

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

House District(s) _____

Senate District(s) _____

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

Db: 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 TERENCE LIU

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:

This project will support 3 Turnaround Arts Hawai'i (TAH) elementary schools on Oahu that have successfully carried out a 3-year whole-school arts integration program. The program will continue to strengthen their capacity and position them as mentors for a new cohort of schools on Oahu and neighbor islands. Hawai'i Arts Alliance staff will collaborate with district supervisors, principals, lead teachers, teaching artists, and professional development experts throughout the state to design and launch a system to select the next cohort of TAH schools. TAH model incorporates arts techniques that develop creative self-expression, confidence, mindfulness, and cooperative skills that are essential for socio-emotional development and knowledge that can be translated to many subjects and contribute to academic success.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$ 125,000

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 \$40,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Terence Liu, CEO

NAME & TITLE

1/17/2018

DATE SIGNED

Handwritten initials and date



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

The Thirtieth 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 creative lives 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.

The Alliance is one of the six ARTS FIRST Partners¹ and works closely with the other Partners to ensure meaningful arts education learning experiences for all Hawai'i children. 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.



With Senator Mazie Hirono in D.C. for Arts Advocacy Day: Former Alliance CEO Marilyn Cristofori, Board Directors Aurora Fruehling, Colleen Blacktin, Gail Mukaihata Hannemann, current CEO Terry Liu, and Natalie Thielen

Our **education** programs in coordination with the Hawai'i DOE and State Foundation on Culture and the Arts 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. Our Challenge Grant Program for Performing Arts Learning Centers are in 9 public high schools statewide. We work closely with our Congressional District offices to support the Congressional Arts Competition. 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.

For the same reasons we are dedicated to educating children through the arts, the Alliance supports all arts in Hawai'i because arts express and reflect common human

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 1



experiences and thereby benefit humanity. Over the past 38 years, the Alliance as lead partner has held statewide conferences, organized professional development for artists and teachers, restored the original King Kamehameha sculpture in North Kohala, and revitalized communities. We provide fiscal sponsorships for groups including POW! WOW! which began as a gathering of muralists in Kaka'ako, and has since become an international network spawning street mural festivals around the United States and the world.

As part of our **advocacy** work in the role of State Captain for AFTA, we coordinate the gathering of data throughout the state that results in the Hawai'i report for 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. Most recent data indicated the non-profit arts sector generated \$205.6 million in economic activity for Hawai'i in 2015.



Turnaround Artist Jake Shimabukuro performs with the Kalihi Kai Ukulele Club and Arts Specialist Ruth Komatsu and grade 4 teacher Jeanette Yasui at the HI State Museum

2. Goals and Objectives Related to the Request

Hawai'i Arts Alliance requests support to initiate statewide expansion of Turnaround Arts Hawai'i by strengthening and positioning three elementary schools on Oahu that have successfully carried out a three year whole-school arts integration program to be mentors for a new cohort of schools on neighbor islands. Hawai'i Arts Alliance staff will collaborate with statewide district superintendents, principals, lead teachers, teaching artists, and professional development experts throughout the state to design and launch a system to select the next cohort of Turnaround Arts Hawai'i schools. Turnaround

Arts Hawai'i will also work with ARTS FIRST Partners to align goals with Hawai'i DOE General Learner Outcomes (GLOs) and the Nā Hopena A'o (HĀ) framework to develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i.

Turnaround Arts (TA) is an innovative national educational program of the President's Committee on Arts and Humanities (PCAH) and the Kennedy Center, that incorporates high quality, arts education to strengthen school design, boost academic achievement, and increase student engagement in schools facing some of the toughest educational challenges in the country. TA serves only the highest poverty, chronically underperforming schools ranking in the bottom 10%. Our state's Turnaround Arts Hawai'i has earned respect for our model that incorporates arts techniques to develop creative self-expression, confidence, mindfulness, and cooperative skills that are essential for socio-emotional development and knowledge that can be translated to many subjects and contribute to academic success. Equally important, the Hawai'i Turnaround Arts program improves the



school environment by introducing new ways for teachers and students to communicate, gain confidence in creative self-expression, and appreciate one another's human perspectives. In year four, the three schools will establish what is unique about their Turnaround Arts Hawai'i program in the context of their students' families surrounding communities.

In 2015 Waianae Elementary, Kalihi Kai Elementary and Kamaile Academy Public Charter School on Oahu 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. Hawai'i was one of only five sites selected for Cohort 3 Turnaround Arts. Nationally there are only 68 carefully selected Turnaround schools across the nation. The ongoing ARTS FIRST Partnership is one reason why Hawai'i was selected.

Turnaround Arts Hawai'i teachers report there is significantly more active engagement in their classrooms and increased participation of parents at school events. The arts integration strategies help strengthen collaboration skills and inquiring mindsets. Students have become more confident and out-going on campus. As a means to assess progress to increase positive student behavior, the three schools tracked office referrals and targeted a 10% reduction by May 2017. All schools experienced a reduction when comparing the first quarter of SY2016-17 with the first quarter of SY2015-16. One school experienced almost a 70% drop in referrals.



Honolulu Theater for Youth Teaching Artist Daniel Kelin teaching drama strategies at Kamaile Academy through the Artists-in-the-Schools residency

3. Public Purpose and Need to be Served

Currently, the project benefits at-risk and underserved children enrolled in Kalihi Kai Elementary, Waianae Elementary and Kamaile Academy Public Charter School on Oahu, and their surrounding communities. As the program expands, it will continue to engage schools that fall in the lowest 10% of Hawai'i's public schools, with persistently low achievement and low graduation rates. These 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. At present, the project in the initial three schools impacts 2,032 students, 175 teachers/administrators, and their surrounding communities (estimated population 25,000 – 30,000). State GIA funding for 2019 will bring together ARTS FIRST Partners to plan how to incorporate new whole-school arts integration campuses throughout Hawai'i, particularly in underserved schools on neighbor islands.

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.

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. In year four the three schools will emphasize connecting Turnaround Arts Hawai'i goals in making their schools a vibrant center for the surrounding communities, building partnerships with businesses and organizations, and local art and culture bearers. Turnaround Arts Hawai'i will collaborate with ARTS FIRST Partners to merge creative learning with Priority School academic supports and Hawai'i DOE "high impact strategies" -- School Design, Student Voice, and Teacher Collaboration.

When learning is approached through the lens of the arts, creativity is cultivated, innovative thinking is fostered, and imagination is enhanced. 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.



Turnaround Arts school Kalihi Kai Elementary presents the Willy Wonka musical

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

Planning and strategizing through this project will prepare the way for new schools to be brought on to statewide whole-school arts integration through the collaboration of ARTS FIRST Partners in the future. It is therefore too early to anticipate how many schools will be added or demographics where those schools will be located. The population to be served by the Turnaround Arts program currently 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 856 early education students distributed as follows:

School	Preschool & Kindergarten	1 st Grade	2 nd Grade
Kalihi Kai Elementary	95	85	107
Kamaile Academy	150	112	89
Waianae Elementary	75	75	68
Total	320	272	264



5. Geographic Coverage

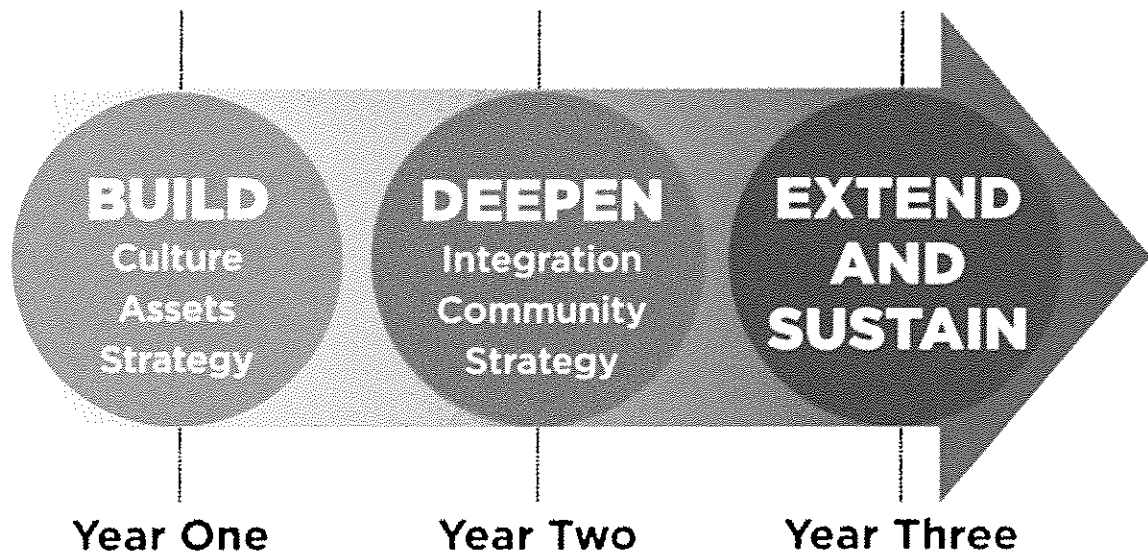
The geographic coverage includes the communities surrounding the two schools on the Leeward coast (Kamaile Academy and Waianae Elementary) and the area around Kalihi Kai Elementary. However, the impact of this program will be statewide as data is gathered over the next two years to illustrate the benefits 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.

Year Two: Deepen (completed)

In the second year (2016-17), schools turned their attention to deepening their practice and use of the arts. With a year of strategic experimentation behind them, structures were established and school culture shifted towards collaboration and shared ownership. Building of the arts program continued while increased attention was placed on incorporating the arts in ever richer, high-leverage ways. Leadership oversaw 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 (current)

Now in the third year (2017-18) of Turnaround Arts Implementation, the local program office is working with the three Oahu schools to become increasingly self-sufficient and sustainable. They are helping develop customized expectations for the schools and arrange for targeted support from the national office to complement the local assets. They are working 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 continue to communicate regularly and advise throughout the year.

Year Four: Strengthen Capacity and Collaborate

In Year 4, the program will continue to strengthen the capacity of the schools and position them as mentors for a new cohort of schools on Oahu and neighbor islands. Hawai'i Arts Alliance staff will collaborate with complex area superintendents, principals, lead teachers, teaching artists, and professional development experts throughout the state to design and launch a system to select the next cohort of TAH schools. TAH model incorporates arts techniques that develop creative self-expression, confidence, mindfulness, and cooperative skills that are essential for socio-emotional development and knowledge that can be translated to many subjects and contribute to academic success.

2. Timeline for Services

The program objectives and activities to be performed include:

Coordinated work of the ARTS FIRST Partners to articulate the 2019-2024 strategic plan that incorporates whole-school arts integration to other priorities and actions



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, 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)

Turnaround Artist Mentors (Jake Shimabukuro, Jack Johnson) continue to encourage 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 Turnaround Arts Hawai'i 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 2018

- Professional Development (PD): Arts Integration Refresher before school opens or Faculty on Turnaround Arts, Year 4"
- Ongoing meetings by ARTS FIRST Partners to articulate a new five-year strategic plan (the current plan ends in 2018)
- Turnaround Arts Celebrity Artists: School Assemblies for whole school and communities
- Series of PD continue throughout the semester – ARTS FIRST Partners will coordinate all PD efforts
- Application to Turnaround Arts (TA) National for next group of schools to join TA Hawai'i
- 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
- Meetings coordinated by Hawai'i DOE with complex area supervisor

January – March 2019



- Continue to coordinate PD for Turnaround Arts (national), Turnaround Arts Hawai'i, and other PD by all ARTS FIRST Partners with support from the National Endowment for the Arts (NEA) Arts Education Collective Impact
- Plan, schedule and coordinate training or coaching in drama integration and or/visual thinking implementation in Turnaround Arts Hawai'i schools.
- Monthly planning calls for local program directors, school leadership teams, and ARTS FIRST Partners
- Applications for support from the National Endowment for the Arts and other sources

April – June 2019

- 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
- Identification and initial panning with new whole-school arts integration schools throughout Hawai'i for the 2020-2021 school year

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

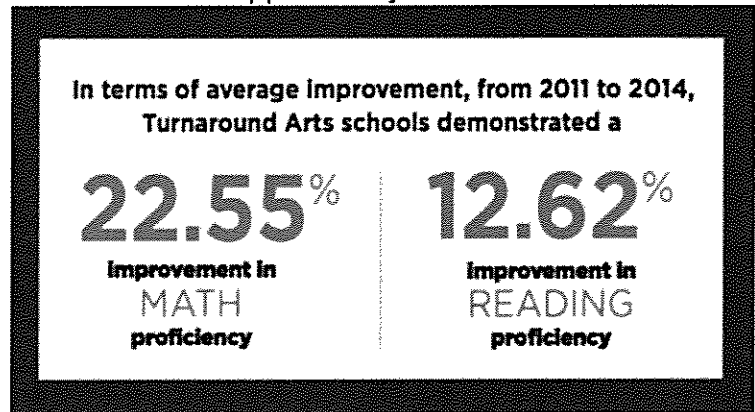
The Governing Board of Directors for Hawai'i Arts Alliance monitors the quality of programs, staff and working relationships with partners. The Chief Executive Officer reports on a monthly basis to these 15 Directors. In addition, the Kennedy Center requires an annual profile to report on the year's 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 Jack Johnson with students from Kamaile Academy PCS



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 assemblies 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.



In 2018, ARTS FIRST Partners will begin developing new tools for assessment of the impact of whole-school arts integration on GLOs, the Hā Framework, and other indicators of student socio-emotional development.

III. FINANCIAL

1. Please see included "Budget Request by Sources of Funds" worksheet.
2. Anticipated quarterly funding requirements for FY 2017-2018 (Turnaround Year 4) are below.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$31,250	\$31,250	\$31,250	\$31,250	\$125,000

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

- National Endowment for the Arts \$75,000 (pending)
- Swayne Family Foundation \$20,000 (secure)
- Zilber Family Foundation \$20,000 (secure)
- City and County of Honolulu \$125,000 (pending)

Funds secured for Year 4 total \$40,000. Additional necessary funding is pending from National Endowment for the Arts and Honolulu City and County Grant-in-Aid. Funds will be requested from Samuel N. and Mary Castle Foundation, Cooke Foundation, and James and Abigail Campbell 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, 2017 was \$33,398.27.

IV. EXPERIENCE and CAPABILITY

1. 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 38 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.

2. 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

1. 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 was formerly with the National Endowment for the Arts as Arts Education Specialist, and gained national perspective in artist residencies, professional development, collective impact and whole-school arts integration projects. The Education Director oversees the program coordination of Art Bento at HiSAM and the ARTS First Summer Institute, as well as serving as Program 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 38 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 Dr. Terence Liu (CEO), Traci Yamamura (Associate Director), Lei Ahsing (Education Director and Turnaround Arts Hawai'i Program 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 and in September 2017, Sara Mizban was hired to assist Turnaround Arts Hawai'i coordinate and document relationships between schools and community.

2. Organization Chart

Please see the included "Organization Chart".

3. Compensation

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

VI. OTHER

1. Litigation

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

2. Licensure or Accreditation

Not applicable.

3. 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.

4. 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 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. However, we see that the schools will continue to need our resources and support as they transition to become model schools that can help future schools become whole-school arts integration schools. 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 foundation of Turnaround Arts. Hawai'i Arts Alliance is currently in discussion with the HIDOE to assess possible schools to become future Turnaround Arts Hawai'i schools.



5. Certification of Good Standing

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

6. Declaration Statement

Please see attached.

7. Public Purpose

The grant will be used for a public purpose pursuant to Section 42F-102, HRS.

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2018 to June 30, 2019

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 B	TOTAL STATE FUNDS REQUESTED (A x B)
Chief Executive Officer	1	\$85,000.00	10.00%	\$ 8,500.00
Executive Assistant	1	\$43,000.00	10.00%	\$ 4,300.00
Associate Director	1	\$50,000.00	12.00%	\$ 6,000.00
Education Associate Director	1	\$40,000.00	5.00%	\$ 2,000.00
				\$ -
Payroll Taxes & Assessments 20% of total				\$ 4,160.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				24,960.00
JUSTIFICATION/COMMENTS:				

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

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	20,800	10,000	25,000	25,000
2. Payroll Taxes & Assessments	4,160		5,000	
3. Fringe Benefits	0			
TOTAL PERSONNEL COST	24,960	10,000	30,000	25,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island, PD travel, Mileage	15,000	10,000	2,000	12,000
2. Turnaround Arts Program Director	20,000	10,000	29,000	11,000
3. Turnaround Arts Implementation Director	5,000	0	35,000	0
4. Professional Development & Residencies	20,000	5,000	19,000	5,000
5. Arts and Education Supplies	10,000	10,000	0	5,000
6. Media and Branding	4,000	1,000	0	3,000
7. Teacher Training & Substitutes	5,000	5,000	0	0
8. Assessment/Evaluation	5,000	5,000	0	0
9. Accounting/Audit/Occupancy	1,040	10,000	7,000	5,000
10. Parent & Community Engagement	10,000	4,000	3,000	4,000
11. Strategic Planning	5,000	5,000	0	0
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	100,040	65,000	95,000	45,000
C. EQUIPMENT PURCHASES	0	0	0	0
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	0	0	0	0
TOTAL (A+B+C+D+E)	125,000	75,000	125,000	70,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	125,000	Terence Liu 808-533-2787		
(b) Total Federal Funds Requested	75,000	Name (Please type or print) Phone		
(c) Total County Funds Requested	125,000	[Redacted] 1/17/2018		
(d) Total Private/Other Funds Requested	70,000	Signature of Authorized Official Date		
TOTAL BUDGET	395,000	Terence Liu, CEO Name and Title (Please type or print)		

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

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

Contracts Total: 374,000

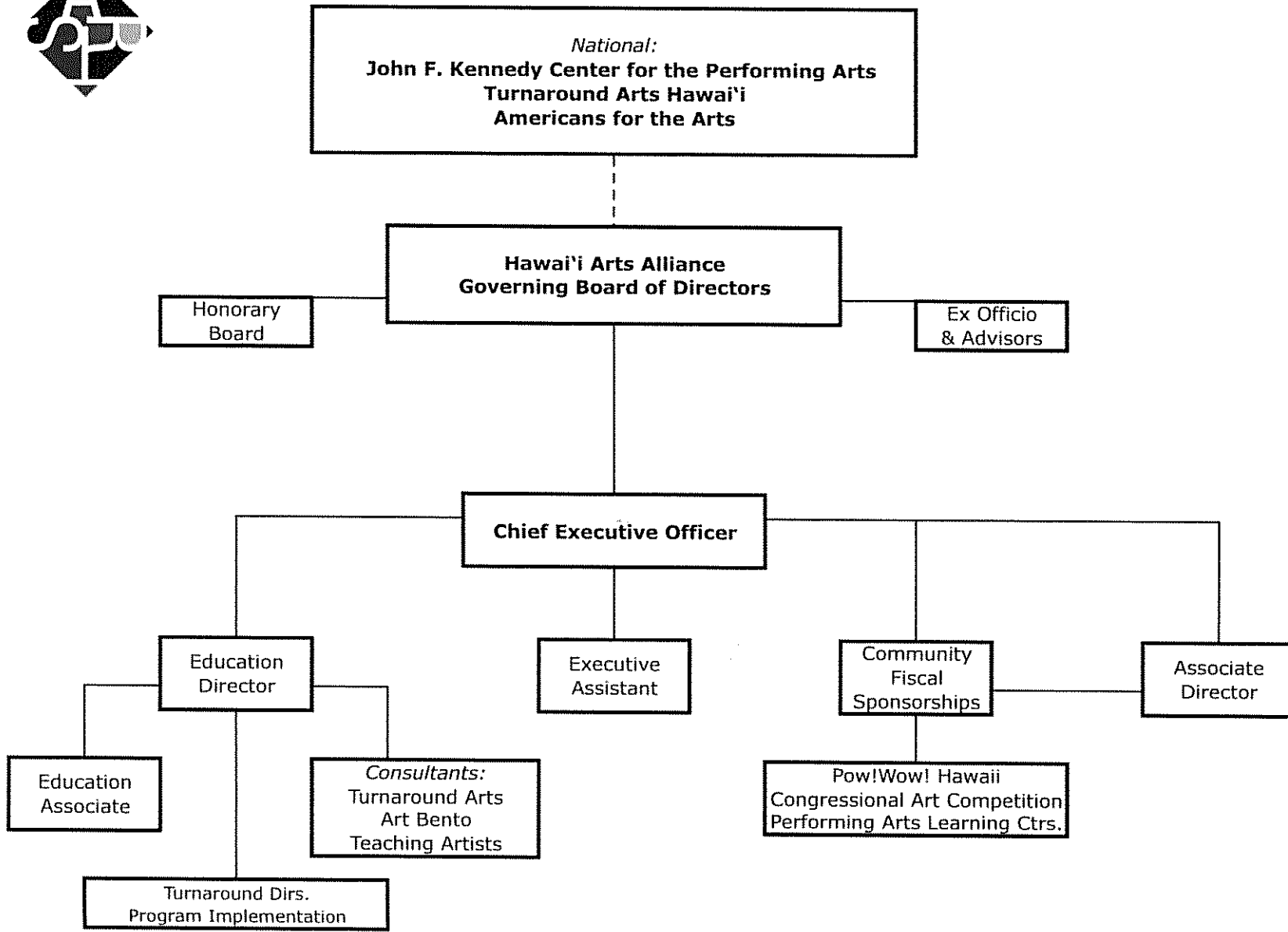
	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Arts Education: STEAM	6/1/14 - 4/30/15	National Endowment for the Arts	U.S. Federal	75,000
2	POW! WOW! 2016	10/30/15 - 3/15/16	Hawai'i Tourism Authority	Hawai'i State	67,000
	Dancing Science + Technology	3/1/2016 - 12/31/16	Mayor's Office of Culture and the Arts	C&C of Honolulu	10,000
3	POW! WOW! 2017	10/30/16 - 3/15/17	Hawai'i Tourism Authority	Hawai'i State	67,000
4	Turnaround Arts Hawai'i	10/1/17 - 9/30/18	City and County of Honolulu	C&C of Honolulu	125,000
5	POW! WOW! 2018	10/30/17 - 3/15/18	Hawai'i Tourism Authority	Hawai'i State	30,000
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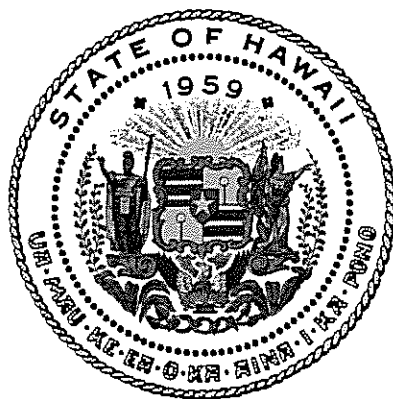
ORGANIZATIONAL CHART

Hawai'i Arts Alliance

501 c 3

Founded 1980





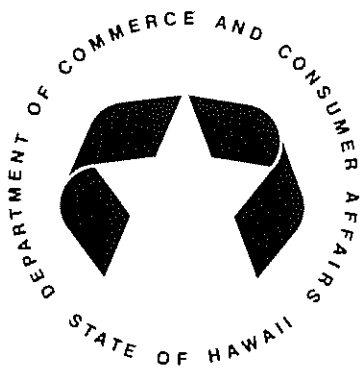
Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

HAWAII 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: December 28, 2017

Director of Commerce and Consumer Affairs

**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)

1/17/2018

Terence Liu

(Typed Name)

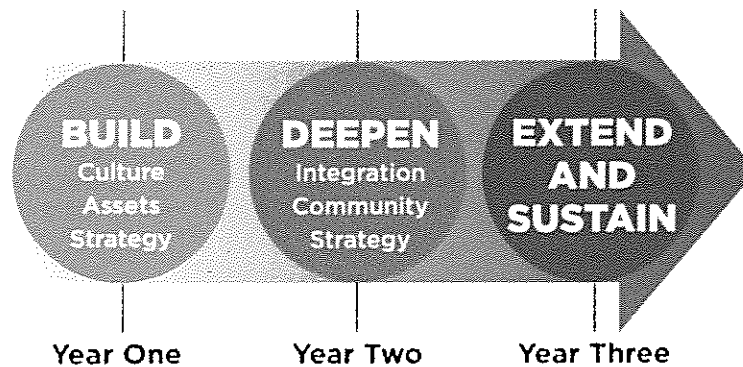
Chief Executive Officer

(Title)

Turnaround Arts Hawai'i Year 2 Report

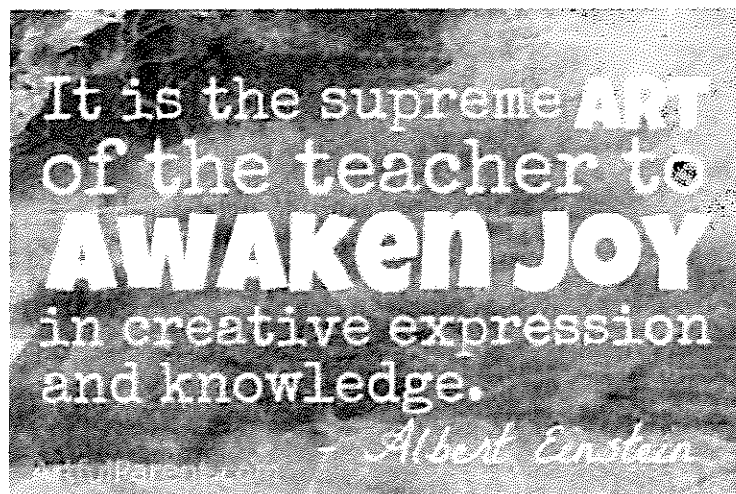
YEAR TWO – OBJECTIVES AND RESULTS

The Long View: A Three-Year Arc



The second year of implementation centered on **deepening** the Turnaround Arts (TAA) program in the 3 Hawai'i schools selected; Kalihi Kai Elementary School, Waianae Elementary School and Kamaile Public Charter School. The introduction of the cycles of strategy implementation was key to increasing positive student behavior and engagement and increasing parent involvement, regional priorities for improvement through the arts. The schools shared common tactics to build positive student behavior and parent involvement – professional development [PD] for teachers to learn arts integration [AI], implementation of these whole school AI strategies in the classroom, quality arts residencies for all students, and positive interaction in the arts with parents. The schools continued to measure the growth of their arts assets with the **8 pillars**:

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



The growth in these pillars is key developmental markers towards using the arts to infuse healthy core practices and content via the arts. Our schools reflected on this scale in the fall and again at the end of the year to reflect on their growth. The scale outlines key stages of development in a specific pillar and are as follows:

- Stage 1: Baseline – Asset is there, but new or minimally activated towards broader impact.
Stage 2: Developing – Asset is partially stimulated.

Stage 3: Established – Asset is consistently at play at moderate levels of activity and impact.
Stage 4: Integrated – Asset is embedded in the program and has definite, clear impact.
Stage 5: Innovating – asset is very active and embedded in the practice and identity of the school.

Growth across the pillars is not even or consistent. This is evident in our schools. All three schools have grown from the baseline to developing, and/or established, and in some pillars, to the integrated stage. There are differences in growth in the pillars between the three schools but **all** schools have improved.

Pillar 1 - Principals

In year 2, all 3 principals allocated time, funding, and personnel to support Turnaround Arts whole school arts integrated strategies. They advocated for the arts and explained with clarity their rationale for the arts to their staff, community, and other stakeholders. Principals oversaw arts integration in their classrooms through the implementation cycles of arts integrated strategies. They empowered teachers to take on leadership roles in the Arts Leadership teams (ALT) and the vertical Teacher Arts Leadership teams (TALT). Our principals are developing their principal cohort on how they can actively support each other on a regular basis.



Turnaround Arts Hawai'i Leadership Teams at Summer Retreat 2016 in Warrenton, Virginia.

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. Ideally they should support general classroom teachers to implement arts integration in the classroom. The challenge is that the arts specialists work with the students while the classroom teachers use this time to gather in their grade level meetings. The arts specialists find different ways to support their teachers. At Kalihi Kai, Music

Teacher Ruth Komatsu provided video and recorded track so that teachers could help prepare students for their musical. At Kamaile, the cultural and music specialists access a vertical articulation document on content across grade levels so that they can see where they can support integration with their art form. Arts specialists at the three schools produced high quality student performances for the school and broader community.



*Kalihi Kai Music
Teacher Ruth
Komatsu with
Turnaround
Mentor Artist
Jake
Shimabukuro,
Ukulele Club
students,
Jeanette Yasui,
3rd Grade
Teacher*

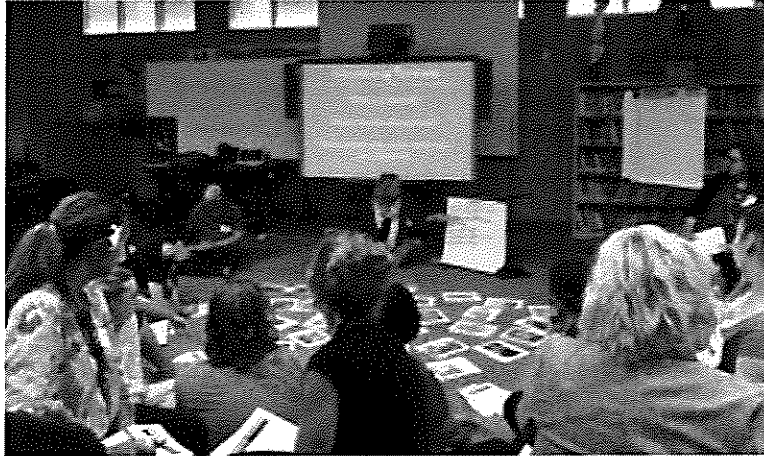


*Kamaile Music Teacher Ceri
Hofferber and students
perform at the Governor's
Mansion in October 2016.*

Pillar 3 - Classroom Teachers

Classroom teachers continued to develop and deepen their capacity to integrate arts into the curriculum via professional development (PD) throughout the year. PD opportunities included:

- a. July 25-26, 2016: Regional PD with Deb Brzoska on Vision and Leadership
- b. August 1-12, 2016: PD and Demo Classes with Sean Layne on Acting Right and One Minute Challenge [whole school strategy/tableau]
- c. August 22-23, 2016: Regional PD with Melanie Rick on Reading Portraiture [whole school strategy/reading visual text]



Reading Portraiture PD with Melanie Rick



Kamaile kindergarten students compare and contrast portraits with teacher Ally Smith.

- d. September 6-8, 2016: Regional PD and demo classes with Amy Chase Gulden on Visual Thinking Skills (VTS) [whole school strategy/reading visual text]



Teachers practice VTS @ HOMA. VTS Trainer Amy Chase Gulden facilitates the process with Kalihi Kai 2nd graders.

- e. October 17-21, 2016: PD and Demo classes with Marcia Daft/Moving through Math at Waianae Elementary
- f. January 9-11, 2017: PD and demonstration classes with Melanie Rick at Kalihi Kai and Kamaile [whole school strategies/tableau and reading visual text]
- g. January 19-20, 2017: Regional ALT and TALT PD with Deb Brzoska on Cycles of Strategy Implementation
- h. January 23-27, 2017: PD and Demo classes with Marcia Daft/Moving through Math at Waianae Elementary
- i. January 27, 2017: PD with Ping Ho, Healing through the Arts with Drum Circles at Kalihi Kai
- j. March 13-17, 2017: Residency and PD with Wolf Trap Artist Anne Sidney at Kalihi Kai
- k. April 24-27, 2017: Regional VTS PD and Demo classes with Yoon Kang O'Higgins [whole school strategy/reading visual text]

In the spring, all three schools were able to implement two cycles of strategy implementation. These cycles encouraged accountability that all teachers implement the strategies, connect to content, and to reflect and plan together as a grade level as well as a whole school.

A **STRATEGY CIRCLE IS** -Multi-grade (preK-12), focuses on ONE Arts Integration Strategy, and is supported by a designated T/ALT Team Leader. Note: A strategy illuminates, impacts, challenges and deepens student learning.

A **CYCLE OF IMPLEMENTATION** consists of -

Week 1: Full faculty meeting to form "strategy circles."

Week 2: Teachers try the strategy (learned in their strategy circle) in their classrooms.

Week 3: Teachers meet in their grade level PLCs. They share their experiences with each of their strategies. They discuss content in their curriculum that is coming up in the week and decide which strategies shared would be the best fit. They select the strategy and plan how to integrate it with the targeted content. The teacher, who has learned the strategy, coaches his/her colleagues in the process of the strategy. They all implement the strategy with the targeted content.

Week 4: Teachers meet in their grade level PLCs. They share their experience of implementing the strategy with the targeted content with each other. They ask questions. They decide on the next steps.

Week 5: Full faculty meeting and school wide strategy circles reconvene. Teachers return to the same strategy circle they were in during the first faculty meeting. They should remain in the same strategy circle for at least 3 cycles or 1 semester. The cycle begins again.

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.

With the AITS residencies, all 3 schools strategically focused on drama so that participating teachers could deepen their understanding of tableau and how to connect it to content.

Schools worked with other community arts organizations and teaching artists to ensure that all grade levels participated in a quality, standards-based residency.

All residencies had a PD component with participating teachers so that teachers could follow-up in the classroom as well as deepen their understanding of the arts strategy in place during the residency.

Kalihi Kai:

K - Wolf Trap Residency w/Dance Educator Anne Sidney



Kalihi Kai Kinder kids loved moving with Wolf Trap Teaching Artist Anne Sidney.

Gr 1 - n/a

Gr 2, 3 - AITS Drama residency with Honolulu Theatre for Youth

Gr 4, 5 - Art Bento residency with Lynn Young, Marcia Pasqua

Kamaile Academy PCS:

Gr K, 1 - "Literacy Through Movement" - Mimi Chang, TA

Gr 2, 3 - Building Comprehension Through Drama – Daniel Kelin, Honolulu Theatre for Youth
Gr 4, 5, 6 - Art Bento residency with Michael Cowell, James McCarthy



Dan Kelin facilitates snapshots with Kamaile 2nd Graders

Waianae:

Gr K, 1 – Drama residency w/Daniel Kelin, Honolulu Theatre for Youth

Gr 2, 3, 4 – Art Bento residency with Mimi Chang, Mimi Wisnosky

Gr 4, 5, 6 – E Mele Kakou residency [chorus, hula, music theory, Hawaiian history] with Hawai'i Youth Opera Chorus

Gr 6 – Taiko with Kenny and Chizuko Endo

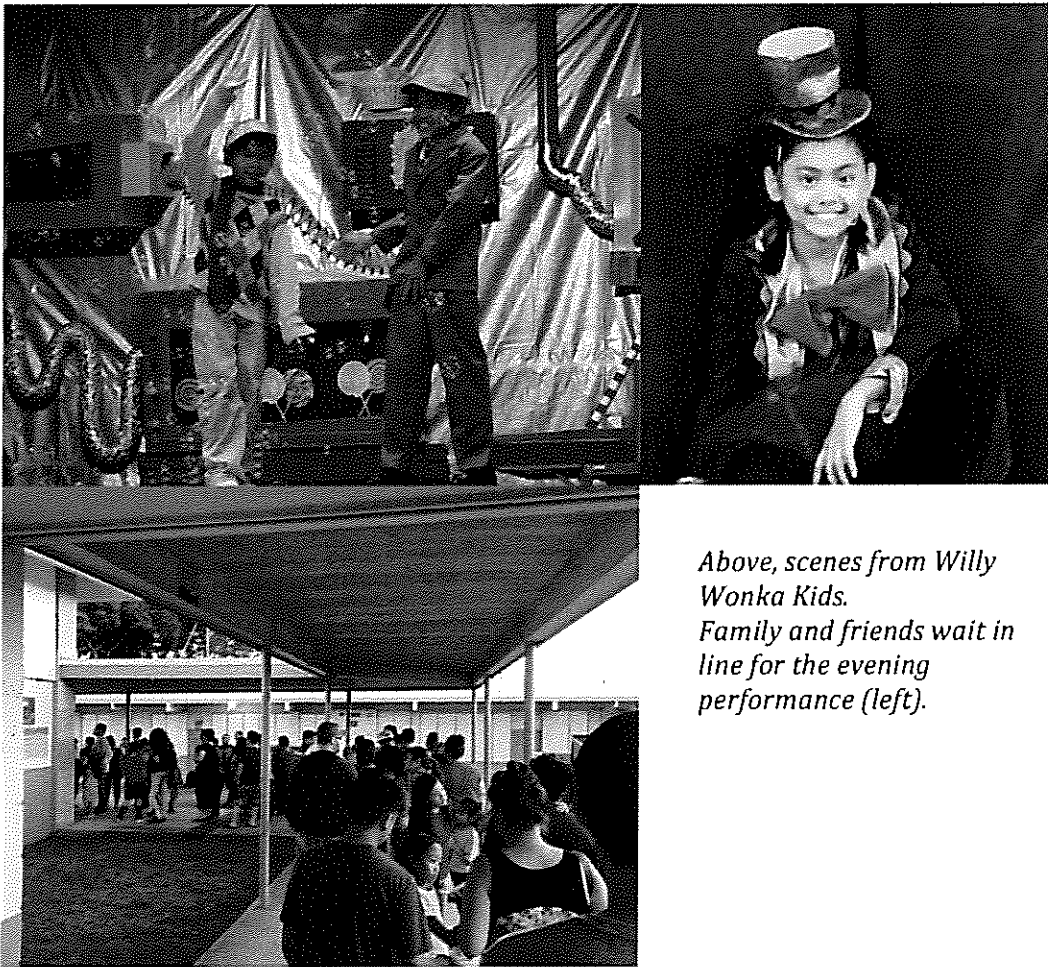


Waianae 6th graders share their learning at a whole school assembly @ the Boys and Girls Club.

Pillar 5 - Parent, Community, and School Official Engagement

Increasing parent and community engagement is one of the regional goals. Schools designed and executed workshops and/or events that were arts integrated or that showcased student learning through the arts. Some highlights that addressed this pillar were:

Kalihi Kai's Production of "Willy Wonka Kids" This was a collaborative effort among various stakeholders - students, parents, staff, community. It was exciting for the school to do something that they had never done before. Attendance: 800 parents/family [4 sold-out performances w/200 tickets sold per performance]. Parent involvement: Twenty parents were excited to volunteer to assist which included bagging/distributing popcorn, videotaping performances, taking photos, building set pieces and props, creating publicity posters.



Above, scenes from Willy Wonka Kids. Family and friends wait in line for the evening performance (left).

Kamaile Academy noted an increase in parent attendance between SY 2014-15 (17 events, 225 attendees), SY2015-16 (15 events, 745 attendees), and SY2016-17 (13 events, 1000 attendees) despite a decrease in the number of events.

- May Day: Pk-6 activity showcasing dancing and students. . Parents are invited to come to the school to watch their children participate in Polynesian Dances that were prepared by the grade level teachers. Approximately 500 'ohana members came to view the performance. Parents cheered and smiled and clapped as students displayed their pride of accomplishment. Kamaile Staff also engaged in a hula.

- Maui Musical - May 12, 19, 22, 23; K-6 participation Parents and staff came to watch the children perform. Approx 100 guests per performance. During the play parents were focused and very respectful and laughter and clapping filled the room when appropriate.



Kamaile and Waianae participate in the Waianae Christmas Parade

Waianae:

- Open House (August) - A huge success as this year art components were integrated to maximize family engagement. After going to the classrooms, students and parents had the opportunity to participate in making a bookmark (with snapshot strategy), photo booth accompanied with a reflection, and library card sign up.
- Spooktacular (October) - Almost 100 participants: Parents and children were engaged in decorating treat bag, creating masks, and creating paper plate pumpkins. There was also a photo booth where children and families were able take a picture in their costumes. Costume parade/Thriller Dance: 30-40 students joined in for Thriller dance (changed-in the past students wouldn't participate)
- Winterfest Parent Nite: Twenty teachers, students, and 75 family members came together to support the students in making their props for the Winterfest. All props were made for all participating grade levels.



Parents help with Winterfest props, left. May Fest with the Royal Hawaiian Band, right.

- Christmas Parade (December): 50 family members signed up to participate in the annual community parade with their children.

- May Fest (April) - More students, teachers, and families attended this Saturday event. Parents appreciated it being on a Saturday so that it didn't conflict with work.

Pillar 6 - Comprehensive Strategic Approach

The Arts Leadership teams at each school met monthly with the TAA program directors to review and reflect on their progress in their strategic arts plan, document and summarize the evidence in specific areas, and plan next steps.

The regional priorities for improvement through the arts (PITA) are:

- 1) Increase positive student behavior: All classroom teachers will implement arts integration strategies (Acting Right, VTS/ODIE, Reading Portraits) to increase student collaboration and engagement in the classroom. Tactics in common across schools are:
 1. Teacher Professional development in arts strategies -
 - Acting Right
 - Drama integration strategies - snapshot/tableau
 - Reading Visual text strategies - ODIE, Reading Portraits, VTS
 2. Classroom implementation of AI strategies
 3. Artist residencies for students

- 2) Increase positive parent involvement: Due to low parent involvement, the three schools want to build stronger relationships with their parents through positive interaction opportunities in the arts. Hawaii Turnaround Arts schools will improve and increase parent involvement by designing and executing a school plan for parent outreach via the arts. Tactics in common across schools are designing and executing a school plan for parent outreach which includes 2 hands-on parent arts integration workshop and 2 parent/community engagement functions showcasing student learning through exhibits.

Pillar 7 - Professional Development

Participants attended workshops with national and local educators throughout the year (Please refer to Pillar 3/Classroom Teachers page 4). The Cycles of Strategy Implementation are developing a culture of peer reflection and support by creating a system for this to occur.



Healing through the Arts w/Ping Ho @ Kalihi Kai

Pillar 8 - School Environment

Our three schools are establishing opportunities for their students to perform and exhibit their artistry and creativity as evidenced by the performance events at each school. Both Kamaile and Waianae have in place artistic rituals that all students participate in. Waianae continues their practice of the whole school gathering in the morning to “sign the contract”, a physical agreement that each student will be in control of their bodies, mind, and voices; and that they will concentrate and cooperate with each other. They also use this morning time to spotlight a classroom or a group of students or a group of teachers who share a slice of their learning be it in song, movement, or artwork. Kamaile students and faculty gather each morning to oli “E Ho Mai,” a chant petitioning for wisdom. They gather on Friday afternoon to close their week of learning with a chant to express their gratitude and appreciation with “Oli Mahalo.”

We are seeing more children finding their voice to share their ideas through the arts strategies, whether it is in tableau or through sharing their thinking about an artwork. Students are willing to take risks when opportunities arise. One case in point is at Kalihi Kai when 90 students auditioned for the musical. Faculty was surprised by the students’ response, commitment, and respect for each other as the production unfolded.

Faculties are also feeling this culture of respect and creativity. Relationships are being built among the TALT teams. At Kamaile, the TALT team met weekly at 7 am every Friday. ALT leaders Vickie Munoz and Jessica Rosado facilitated these meetings efficiently with agendas that accomplished sharing and planning within the 30 minutes. These TALT members are strategy keepers and have been key to planning and leading the implementation cycles. A perk is that they also are invited to participate in any regional PD in the arts strategies. So many teachers wanted to become a part of this team for next year; Principal Anna Winslow decided that only 2 grade level reps could sit on the team. She may have to rotate teachers yearly so that everyone has an opportunity to serve.

Although there are individual classrooms that are bright and inviting, all three schools are in agreement that they can do more to create a bright, clean and inspiring environment for their students and families to step into. This is an aspect that will be developed in the upcoming year to develop a positive, vital message to all who enter.

