools. The program was designed to encourage and include parents, businesses, nonprofits, community leaders, legislators and other individuals and organizations in the surrounding area to help transform not just the schools themselves but the community as a whole.



4. Target Population to be Served

The population to be served by the Turnaround Arts program comprises 634 students at Waianae Elementary, 648 at Kalihi Kai Elementary and 750 at Kamaile Academy Public Charter School, a total of 2,032 students plus all participants (teachers, administrators, parents, volunteers, etc.) as well as individuals living in the surrounding communities. These totals also include 795 early education students distributed as follows:

School	Preschool & Kindergarten	1 st Grade	2 nd Grade
Kalihi Kai Elementary	84	69	111
Kamaile Academy	105	62	118
Waianae Elementary	87	64	95
Total	276	195	324



5. Geographic Coverage

The geographic coverage includes the communities surrounding the two schools on the Leeward coast (Kamaile Academy and Waianae Elementary) and the area around Kalihi Kai Elementary. However, the impact of this program will be statewide as data is gathered over the next two years to illustrate the benefits of the program on academic scores, attendance and school culture. It is the goal of this program to have the proven framework and techniques exported to some degree to all schools in the State.

II. SERVICE SUMMARY and OUTCOMES

1. Scope of Work, Tasks and Responsibilities

Turnaround Arts is distinct from other arts programs in three key ways: where it focuses the arts—exclusively in struggling schools; how it focuses the arts—across the whole school, touching every classroom and stakeholder; and why it focuses the arts—explicitly as a strategic intervention, aimed at core school challenges. Moving arts education into these realms, where it has not traditionally been considered, requires laying some fundamental groundwork with staffs and school communities.

The Long View: A Three-Year Arc



Year One: Build (to be completed Spring 2016)

The first year of implementation is focused on building the program in robust and strategic ways. Attention is given to building arts assets across the **8 Pillars** (described in detail on page 10) in varying degrees, depending upon each Pillar's prior development, the available resources, and estimation of the potential impact on students and school. Putting



leadership structures in place and nurturing a positive school culture for teachers, students, and the broader community are foundational to this first year, as is developing a strategic lens to the arts. Benchmarks across the Pillars, align with building foundational structures and approaches that will ultimately maximize outcomes

Year Two: Deepen

In the second year, schools turn their attention to deepening their practice and use of the arts. A year of strategic experimentation behind them, structures established, and culture shifted towards collaboration and shared ownership, building of the arts program continues while increased attention is placed on incorporating the arts in ever richer, high-leverage ways. Arts leadership oversees an even more targeted deployment of the arts, including deeper use and design of the arts across classrooms, increased focus on mastery and artistry, establishment of school traditions, and more meaningful community and parent involvement.

Year Three: Extend and Sustain

In the third year of Turnaround Arts Implementation, the national office will work with the three Oahu schools to become increasingly self-sufficient and sustainable. They will help develop customized expectations for the schools and arrange for targeted support from the national office to compliment the local assets. They will work this year to ensure that the schools are deeply networked with other local Turnaround Arts programs and directors to give them an ongoing community of practice. And the national office and staff will continue to communicate regularly and advise throughout the year.

2. Timeline for Services

The program objectives and activities to be performed include:

- Hands-on coaching, consultation and feedback from National Turnaround Arts, including a minimum of two site visits, regularly scheduled calls and webinars (year round)
- Highly visible professional artists (Jack Johnson, Jake Shimabukuro and Alfre Woodard) adopt the schools to lead workshops, host discussions with parents, get involved with the school musical and/or help execute a positive press celebration (1-2 times per year minimum)
- Tangible arts education resources provided to Turnaround Arts schools through national partnerships, including art supplies, musical instruments, performance rights and curricular support (year round)
- Onsite teacher training by nationally recognized educators in whole school arts planning, arts integration and arts-based classroom management innovation (1-2 times per year minimum)



- Participation in conferences, meetings and events that impact education policy and expand the arts education conversation given by local leaders to the White House (as appropriate throughout the year)
- Artists In The Schools (AITS) residency – Teaching Artists provide creative and engaging learning based on the Fine Arts Standards (to be scheduled)
- Art Bento @ HiSAM residency – a standards based museum education program (to be scheduled)
- Twice Monthly individual calls, as well as monthly group calls for local program directors with National Turnaround Arts. (year round)
- School Strategic Arts Plan – these plans will articulate the priorities for each school that connect their broad school change goals with their priorities for the arts (annually)
- Turnaround Arts School Profiles – contact information, arts and other staffing statistics, demographic data, arts programming, history and other information (annually)
- Turnaround Arts Pillars Assessment – evaluation of progress on the **8 Pillars** described on page 10 (monthly)
- Submit local program budget and school data to Turnaround Arts national office (annually)
- Build local professional learning communities among Arts Team, Arts Team Leadership and principals (year round)
- Execute end-of-year Pillars Assessments and Strategic Plan reviews, and share updates with Turnaround Arts national office (annually)



Turnaround Arts participants in training session at Kalihi Kai Elementary.

This approach to low performing schools was developed and established by the Presidents Committee on the Arts and Humanities and is being administered locally by the Hawai'i



Arts Alliance. The science behind arts integration is solid. Simply put, more of the brain is at work when the arts are part of the learning process, strengthening attentiveness, reaction time and comprehension. Extensive research suggests that arts education methods improve long-term retention.

3. Quality Assurance and Evaluation

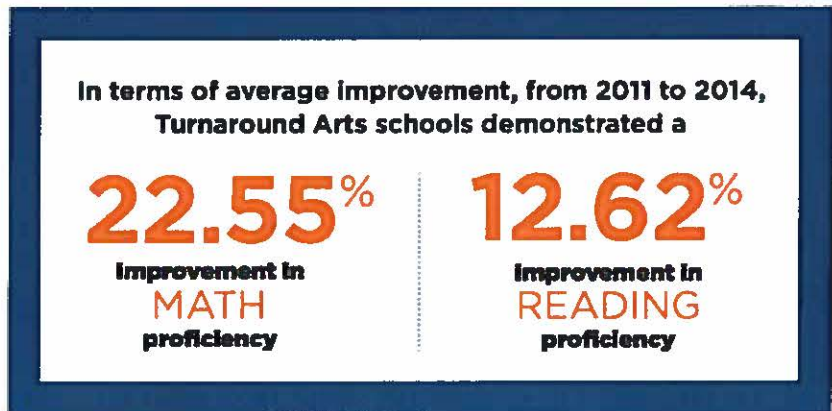
The Governing Board of Directors for Hawai'i Arts Alliance monitors the quality of programs, staff and working relationships with partners. The Chief Executive Officer reports on a monthly basis to these 15 Directors. In addition, the Kennedy Center requires an annual profile to report on the year's accomplishments and annual updates. An Independent Audit, in accordance with generally accepted auditing principles and procedures is reported every year to the Board and available upon request. The management letter from the Independent Auditor is consistently excellent, with no recommendations for changes in accounting principles, procedures or presentation.

The President's Committee on the Arts and the Humanities (PCAH) released the results of an independent study that shows substantial gains in student achievement at schools participating in its Turnaround Arts initiative. The two-year evaluation of Turnaround Arts was conducted by Booz Allen

Hamilton. It was led by a Principal Investigator from the University of Chicago Urban Education Institute and supported by a Research Associate trained in evaluating arts integration. The evaluation captured descriptive aspects of the use of high-quality and integrated arts education and analyzed outcome data to understand the impact of the use of the arts as a part of school turnaround. The evaluation drew upon diverse data including surveys, classroom observation, interviews, focus groups, document review, and analysis of student achievement, discipline and attendance data.

The researchers found that, between 2011 and 2014, students at Turnaround Arts schools demonstrated significant progress in student achievement. Of the eight observed schools, seven improved their overall reading proficiency rates and six improved their math proficiency rates.

Half of the Turnaround Arts schools improved their attendance rates significantly between 2011 and 2014, with an average attendance rate of 91.77%. The majority of survey respondents agreed that the Turnaround Arts program was having a positive influence on parent and student engagement, collaboration among teachers, and overall enhancement of the educational experience in their schools.





All eight schools improved in at least math or reading. Half of the observed schools improved their attendance rates significantly. And more than half of the schools dramatically reduced suspensions. The schools performed materially better in math and reading scores than comparable schools in their state or district going through a turnaround process that did not use the arts.

Over the last three years, Turnaround Arts in other states has brought intensive arts education resources and expertise into schools and worked with school leadership to incorporate the arts as part of their reform strategy. Schools participating in Turnaround Arts have hired new art, music, dance and theater teachers, brought in teaching artists, art supplies and music instruments into schools and supported arts integration into other core subjects such as reading, math, and science.

At the conclusion of the evaluation, researchers saw numerous positive outcomes that suggest program success. They found evidence of significant change in the depth and breadth of the use of the arts and intentional efforts to build infrastructure, capacity and high quality staff to bring the arts to bear in Turnaround Arts schools in deep ways. They saw leaders who had learned to strategically use the arts toward broader school goals. found a majority of schools made substantial improvements in student achievement and school reform indicators, outperforming comparable schools in their own school districts.

These are hopeful findings as more educators and policymakers explore how the arts positively influence student engagement, school culture, instructional practice, and school outcomes in the country's lowest-performing schools. An identical evaluation, as described above, will be conducted at the end of Turnaround Arts Cohort 3 to determine the success of the program for our schools in Hawai'i.

4. Measures of Effectiveness

Turnaround Arts is a whole school model that uses the arts as a tool for a successful turnaround. This program requires the school to commit and mobilize the following 8 pillars as core assets:

1. Principal – who is a leader and advocate for the arts program, both internally and externally, and drives its integration with larger school-wide strategy.
2. Art Specialists – full time on staff providing sequential, standards based instruction during the day on a frequent and regular basis to all students (ratio 1 to 300)
3. Classroom Teachers – integrating arts into other core content instruction at varying levels of depth and collaborating and cross planning with arts educators.
4. Teaching Artists and Community Arts Organizations – working regularly with students and teaching staff to enrich and enhance learning in alignment with school needs.



5. District, Parents and Community – who are supportive of, involved in and engaged with the arts at school.
6. Strategic Arts Planning – on an ongoing basis that includes needs assessment, a Strategic Arts Plan, shared leadership, a communications strategy, connections between arts education resources and larger school challenges, and evaluation an assessment.
7. Professional Development – in the arts and arts integration as an ongoing, regularly scheduled activity.
8. School Environment – that embraces creativity and artistic achievement, including performances and exhibitions by students and physical spaces or displays.



Singer/songwriter Jack Johnson generously agreed to participate in Turnaround Arts Hawai'i and has done amazing work with the children at Waianae Elementary and Kamaile Academy

Progress on these 8 pillars is reported on a monthly basis along with total local funding committed, number of teaching artists residencies, changes in arts staffing and hours of professional development. From a quantitative perspective, data in math, reading and attendance scores will be collected, analyzed and published by the Presidents Committee on Arts and Humanities. The community will benefit by realizing tangible gains in academic achievement by students, improved behavior management, attendance, parent involvement, and overall school

climate and culture. This is based on studies that have shown that high-quality and integrated arts education can strengthen school reform efforts, boost academic achievement and increase student engagement.

III. FINANCIAL

1. Please see included "Budget Request by Sources of Funds" worksheet.
2. Anticipated quarterly funding requirements for FY 2016-2017 (Turnaround Year 2) are below.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$55,000	\$55,000	\$55,000	\$55,000	\$220,00

3. Other sources of funding that are being sought for the Turnaround Arts are:

- The Learning Coalition - \$50,000 (secure)
- James & Abigail Campbell Foundation \$50,000 (secure)



- Swayne Family Foundation \$20,000 (secure)
- Zlilber Family Foundation, Weissman Family Foundation, Hawai'i Community Foundation, Crevier Family Foundation, Sam and Mary Castle Foundation, Cooke Family Foundation JOCF Charitable Foundation.

4. No state or federal tax credits have been granted in previous years.

5. Government Contracts and /or Grants

Please see the included "Government Contracts and/or Grants" worksheet.

6. The balance of unrestricted current assets as of December 31, 2015 was \$111,559

IV. EXPERIENCE and CAPABILITY

A. Necessary Skills and Experience

Since 1980 Hawai'i Arts Alliance has promoted and served ALL the arts as essential to a complete education. Over the past 36 years, the Alliance led statewide conferences; professional development for teachers, and artists, model arts programs in schools and communities and annually recognizes Arts Excellence schools from across the state. The Alliance led the advocacy and support for the legislation (ACT 306/01) mandating revision of the state Fine Arts standards and codifying the ARTS FIRST Partners (aka "Hawaii Arts Education Partners"). The Alliance's statewide programs serve all ethnic groups and ages, pre-school through seniors and include all Neighbor Islands and all ethnic groups.

The Kennedy Center's Definition for Arts Integration

Arts Integration is
an **APPROACH** to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.
Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.

The work of Hawai'i Arts Alliance is nationally recognized by the John F. Kennedy Center for the Performing Arts in Washington D.C. with annual awards of support for programs and operations up to the eligible maximum. The review panels consistently commend us for excellence, and our Alliance is considered one of the outstanding national models. Other evidence of experience for the Alliance are two U.S. Department of Education research grants, several National Endowment for the Arts grants, awards from the Americans for the Arts and the Ford Foundation, support from the Hawai'i Community Foundation, management of Hawai'i State Foundation on Culture and the Arts programs,



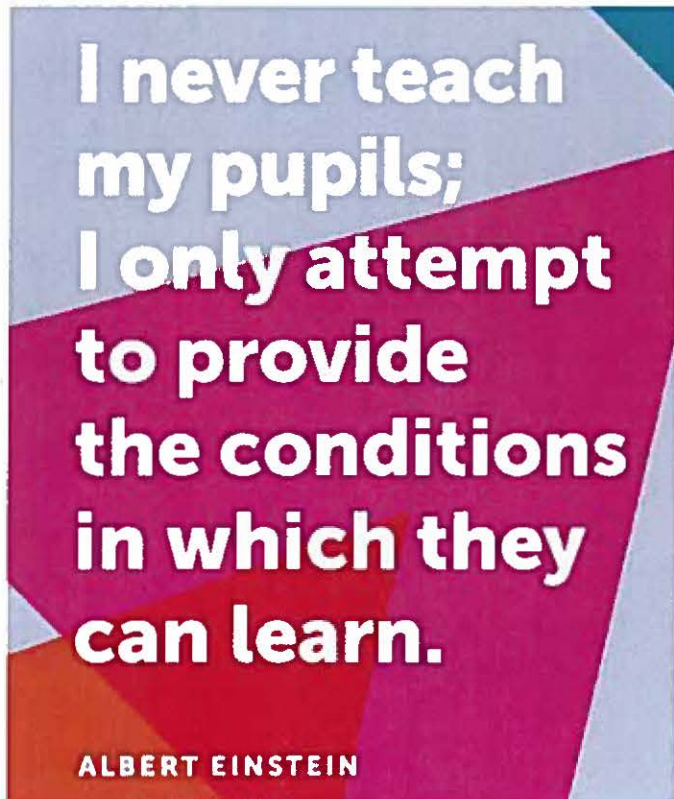
Art Bento @ HiSAM (outreach for Hawai'i State Art Museum) and the statewide Artists-in-the-School (AITS) program.

B. Facilities

The proposed programs and services are administered on-site at the three Oahu elementary school campuses (Kalihi Kai Elementary, Kamaile Academy, and Waianae Elementary). Training for teachers, principals, and directors will be paid for by the PCAH and conducted on-site in Washington D.C.

V. PERSONNEL: PROJECT ORGANIZATION and STAFFING

A. Proposed Staffing, Staff Qualifications, Supervision and Training



The expertise of Hawai'i Arts Alliance staff is widely considered to be exemplary. The Chief Executive Officer, Education Director and Associate Education Director all serve on committees and boards nationally and locally. The CEO has been invited to make presentations at the annual Kennedy Center Leadership Conference and has served on the National Leadership Committee. The Education Director oversees the successful grant challenge program for the nine Performing Arts Learning Centers throughout the state. Both she and the Associate Director of Education work closely with the state arts agency, the Department of Education, Honolulu Theater for Youth and Maui Arts & Cultural Center to develop and implement professional development for teachers, artists and communities. Hawai'i Arts Alliance also depends on a large pool of highly qualified, dedicated teachers,

partners and volunteers to successfully administer its programs and events. From a financial standpoint, Hawai'i Arts Alliance has been in existence for 36 years and has endured the turns in the economy, fluctuating levels of donor support and changes in government administrations. Hawai'i Arts Alliance has remained a solid financial organization throughout, incurring no debt and while continuing to expand programs.

All Hawai'i Arts Alliance staff are highly qualified and experienced in their respective fields, all holding advanced university degrees, including Marilyn Cristofori (CEO), Aaron Kibota (Associate Director), Lei Ahsing (Education Director), Marcia Pasqua (Education



Associate) and Traci Yamamura (Executive Assistant). In July 2015 Yvonne Manipon joined the Alliance staff on a part time basis, as the Art Bento @ HiSAM Program Coordinator. Yvonne was formerly employed at the Honolulu Museum of Art School as a Teaching Artist and Program Manager for the Art-to-Go program.

The Alliance has also contracted with Pomaika'i Elementary School on Maui to hire Rae Takemoto to work full time with Lei Ahsing on the Turnaround Arts program. Rae is currently employed at Pomaika'i as the Arts Integration Literacy Curriculum Coordinator and is highly regarded throughout the State for her work in arts integration and education. Lei Ahsing and Rae Takemoto were selected by PCAH to fill the required full time roles of Implementation Director and Program Director for Turnaround Arts.

B. Organization Chart

Please see the included "Organization Chart".

C. Compensation

Please see the included "Budget Justification – Personnel and Wages" worksheet.

VI. OTHER

A. Litigation

There is no past nor pending litigation in which Hawai'i Alliance for Arts Education dba Hawai'i Arts Alliance is a party.

B. Licensure or Accreditation

Not applicable.

C. Federal and County Grants

Not applicable

D. Private Educational Institutions

The grant will not be used to support or benefit a sectarian or non-sectarian private educational institution as per the Hawai'i State Constitution, Article X, Section 1.

E. Future Sustainability

The intent of this request is to support the development and implementation of Turnaround Arts at three Oahu schools that can provide timely, meaningful education to prepare students to meet the expectations and demands of the 21st century. Hawai'i Arts Alliance plans to pursue other sources during the upcoming year to fund Year 2 and 3 of the



program. At the end of Year 3, all participants will be trained with all processes and procedures in place without the need for additional funding. It is the goal of this program to become a permanent, vital part of the curriculum at these schools and influence others in the future.

A. Certification of Good Standing

Please see the included "Certification of Good Standing" from the Department of Commerce and Consumer Affairs.

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: _____

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Not Applicable				
2					
3					
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BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: _____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not Applicable				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not Applicable				

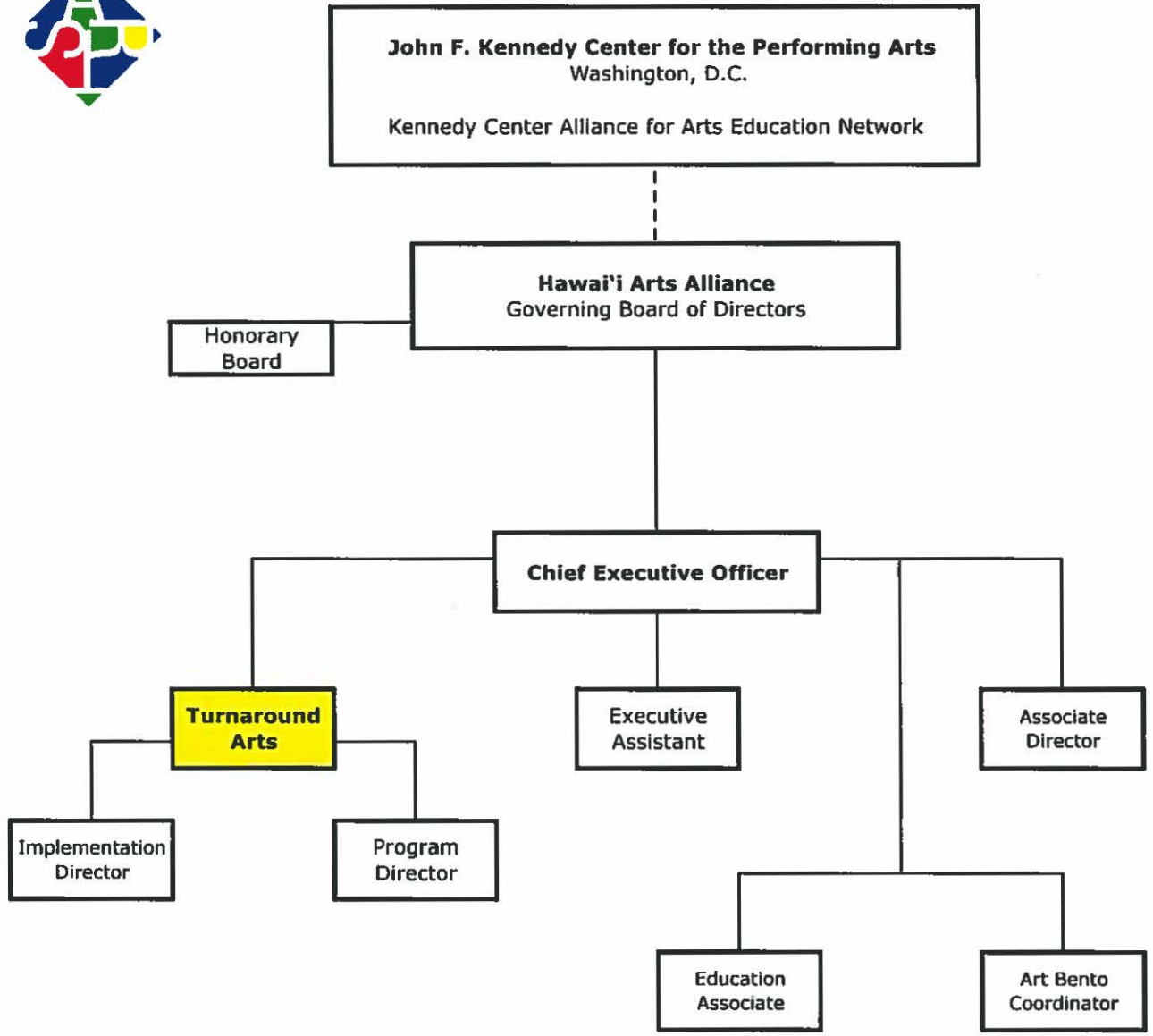
BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: _____

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2014-2015	FY: 2015-2016	FY:2016-2017	FY.2016-2017	FY.2017-2018	FY.2018-2019
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: Not Applicable						

ORGANIZATIONAL CHART
Hawai'i Arts Alliance

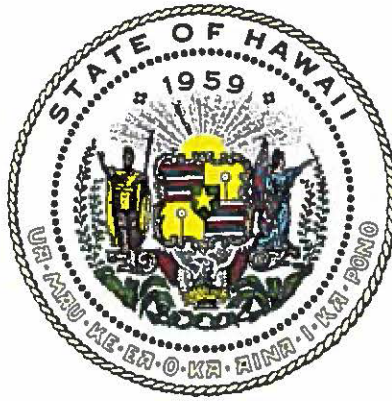


BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: Hawai'i Alliance for Arts Education, dba Hawai'i Arts Alliance

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST 0.15	TOTAL STATE FUNDS REQUESTED (A x B)
Chief Executive Officer	1	\$85,000.00	15.00%	\$ 12,750.00
Executive Assistant	1	\$35,000.00	20.00%	\$ 7,000.00
Associate Director	1	\$70,000.00	65.95%	\$ 46,162.00
Education Associate	1	\$40,000.00	20.00%	\$ 8,000.00
				\$ -
				\$ -
Payroll Taxes & Assessments 20% of Total				\$ 15,338.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				89,250.00
JUSTIFICATION/COMMENTS:				



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

HAWAI'I ALLIANCE FOR ARTS EDUCATION

was incorporated under the laws of Hawaii on 12/30/1980 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: November 10, 2014



Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Hawai'i Alliance for Arts Education dba Hawai'i Arts Alliance



Marilyn Cristofori
(Typed Name)

January 21, 2016
(Date)
Chief Executive Officer
(Title)