

House District _____
Senate District _____

THE TWENTY-NINTH 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): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: **Hawai'i Alliance for Arts Education dba Hawai'i Arts Alliance**

Dbas: **Hawai'i Arts Alliance**

Street Address: **1040 Richards Street, Suite 301, Honolulu, HI 96813**

Mailing Address: **P.O. Box 3948, Honolulu, HI 96812**

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name **MARILYN CRISTOFORI**

Title **Chief Executive Officer**

Phone # **(808) 533-2787**

Fax # **(808) 526-9040**

E-mail **arts@hawaiiartsalliance.org**

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Turnaround Arts 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 for Cohort 3 Turnaround Arts, a major national educational program founded by President's Committee on Arts and Humanities, and now with the John F. Kennedy Center for the Performing Arts. 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 2018: \$ 160,000

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 \$ 0
FEDERAL \$ 0
COUNTY \$ 0
PRIVATE/OTHER \$120,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

MARILYN CRISTOFORI
NAME & TITLE **CHIEF EXECUTIVE OFFICER**

SIGNED

01/20/2017



RECEIVED
01/20/2017

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED 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, Hawaii 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, Hawaii 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, Hawaii 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, Hawaii 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

(Typed Name of Individual or Organization)

(Signature)

(Date)

01/20/2017

Marilyn Cristofori

(Typed Name)

Chief Executive Officer

(Title)



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

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

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 has had a long-standing affiliation with the John F. Kennedy Center for Performing Arts, and serves as State Captain for Americans for the Arts (AFTA), the national arts advocacy organization. We support all the arts, while our members (1,555 individuals and 145 organizations) represent diverse, distinct disciplines. Over the past 37 years, the Alliance has led statewide conferences, held professional development for artists and teachers, coordinated Artists-in-the-Schools and ArtBento@HiSAM, restored the original King Kamehameha sculpture, and was the founder of *The ARTS at Marks Garage* to revitalize community in downtown Honolulu. *Marks* became independent in 2012.



With Senator Brian Schatz in D.C. for Arts Advocacy Day: Mark Branner, Alliance CEO Marilyn Cristofori, Board Directors Aurora Fruehling and Gail Mukaihata Hannemann

As part of our **advocacy** work in the role of State Captain for AFTA, we target 13,000+ individuals in our state who value the arts 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, a national survey of audiences and organizations to assess the economic impact of the arts and culture in Hawai'i. We have just finished gathering data for AEP5, with support from DBEDT. It will be published in mid or summer of 2017.

Our **community** programs impact 75,000+ people. We provide fiscal sponsorships for groups like POW! WOW! Hawai'i and a Challenge Grant Program for Performing Arts Learning Centers in 9 public high schools statewide. We work closely with both Congressional District offices to support the Congressional Arts Competition.



Turnaround Artist Jake Shimabukuro has very generously devoted time and resources to the Turnaround Arts program at Kalihi Kai Elementary School

Our **education** programs annually benefit 635 teachers, 100 artists and 20,000+ students through the annual Teacher Institute, Artists-in-the-Schools, ArtBento@HiSAM, and Teaching Artists Workshops. The Alliance is the Hawai'i partner for Turnaround Arts, a public/private program founded by the President's Committee on the Arts and Humanities, and now under the John F. Kennedy Center for the Performing Arts (Kennedy Center) and private funders.

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. Among the ARTS FIRST

(AF) accomplishments was 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

Hawai'i Arts Alliance requests your support for Year 3 of Turnaround Arts Hawai'i to benefit at-risk and underserved children on Oahu. In 2015 Hawai'i was one of five sites selected for Cohort 3 Turnaround Arts, a major national educational program of the President's Committee on Arts and Humanities (PCAH) and the Kennedy Center, which serves only the highest poverty, chronically underperforming schools ranking in the bottom 5%. 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 program brings arts supplies, musical instruments, teacher training, school-wide strategic planning, principal coaching, school grants, community arts partnerships and Celebrity Artists. On Oahu, Waianae Elementary, Kalihi Kai Elementary and Kamaile Academy Public Charter School were chosen to be Turnaround schools. These schools serve 2,032 children, many of whom are homeless, 175 teachers and administrators, and their surrounding communities. The Turnaround Arts Hawai'i schools are 3 of 68 Turnaround schools across the nation. <https://goo.gl/3LmXhS>

¹ ACT 306/01 mandated the ARTS FIRST Partners to include: HIDOE, State Foundation on Culture and the Arts, UHM College of Education, UHM College of Arts & Humanities, HI Assn. of Independent Schools and Hawai'i Arts Alliance
Narrative Page 2



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Narrative Page 2



The goal of the program is to use the arts to create success in struggling schools. We are currently in Year 2 of this 3-year program, and we have already seen tremendous growth in the three schools, as they leverage their arts assets to meet educational needs and objectives. Teachers report there is significantly more active engagement in their classrooms and increased participation of parents at school events. The arts integration strategies are helping to strengthen collaboration skills and inquiring mindsets.



Turnaround Arts Hawai'i with First Lady Michelle Obama at White House Talent Show May 2016. Please view highlight clip at: <https://goo.gl/HCh0jN>

There has been a shift in student behavior; students have become more confident and outgoing on campus. One Hawai'i school reported recently that since becoming a Turnaround School in 2015, disciplinary referrals dropped 76% (from 190 to 45) in the same time period! During her visit to Kamaile Academy in September 2016, Hawai'i First Lady Dawn Ige commented, "The school is so calm and the students look so happy. I hear teachers using the same language... I have never seen a school do so much for their students... I can't wait to tell my husband about my visit today..."

Turnaround Arts integrates the arts into whole school curriculum as part of a successful transformation of schools through strategic arts planning, professional development, and collaboration of principals and administrators, classroom teachers, arts specialists, teaching artists, community arts organizations, parents and surrounding environment.

3. Public Purpose and Need to be Served

Our project benefits at-risk and underserved children on Oahu, by supporting 3 Priority schools and their surrounding communities; Kalihi Kai Elementary, Waianae Elementary and Kamaile Academy Public Charter School. By definition, Priority schools fall in the lowest 5% of Hawai'i's public schools, with persistently low achievement and low graduation rates. Collectively, the project impacts 2,032 students, 175 teachers/administrators, and their surrounding communities (estimated population 25,000 – 30,000).

Kalihi Kai is one of the larger K-5 elementary schools in the Honolulu District, situated in the heart of a busy Kalihi business community. The majority of students are on free or reduced lunch, and from immigrant backgrounds where English is a second language. The majority of students entering kindergarten have no previous preschool experience.



Teachers are challenged to provide all students with experiences to develop their language and thinking skills as they build background knowledge and experiences necessary to meet the Common Core State standards.

Kamaile Academy Public Charter School is located on the Waianae Coast of Oahu. Waianae is home to many of the socio-economically and ethnically marginalized in Hawai'i. In 2010, poverty rates in Waianae eclipsed both the national and state baselines, as 20% of families with children and 15.6% of individuals were below the poverty level. Of the 13,177 residents in the community, the highest prevalence of any ethnic group is native Hawaiian and other Pacific Islanders, totaling 69.4%. At Kamaile Academy, 78.7% of students live in economic hardship, compared to a statewide average of 46.9%, and 14.1% have been identified as homeless or residing in transitional housing. As would be expected from trends associating these socioeconomic and demographic factors with academic achievement, results from state assessments clearly evidence the existing achievement gap.

Waianae Elementary School is one of the oldest schools on the island. Like Kamaile, a high percentage of students and families at Waianae Elementary face economic hardship, and many of the children are faced with situations that force them to grow up quickly. The school's primary challenge is chronic absenteeism due to parental issues, health, cultural attitudes or transportation problems. Over 80% of the student body is Hawaiian, part-Hawaiian or Pacific Islander.

It has become evident that improving outcomes in the lowest-performing schools is among the most significant challenges we face. Priority schools are typically characterized by high teacher and principal turnover, low levels of trust among adults, significant student disciplinary issues, and low attendance, and the 3 schools supported by this project are no different. Furthermore, academic achievement at these schools consistently fall below target proficiency percentages.

Addressing these challenges has increasingly become a priority in the communities. Increasing motivation, bringing energy and the joy of learning into our schools are necessary if these issues are to be overcome. We need to find a way to make our schools a vibrant center for the surrounding communities, building partnerships with businesses and organizations so that the schools can be revitalized. While the schools have received academic supports due to their Priority status, more is needed to help the schools at all levels, and we believe that creative learning can make the difference.

The arts play a critical role in education. When learning is approached through the lens of the arts, creativity is cultivated, innovative thinking is fostered, and imagination is enhanced. Furthermore, studies have shown that when schools integrate the arts as a whole school initiative, results are improved academic performance, increased student and parent engagement, and improved culture and climate.



Hawai'i First Lady Dawn Ige visits Waianae Elementary in September 2016

Arts education benefits overall school culture and climate, especially when it is integrated into all levels of the school, and not just in specific classrooms. When the arts are integral to instruction, students are challenged to think in a non-linear fashion since most real-world problems have multiple possible correct answers and numerous ways of arriving at a solution. All children, especially those in high poverty, deserve opportunities to learn in, through, and about the arts. The arts engage students and bring to life an eagerness for all learning. Students actively collaborate, persevere, develop reasoning and dynamic problem solving skills. Employers of

our future workforce seek these essential skills and attitudes in their employees. The arts are a unifying force that connects us as human beings.

4. Target Population to be Served

The population to be served by the Turnaround Arts program is comprised of 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) 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 long-term goal of this program to have the proven framework and techniques exported to all schools in the State.

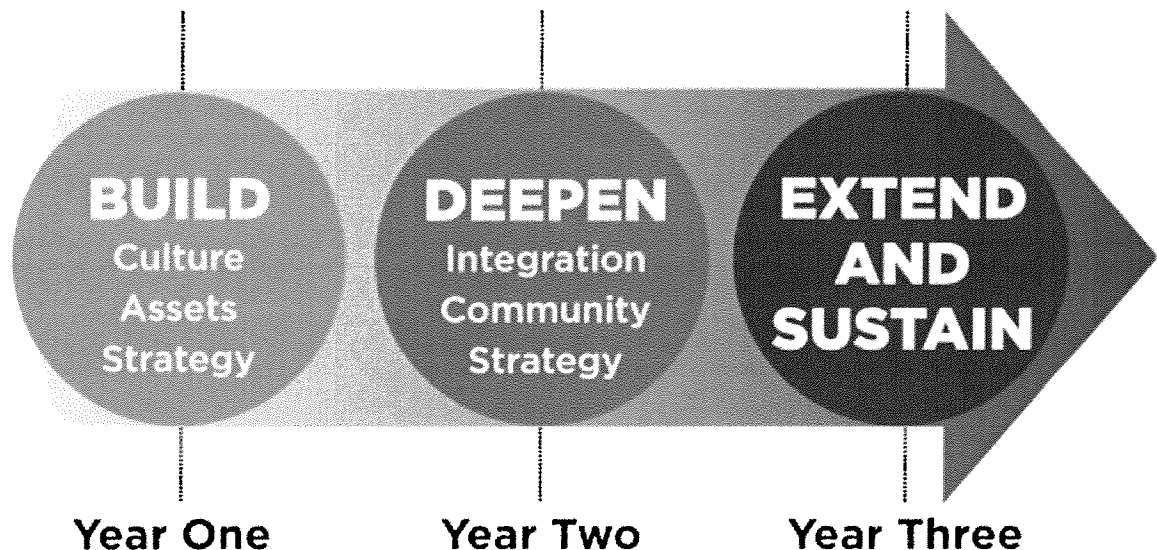


II. SERVICE SUMMARY and OUTCOMES

1. Scope of Work, Tasks and Responsibilities

Turnaround Arts is distinct from other school improvement programs in three key ways: it focuses on improving underperforming schools in and through the arts; it integrates arts learning across the whole school, touching every classroom and stakeholder; and it focuses on changing the school environment through 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 (completed)

The first year (2015-16) of implementation focused on building the program in robust and strategic ways. Attention was given to building arts assets throughout the whole school in varying degrees, depending upon 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 were foundational for the first year, as well as developing a strategic lens to the arts. Benchmarks across the schools aligned with building foundational structures and approaches to maximize outcomes. (See attachment for Year 1 activities.)



Year Two: Deepen

In the second year (2016-17), schools are turning 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. 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 creativity, establishment of school traditions, and more meaningful community and parent involvement.

Year Three: Extend and Sustain

In the third year (2017-18) 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 complement the local assets. They will work to ensure that the schools are deeply networked with other local Turnaround Arts programs and directors to give them an ongoing community of practice. The national and Hawai'i program 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 regularly scheduled calls and webinars (year round)

Professional development (PD) by national and local presenters and teaching artists in whole school arts planning, arts integration and arts-based classroom management innovation

Tangible education resources provided to Turnaround Arts schools through national partnerships, including art supplies, musical instruments, performance rights and curricular support (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)

Highly visible artists (Jack Johnson, Jake Shimabukuro, Paula Fuga and Alfre Woodard) adopt the schools to lead school activities, promote enthusiasm for arts integration, be involved in the school community, and help execute a positive press celebration



Turnaround Arts goals, indicators and assessment of school progress are coordinated by the Governing Board of Directors for Hawai'i Arts Alliance with the John F. Kennedy Center for the Performing Arts

Artist residencies – Teaching Artists provide creative and engaging learning based on the Fine Arts Standards

Art Bento @ HiSAM residency – a standards based museum education program

A timeline of activities is as follows:

August – Dec 2017

- PD: Arts Integration Refresher before school opens – Deb Brzoska “Vision and Opening Day for Faculty on Turnaround Arts, Year 3”
- Celebrity Artists: School Assemblies for whole school and communities
- PD: Focus 5/Sean Layne: Drama Strategies, Demonstration Classes and PD for staff
- PD: Focus 5/Melanie Rick: Arts Strategies for Early Education, PreK-2 Leadership Team, “Reading Portraiture Review and Deeper Dive”
- PD: Marcia Daft – “Moving Through Math; Music and Math Integration Strategies” – demonstration classes and PD for staff
- Additional leadership training takes place in August, September and November
- Artists-in-the-Schools (AITS): Kamaile Academy: Professional Development and Drama Residency with Daniel Kelin/Honolulu Theatre for Youth
- Waianae Elementary: Professional Development and drama residency with Daniel Kelin/Honolulu Theatre for Youth
- Application to Turnaround Arts (TA) National for next group of schools to join TA Hawai'i
- Kalihi Kai: Art Bento Museum Education PD and residency (supports visual thinking strategy)
- Kamaile Academy: Art Bento Museum Education PD and residency (supports visual thinking strategy)
- Waianae: Art Bento Museum Education PD and residency (supports visual thinking strategy)
- Strategic Arts Plan Revisions/Pillars Growth Scale
- Monthly planning calls for local program directors, school leadership teams, and TA national
- Wolf Trap Residency for Early Childhood Education

January – March 2018

- PD: Workshop with National Arts Educator Deb Brzoska on teachers as strategy keepers
- AITS: Kalihi Kai Elementary: Drama residency with Daniel Kelin/Honolulu Theatre for Youth



- Artist Residency: Waianae Elementary: E Mele Kakou residency with Nola Nahulu and Hawai'i Youth Opera Chorus
- Plan, schedule and coordinate training or coaching in drama integration and or/visual thinking implementation in 3 schools.
- Monthly planning calls for local program directors, school leadership teams, and TA national

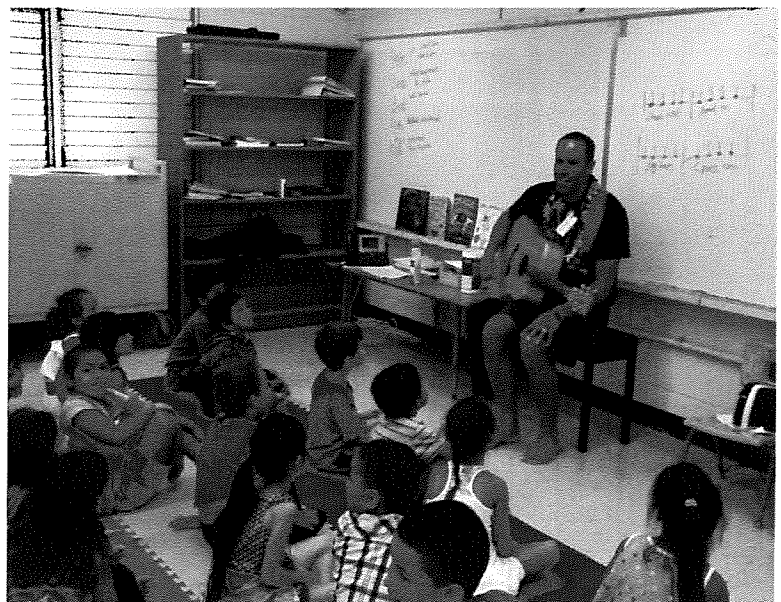
April – June 2018

- Planning of professional development and support for the following year
- End of Year community activities with community groups and arts celebrations
- June: National Summer Retreat for school leadership teams at Turnaround Arts in Washington DC
- Monthly planning calls for local program directors, school leadership teams, and TA national
- Musical productions at 3 schools

This approach to low performing schools was developed and established by the President's 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

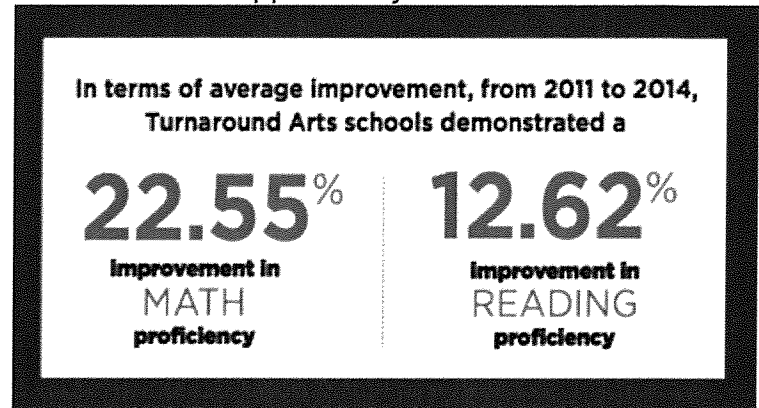
The Governing Board of Directors for Hawai'i Arts Alliance monitors the quality of programs, staff and working relationships with partners. The Chief Executive Officer reports on a monthly basis to these 15 Directors. In addition, the Kennedy Center requires an annual profile to report on the year's accomplishments and annual updates. An Independent Audit, in accordance with generally accepted auditing principles and procedures is completed and 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.



Turnaround Artist "Uncle" Jack Johnson returns to song write with students at Waianae Elementary School October 2016



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. **The schools performed 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.** 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.

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. A similar evaluation will be conducted at the end of Turnaround Arts Cohort 3 to determine the success of the program for our schools in Hawai'i.

Meanwhile, informal focus groups with students and parents indicate that changes are evident. Students at all three schools were asked, "How is learning different now that you are in a Turnaround Arts School?" Some of their responses are below:

- "Our classes have been more active, doing drama exercises to show what we're learning."
- "We don't just sit at our desks. We can get up to do the different strategies, and work with different people."



- "It helps us to get to know other people and learn how to work with different people."
- "We can be very creative at times. You learn you can be good at one thing, even though you're not so good at other things."
- "Kids don't fall asleep in class anymore."
- "I like working with my classmates. It's teaching us to work together better."
- "Doing drama is fun even though it's hard. Sometimes we don't agree, but you just have to do it, so your team can be ready to perform."
- "Sometimes I want to practice at home. Sometimes we start ideas in class, but I'm not satisfied, so I go home and try again."
- "We practice drawing skills, like lines and shapes, so that we can have better control of our skills."

Parents were also surveyed and asked: "**What do you think about the creative hands-on opportunities for parents at meetings?**" Some of their responses are below:

- "School events are starting to change the culture of this school."
- "Things are different now. Kids are more happy."
- "I appreciate the school trying to get us involved in different ways now."
- "More parents are coming out to participate. The meetings are more interactive."
- "Makes me feel like coming to the meeting...I feel more welcomed."

4. Measures of Effectiveness

Turnaround Arts transforms the school culture for students, teachers, administrators and surrounding communities, and is built on strengthening its foundation, which is made up of 8 key pillars. The measurable outcomes below are based on growth in the 8 pillars.

1. **Principals** - Principals consistently name the arts as a key strategy in the school's plans for improvement. There is consistent allocation of time and funding to support arts programming.

2. **In-School Arts Specialists** - All students have weekly access to one in-school arts specialist at least 45+ mins. Arts specialists lend peer support, present new ideas to staff, leading deeper learning about integrating arts content into non-arts academic lessons. Arts



specialists oversee student performances/events that promote family and community involvement.

3. **Classroom Teachers** - Teachers apply at least one arts-based strategy regularly as part of their instruction.
4. **Teaching Artists and Community Arts Organizations** - All students participate in arts residencies taught by master teaching artists, designed to transfer approaches to classroom teachers' practice. Residencies are standards based and integrate academic content. Schools continue to build partnerships with community arts organizations.
5. **Families, Community and District** - Families regularly attend arts and community events. Several organizations act as primary partners for the school.
6. **Comprehensive Strategic Approach** - Arts leadership team in each school meets regularly and actively leads events in the arts. Grade level reps act as instructional leaders in the arts to their peers. The Strategic Arts Plan process is embraced and reflects effective use of the arts.
7. **Professional Development** - Whole staff assembles regularly for quality training in arts integration. Peer support and collaboration for arts integration are established via teacher leaders and arts leadership team.
8. **School Environment** - Opportunities for student performances and exhibitions are offered to students, and traditions such as an annual musical, annual art night or seasonal showcases are established. Increased public displays of art and student artwork, and beautification of school campuses continues.



Turnaround Arts National Implementation Director
Emily Pytell works with Head Start student at Kalihi Kai

Progress is reported on these 8 pillars on a quarterly 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 Turnaround Arts national. 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 strengthens school reform efforts, boosts academic achievement and increases student engagement.



III. FINANCIAL

1. Please see included "Budget Request by Sources of Funds" worksheet.
2. Anticipated quarterly funding requirements for FY 2017-2018 (Turnaround Year 3) are below.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$40,000	\$40,000	\$40,000	\$40,000	\$160,000

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

- The Learning Coalition - \$30,000 (secure)
- James & Abigail Campbell Foundation \$50,000 (secure)
- Swayne Family Foundation \$20,000 (secure)
- Zilber Family Foundation \$20,000 (secure)

Funds secured for Year 3 total \$120,000. Additional necessary funding is being sought from the Samuel N. and Mary Castle Foundation, National Endowment for the Arts and Honolulu City and County Grant-in-Aid.

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, 2016 was \$60,417.

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 37 years, the Alliance led statewide conferences, professional development for teachers, and artists, model arts programs in schools and communities, and annually implements arts education programs across the state: AITS, Art Bento, PALC. The Alliance advocated for and supported 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 work of Hawai'i Arts Alliance has been 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 the Alliance for excellence, and the organization 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, 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, and invitation to become part of Cohort 3, Turnaround Arts. For the past two decades the Alliance has developed arts integration as central to education reform.

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 Turnaround Arts national 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 serve on committees and boards nationally and locally. The CEO has been invited to make presentations at the annual Kennedy Center Leadership Conference and in 2014 was appointed to the State Arts Action Network Council (SAAN) for Americans for the Arts. The Education Director oversees the program coordination of Art Bento at HiSAM and the ARTS First Summer Institute, as well as serving as Implementation Director for Turnaround Arts Hawai'i. 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. The Associate Director oversees the successful grant challenge program for the Performing Arts Learning Centers throughout the state. 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 37 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, holding advanced university degrees, including Marilyn Cristofori (CEO), Traci Yamamura (Associate Director), Lei Ahsing (Education Director and Turnaround Arts Hawai'i Implementation Director), Marcia Pasqua (Education Associate) and Trish Freitas (Executive Assistant). In July 2016 Loke Simon joined the Alliance staff as the Art Bento @ HiSAM Program Coordinator.



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 Turnaround Arts national 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. Turnaround Arts is a 3-year program, based on the premise that after 3 years a Turnaround Arts school has had sufficient training and knowledge to continue its transformation to build and grow over several years with less support from the local program office. It is the long term goal of this program to become an on-going vital part of the curriculum at these schools and influence others in the future. Our vision is to see an increasing number of low-performing schools transformed through the use of arts integration and implementing the 8 pillars that are the



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

foundation of Turnaround Arts. Hawai'i Arts Alliance has been invited to submit an application in 2017 for another cohort in 2018, and we are in discussion with the DOE about how we can further partner to ensure that we can build more Turnaround Arts Schools in Hawai'i.

A. Certification of Good Standing

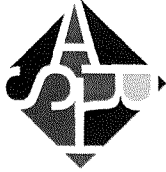
Please see the included "Certification of Good Standing" from the Department of Commerce and Consumer Affairs.

ORGANIZATIONAL CHART

Hawai'i Arts Alliance

501 c 3

Founded 1980



National:
**John F. Kennedy Center for the Performing Arts
Turnaround Arts Hawai'i
Americans for the Arts**

**Hawai'i Arts Alliance
Governing Board of Directors**

Honorary Board

Ex Officio & Advisors

Chief Executive Officer

Education Director

Executive Assistant

Community Fiscal Sponsorships

Associate Director

Education Associate

Consultants:
Turnaround Arts
Art Bento
Teaching Artists

Pow!Wow! Hawaii
Congressional Art Competition
Performing Arts Learning Ctrs.

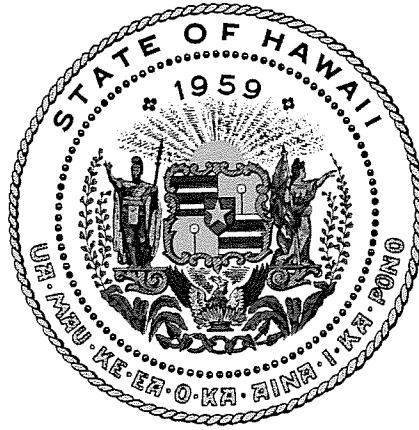
Turnaround Dirs.
Program Implementation

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

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

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	27,550	10,000	20,000	20,000
2. Payroll Taxes & Assessments	5,510	0	0	0
3. Fringe Benefits	0	0	0	
TOTAL PERSONNEL COST	33,060	10,000	20,000	20,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	10,000	0	0	5,000
2. Other Travel	8,000	0		
3. Turnaround Arts Program Director	20,000	5,000	10,000	30,000
4. Turnaround Arts Implementation Director	20,000	5,000	10,000	30,000
5. Professional Development	30,000	25,000	20,000	20,000
6. Arts and Education Supplies	10,000	5,000	20,000	10,000
7. Media/Branding	5,940	1,000	1,000	5,000
8. Evaluation/Assessment	10,000	3,000	3,000	10,000
9. Teacher Training/Substitutes	3,000	1,000	7,000	2,500
10. Printing/Postage	4,000	2,000	3,000	2,500
11. Accounting/Audit/Occupancy	6,000	3,000	6,000	5,000
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	126,940	50,000	80,000	120,000
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	160,000	60,000	100,000	140,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	160,000	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>MARILYN CRISTOFORI</p> <p>Name (Please type or print)</p> </div> <div style="text-align: center;"> <p>533-2787</p> <p>Phone</p> </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>01/19/2017</p> <p>Date</p> </div>		
(b) Total Federal Funds Requested	60,000			
(c) Total County Funds Requested	100,000			
(d) Total Private/Other Funds Requested	140,000			
TOTAL BUDGET	460,000	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>MARILYN CRISTOFORI, CEO</p> <p>Name and Title (Please type or print)</p> </div> </div>		



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: January 19, 2017

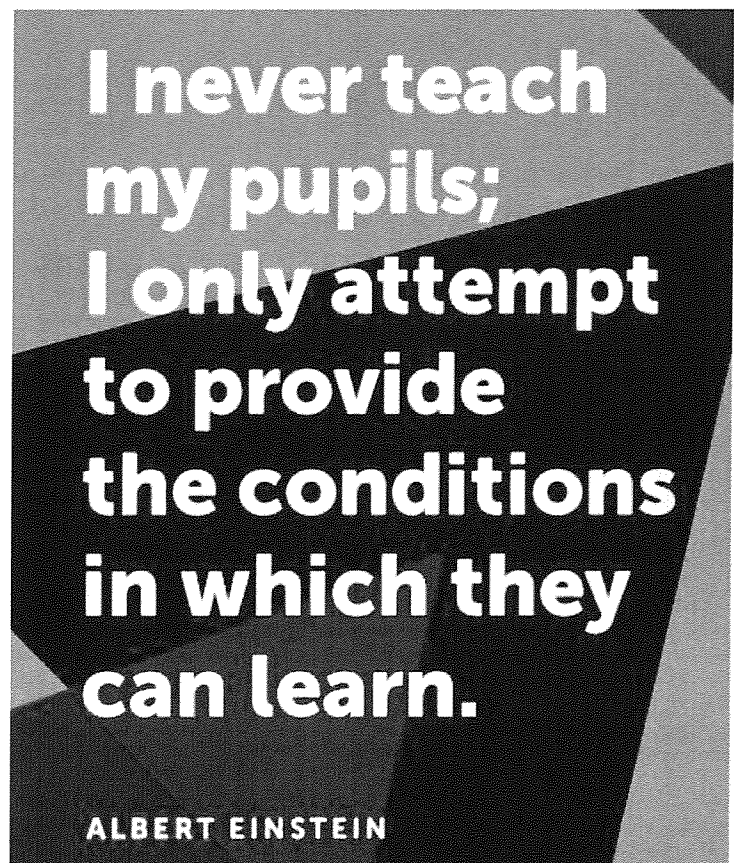
Director of Commerce and Consumer Affairs



Turnaround Arts Hawai'i Year 1 Report

The first year of implementation for this 3-year program commencing in June 2015 focused on **building** the Turnaround Arts (TAA) program in the 3 Hawai'i schools selected; Kalihi Kai Elementary School, Waianae Elementary School and Kamaile Public Charter School. These schools collectively serve 2,036 children, many of whom are homeless, 175 teachers and administrators, and surrounding communities. Establishing leadership structures and nurturing a positive school culture for teachers, students and the broader community were key areas of concentration for Year 1. The **8 pillars**, which are the foundation of Turnaround Arts, were addressed and strengthened through the activities outlined.

1. Principals
2. Arts Specialists
3. Classroom Teachers
4. Teaching Artists
5. Parent, Community and School Official Engagement
6. Comprehensive Strategic Approach
7. Professional Development
8. School Environment

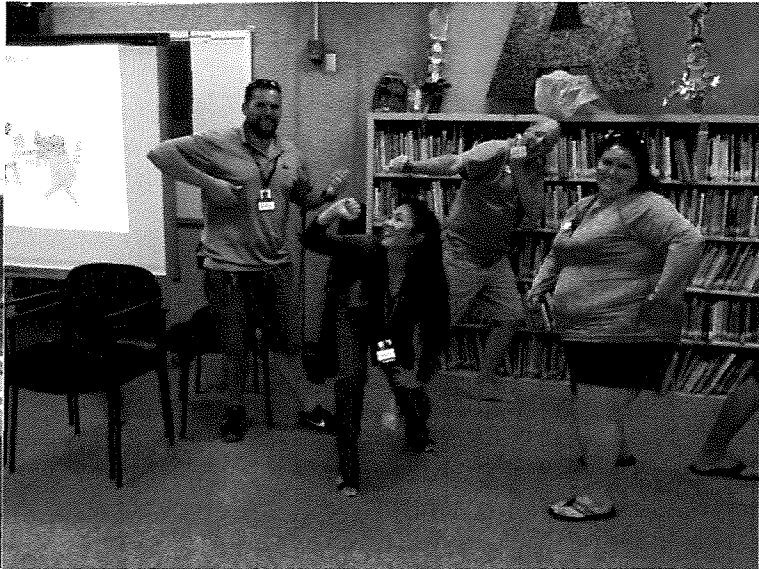


Pillar 1 - Principals

- a. June 2015 & 2016: School leadership teams from the 3 and the local TAA Directors participated in the Summer Retreat in Washington DC to begin strategic arts planning.
- b. Local Program Directors worked closely with each principal to target and expand the use of the arts integration to address broader school issues.



*Jack Johnson and Waianae Principal
Wendy Takahashi*



*Kamaile PCS Principal Anna Winslow creates tableau
with her TAA leadership team*

Pillar 2 - Arts Specialists

During the year every student received a minimum of 45 minutes of arts instruction per week. Our three schools each have a full time music specialist on staff. To ensure that the children receive the required amount of arts instruction, Kamaile also has a cultural arts resource teacher, while both Kalihi Kai and Waianae added a part time visual arts teacher in each school.

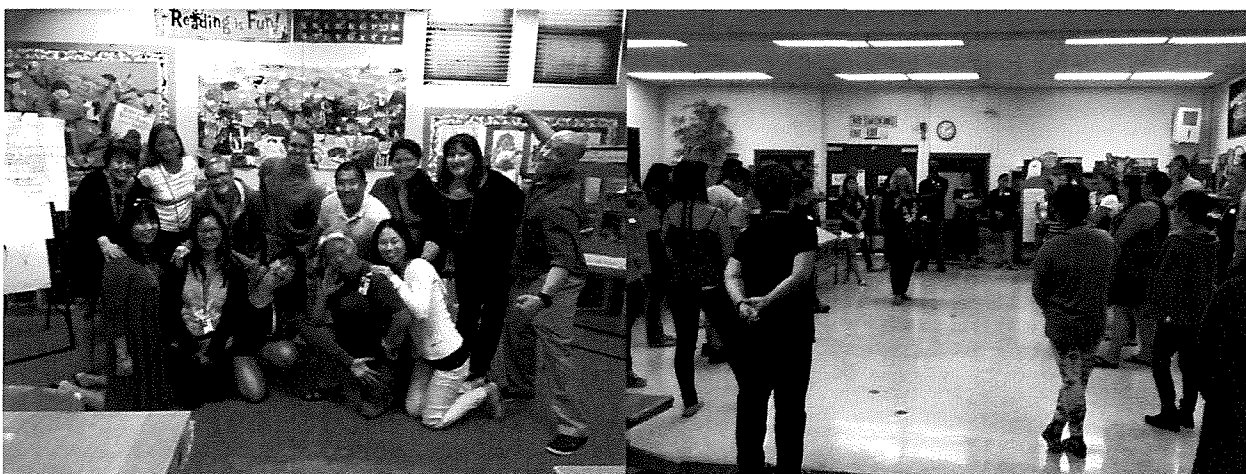


Arts specialists are part of the leadership team and support general classroom teachers to implement arts integration in the classroom. The challenge was that the arts specialists worked with the students while the classroom teachers used this time to gather in their grade level meetings. The arts specialists have found different ways to address this challenge. At one school, the music teacher shared “a musical moment” during a faculty meeting, which teachers carried into the classroom. At another school, the music teacher and a 3rd grade teacher collaborated on a social studies unit. Discussions during art leadership meetings facilitated these solutions.

Pillar 3 - Classroom Teachers

The teachers developed capacity to integrate arts into the curriculum via professional development (PD) throughout the year with support from Arts Specialists and local TAA directors. Some professional development opportunities were:

- a. July 2015- "Introduction to Arts Integration" PD with faculty at each TAA school led by Dr. Jamie Simpson Steele, University of Hawai'i at Manoa, College of Education
- b. September - October 2015- "Imagining Text": Drama PD at Kamaile PCS with Daniel A. Kelin, Director of Drama Education, Honolulu Theatre for Youth
- c. October 2015: Drama PD Workshop at Kalihi Kai School with Teaching Artist James McCarthy
- d. November 2015: Focus 5 "Acting Right: Building a Cooperative, Social, and Kinesthetic Community" PD with National Trainer Kassie Misiewicz – all TAA Schools
- e. December 2015: "Creative Movement and Text": Dance PD at Waianae Elementary with Teaching Artist Mimi Chang
- f. January 2016: "Systems for Transforming Schools," "Developing Teacher Leadership," and "School-wide Arts Integration: Engaging Every Learner" PD with Deb Brzoska, Turnaround Arts National – all TAA schools.
- g. January 2016: Art Bento PD at Waianae School with Susan Hogan (Hawai'i State Foundation on Culture and the Arts) and Quala-Lynn Young (Teaching Artist)
- h. February/March 2016: "Asking Questions to Develop Creativity" PD with Dr. Jamie Simpson Steele – all TAA schools
- i. February 2016: Focus 5 "One-Minute Challenges: Deepening Comprehension and Assessment for Learning Through Drama" PD and demonstration classes with National Presenter Kassie Misiewicz – all TAA schools
- j. March 2016: "Partners in Creativity" Crayola Workshop for all TAA schools with Celena Turney, Innovative Teaching & Learning Manager, Western Region, Crayola
- k. April 2016: Focus 5 "Reading Portraiture as Biography: Observe. Infer. Inquire" with National Presenter Melanie Rick - all TAA schools
- l. April 2016: Visual Arts PD at Kalihi Kai with Teaching Artist Regina Bode
- m.

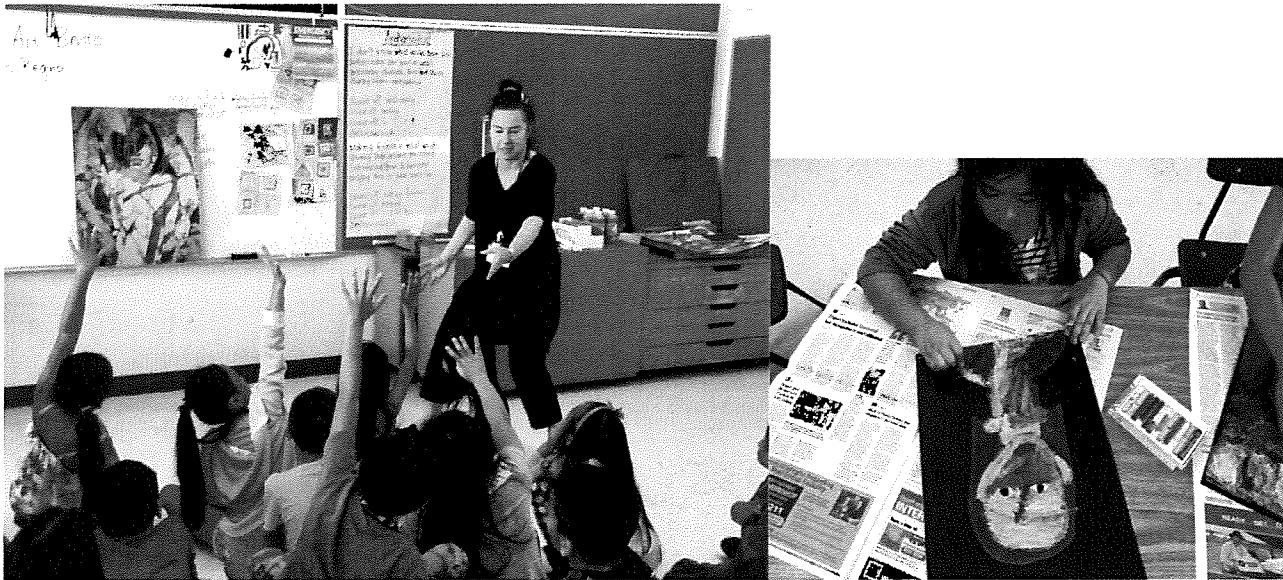


Teachers enjoy professional development workshops with national presenter Deb Brzoska

Pillar 4 - Teaching Artists (TA)

Artists-In-The-Schools (AITS) and Art Bento (AB) residencies were scheduled at each of the TAA schools. Art Bento is a standards-based museum education program of the Hawai'i State Art Museum, and serves students in grades 2-6. The theme, "Responding to Art", enlivens participants' understanding and responses to works of art using the museum's collection. Teaching artists work closely with the students and teachers in their own classrooms before they visit the museum. Through the AITS Residency program, teaching artists work extensively with students over the course of six to eight classes through various art forms, using the arts to address core content.

- a. AITS 2015 Waianae Grade K-1: "Intro to Creative Movement & Text" - Mimi Chang, TA
AITS 2015 Kamaile Grades 4, 5, 6: "Imagining Text" - Daniel Kelin, HTY
AITS 2015 Kalihi Kai Grade 5: "Self Portraiture: Who Am I?" - Regina Bode, TA
Artist Residency Kamaile Grade K-1: "Literacy Through Movement" - Mimi Chang, TA
Artist Residency 2016 Waianae Grade K-1: "Reading Creatively" - Dan Kelin, HTY
AITS 2016 Kamaile Grade 2-3: "Building Comprehension Through Drama" Dan Kelin, HTY
- b. Art Bento Waianae Grades 3, 4, 5: Quala-Lynn Young, Marcia Pasqua, Mimi Chang, Mimi Wisnosky, Teaching Artists
Art Bento Kamaile Academy PCS Grades 2, 3: "Exploring Line, Shape and Form with Voices, Bodies and Imagination" - Michael Cowell, The Drama Crew
Art Bento Kalihi Kai Grades 2 & 3: "My Environment and Me" - Regina Bode, TA



*Teaching Artist Regina Bode engages Kalihi Kai 5th graders during AITS residency
"Self Portraiture: Who Am I?"*

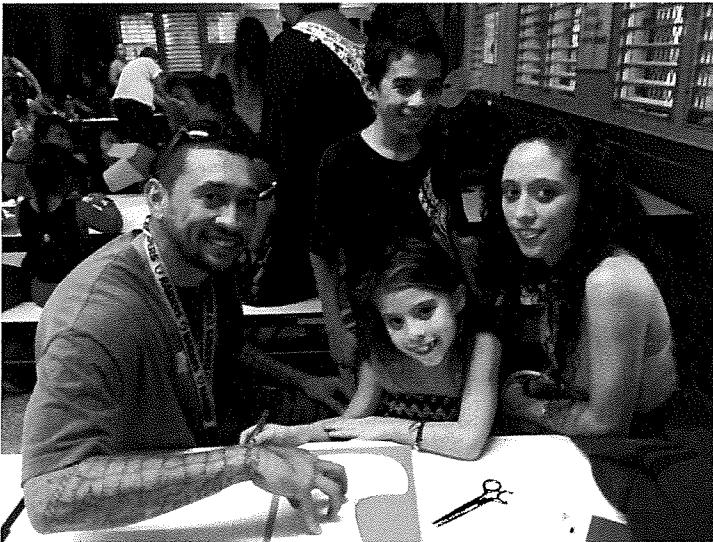
Additional residencies were secured for Waianae Elementary: During April 2016, 4th and 6th graders participated in a residency titled "E Mele Kakou, Outreach" with Nola Nahulu, Artistic Director, and the Hawai'i Youth Opera Chorus. This exciting residency covered music theory, music history, vocal music and hula for 3 days a week.

"Playful Percussion: Rhythm and Words" with Grade 2 - Michael Wall, Teaching Artist.

Pillar 5 - Parent, Community, and School Official Engagement

One of the regional targets was to increase parent and community engagement. Some highlights that addressed this pillar were:

- a. Turnaround Arts Hawai'i was launched at Kalihi Kai, Kamaile Academy PCS, and Waianae Schools in August 2015. Families, members from the community, and leaders from our state legislature attended these exciting openings, marking the start of changes about to take place. Attendees were fired up to see the support of our three Turnaround Artists: Jake Shimabukuro, Jack Johnson and Alfre Woodard.
- b. Over 200 parents and children attended Ohana and Arts Nite at Waianae Elementary School in October 2015. The theme was "Bringing Families Together".



Ohana Arts Night at Waianae Elementary School



Kamaile PCS Beach Clean-up with Jack Johnson

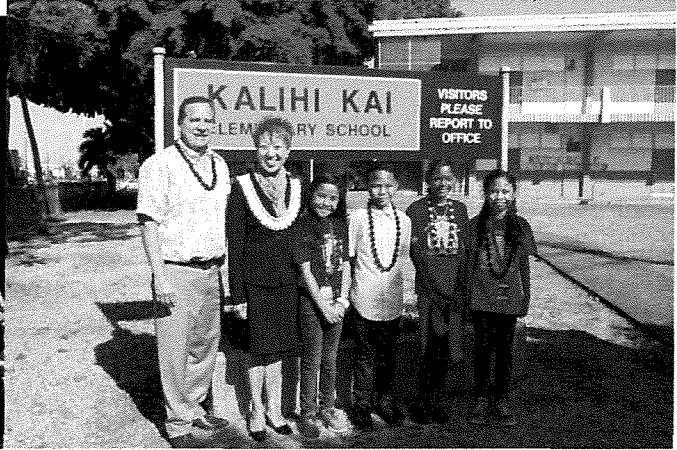
- c. Kamaile Academy took part in a beach clean-up with Jack Johnson sponsored by the Kokua Hawai'i Foundation. Jack led song-writing sessions with the 5th and 6th graders on the beach! <https://youtu.be/MNxmzemW3ZA>
- d. In December 2015, Kalihi Kai students were thrilled to participate in ukulele performances to engage community and parents. Two high profile events were direct results of being a Turnaround Arts School. The keiki performed at the Hawai'i Theatre in a concert with TAA Artist Jake Shimabukuro. They also led the Mayor's Honolulu City Lights Parade!
- e. All three schools celebrated their Winterfests with song and music. These events were well attended by family. Waianae strategically piggy backed an open house in classroom curriculum sharing directly after the performance.

Parent, Community, and School Official Engagement (cont'd)

- f. In February 2016, Kalihi Kai hosted a successful visit with National Endowment for the Arts Chair, Jane Chu, Jonathan Johnson, Hawai'i State Foundation on Culture and the Arts Executive Director, and a few State and District DOE personnel. Visits in the classrooms demonstrated the power of arts integration. Press also attended and resulted in wonderfully insightful interviews with students and their thoughts on the arts in their school.



*Kalihi Kai students perform with TAA Artist Mentor
Jake Shimabukuro*



A visit from National Endowment for the Arts Chair Jane Chu

- g. Waianae Elementary held a community event on April 30, 2016. The 4th and 6th graders performed at the school with the Royal Hawaiian Band. This culminating performance is the result of their participation in the HYOC residency.
- h. Kalihi Kai Elementary held an end of year celebration with a mini “Eat the Street – Kalihi Kai style” on May 13, 2016. It featured student performances, an exhibit of portrait work created by 5th graders from their AITS residency, arts and curriculum fair, and the unveiling of the mural.



Jake visits “Eat the Street – Kalihi Kai Style”



*Emily Pytell, Manager of Implementation and ECE
TA Nat'l, works with Kalihi Kai Head Start student*

Pillar 7 - Professional Development

Participants attended workshops with national and local educators throughout the year (Please refer to Pillar 3/Classroom Teachers page 3). Local Turnaround Arts directors met regularly with the arts leadership teams, and they modeled and coached arts strategies in the classroom.



Teachers from all three TAA Schools attend the Crayola Professional Development workshop in March 2016

Pillar 8 - School Environment

Schools planned ways to beautify and celebrate the creativity of their students via murals and student artwork. Some highlights were:

- a. In October 2015, school teams from Waianae and Kalihi Kai visited 5 school sites to see how their schools display art and learning through the arts, design creative learning spaces, and beautify their campuses. This generated ideas to take back to their own schools.
- b. In February 2016, Jack Johnson personally escorted students from Kamaile Academy to be the first attendees at the “Plastic Fantastic” exhibition at the Honolulu Museum of Art (sponsored by the Aloha Kokua Foundation), and the students also engaged in a plastic bottle cap mural making activity, which combined the arts and sustainable living. Kokua Aloha Foundation held a plastic bottle cap mural activity at Waianae Elementary too. These activities prompted the schools to begin thinking about sustainability and environmental impact on their own campuses. The schools are encouraged to eliminate all disposable plastic containers.
- c. Displays of student artwork were evident in the halls and walls of all schools.
- d. Kalihi Kai Elementary and Kamaile Academy PCS both implemented mural projects for their schools.



Kamaile Academy Kindergarteners practice (ODI – observe, describe and interpret)



Teaching Artist Dan Kelin works with Waianae Kindergarteners



Turnaround Arts Hawai'i students participate in the White House Talent Show May 2016



Media Coverage

Turnaround Arts Hawai'i has been fortunate to receive extensive media exposure over the last 18 months. This past spring, the three schools were invited to participate in the Turnaround Arts Talent Show on May 25, 2016 hosted by First Lady Michelle Obama. Hawai'i was selected to open the event! Our newest Turnaround Arts Hawai'i artist, Paula Fuga, worked with students and teachers to open with a traditional oli, followed by ukulele and hula performances by the students. For your viewing pleasure, a short highlight clip of Turnaround Arts Hawai'i's performance in this year's White House Talent Show can be found here: <https://goo.gl/HCh0jN>

The schools were invited with other Turnaround sites to perform in the "Everyday People" video by *Playing for Change*. You may see this delightful video here: <https://youtu.be/eYcBqRG2QEA>

Please enjoy the following story about Turnaround Arts Hawaii by Noe Tanigawa, which aired on Hawai'i Public Radio on February 26, 2016 during the time of NEA Chair Jane Chu's visit. <http://hpr2.org/post/arts-are-how-whhttps://youtu.be/MNxmzemW3ZAe-roll>

Once again, mahalo for your support!