

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



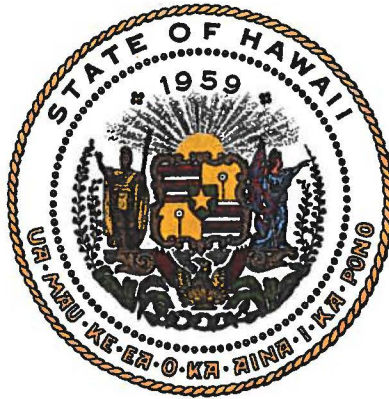
AUTHORIZED SIGNATURE

AARON J. SALĀ

PRINT NAME AND TITLE

JANUARY 16, 2020

DATE



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 13, 2020

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 Arts Alliance

(Typed Name of Organization)

(Signature)

(Date)

Aaron J. Sala

(Typed Name)

Executive Director

(Title)

Internal Revenue Service
District Director

Department of the Treasury

Date: MAR 08 1982

Employer Identification Number:

99-0211535

Accounting Period Ending:

June 30

Foundation Status Classification:

170(b)(1)(A)(vi) & 509(a)(

Advance Ruling Period Ends:

June 30, 1984

Person to Contact:

B. Brewer

Contact Telephone Number:

(213) 688-4889

▷ Hawaii Alliance for Arts in Education
3233 Melemele Place
Honolulu, HI 96822

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization described in section 170(b)(1)(A)(vi) and 509(a)(1).

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, if you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you submit the required information within the 90 days, grantors and donors may continue to rely on the advance determination until the Service makes a final determination of your foundation status. However, if notice that you will no longer be treated as a section 170(b)(1)(A)(vi)* organization is published in the Internal Revenue Bulletin, grantors and donors may not rely on this determination after the date of such publication. Also, a grantor or donor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 170(b)(1)(A)(vi)* status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 170(b)(1)(A)(vi)* organization.

P.O. Box 2350, Los Angeles, Calif. 90053

(over)

Letter 1045(D0) (6-77)

* and section 509(a)(1)

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. Also, you should inform us of all changes in your name or address.

Generally, you are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. If you have paid FICA taxes without filing the waiver, you should call us. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

You are required to file Form 990, Return of Organization Exempt from Income Tax, only if your gross receipts each year are normally more than \$10,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, when a return is filed late, unless there is reasonable cause for the delay.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



District Director

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Certification – Please attach immediately after cover page

1. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2019.

(See attached)

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

IRS Nonprofit letter attached too

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

The grant will be used for public purpose as stated in our grant application.

GRANTEE INFORMATION

Legal Name: Hawai'i Alliance for Arts Education

Trade or dba Name: Hawai'i Arts Alliance

Business Address: 1040 Richards Street, #301

City, State, Zip Code: Honolulu, HI 96813

Mailing Address: P.O. Box 3948

City, State, Zip Code: Honolulu, HI 96812

Business Telephone Number: (808) 533-2787

Business E-Mail Address: arts@hawaiiartsalliance.org

Contact Person for Proposal

Name and Title: Teri Skillman, Associate Director

Telephone Number: (808) 533-2787

E-Mail Address: teri@hawaiiartsalliance.org

Contact Information for Grant Writer

Name and Title: Teri Skillman, Associate Director

Telephone Number: (808) 533-2787

E-Mail Address: teri@hawaiiartsalliance.org

Person Authorized to Execute Contracts

Name and Title: Aaron Salā, Executive Director

Telephone Number: (808) 533-2787

E-Mail Address: aaron@hawaiiartsalliance.org

Public Purpose: To support arts integration in early childhood education in the public schools in Hawai'i

Services: Professional development for teaching artists and classroom teachers in early education arts strategies

Target Group: Early Childhood students, classroom teachers and teaching artists

Cost of the Grant: \$125,000 with budget attached.

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

Founded in 1980, Hawai'i Arts Alliance [the Alliance] is the statewide non-profit for all the Arts, affiliated with the John F. Kennedy Center for the Performing Arts, Turnaround Arts Hawai'i, and State Captain for Americans for the Arts, the national advocacy organization. The mission of the Alliance is to engage and transform communities by supporting and cultivating creativity through the arts.

Hawaii Arts Alliance has a track record of providing arts education programs, professional development for educators, and arts in afterschool programs. The Alliance is building a consortium as the Hawaii Affiliate for the Wolf Trap Institute for Early Learning Through the Arts [Wolf Trap Institute], to provide much needed professional development, training and resources in the performing arts for early childhood educators.

2. The goals and objectives related to the request;

Bringing the arts into the classroom creates joyful, active experiences that engage our youngest children in ways that can increase their academic and social-emotional development. As a Wolf Trap Affiliate, Hawai'i Arts Alliance requests support for arts integration to benefit our early childhood teachers and students in the public school system.

a) **Teaching Artists Professional Development:** Train a cohort of Hawai'i Teaching Artists in areas of developmentally appropriate practice for young learners, emergent literacy, developmental domains, and early childhood curriculum standards. Teaching Artists will also learn how to effectively train teachers to facilitate high-quality arts-integrated instruction for young children.

b) **Classroom Residencies:** Wolf Trap Institute's residency model provides direct in-classroom services to children while simultaneously emphasizing the professional development of early childhood educators, assisting them to integrate the arts into their classroom instruction and improve learning in areas specified by the required curriculum.

3. The public purpose and need to be served;

High-quality early childhood education is essential to giving children the best possible start in school and in life. Studies demonstrate that an enriched, stimulating environment can enhance a child's cognitive, academic, and social development. Providing such an environment is critical during the first five years, when 85% of brain growth occurs. The arts help children develop academic and social skills that are the foundation for their future learning, behavior, and health.

There is a shortage on Oahu of early childhood programs that are accessible for low-moderate income families and there is a shortage of qualified early childhood teachers. The Executive

Office on Early Learning (EOEL) runs limited pre-K programs for qualified students (300% federal poverty level), but all pre-K children should be able to attend early childhood education programs in their community, island-wide. There are several initiatives introduced by the Keiki Caucus at the Hawaii State Legislature to help improve early childhood education in Hawaii.

- Act 54 (HB 250) – Funding for the Hawaii Keiki: Healthy and Ready to Learn Program
- Act 39 (HB 809) – Grant in aid (GIA) funding to support various programs for keiki
- HB416/DAGS and SB1021/DAGS – Child Care Centers for Eligible Children of State Employees in or near the state capitol and one in Kapolei.

These bills demonstrate recognition of the current need at the State level.

Hawaii Arts Alliance [HAA] has a track record of providing arts education programs, professional development for educators, and arts in afterschool programs since 1980. HAA is building a coalition as the Hawaii affiliate for the Wolf Trap Institute for Early Learning Through the Arts [Wolf Trap Institute], to provide much needed professional development, training and resources for early childhood educators.

Wolf Trap Institute leverages the power of the performing arts to provide early childhood educators with high-quality professional development to create engaging learning experiences for young children three months through first grade. In 1981, Wolf Trap Institute founded through a grant from the Head Start Bureau of the U.S. Department of Health and Human Services. Through professional teaching artists, early childhood educators receive customized, in-class professional development using proven, arts-based strategies that apply across curricula and support development in key areas like language, literacy, math, science, and social-emotional skills. Wolf Trap Institute works through a nationwide network of affiliate organizations and partners that together impact more than 75,000 children, educators, and families each year.

Wolf Trap Institute programs are research based and designed to achieve desired outcomes for children and professional milestones for teachers, including:

- Communication, creativity, collaboration, and cooperation - 21st century skills that are key to future success
- Preschool and early elementary learning outcomes as defined by national and state education standards, and national early childhood organizations
- improved teacher practice

Hawaii's pre-K teachers, as members of the Hawaii State Teachers Association, are required to have certification and must participate in 21 hours of in-service training each year. Our early childhood learning through the arts initiative will provide professional development for educators to create joyful, active learning experiences for children.

Based on research, the case for the arts in early childhood education is clear. The beginning years of a child's life are a critical time to prepare young children for a lifetime of success in the classroom and beyond. In the first years of life, the brain forms one million new neural connections every second. Those connections provide the foundation for all future learning, behavior, and health. Multi-sensory experiences help young children build cognitive and social skills, and cultivate emotional and physical health. In arts integrated activities, children are simultaneously engaging different senses - sight, sound, movement - that create and strengthen connections across the brain. The performing arts are a powerful, effective teaching tool through which our youngsters can experience this type of learning. For our young students, this all contributes to kindergarten readiness; and research clearly shows the relationship between

kindergarten readiness and third grade test scores - important indicators of future academic success.

A 2015 National Endowment for the Arts report – The Arts in Early Childhood: Social and Emotional Benefits of Arts Participation (2000-2015) – synthesized findings from 18 reports in psychology and education research journals. These various studies focused on how the arts affect young children from birth to age eight. Their findings revealed positive associations between participating in arts activities and developing social skills, such as helping, sharing, caring, and empathizing with others. For instance, children participating in an eight-week dance group demonstrated improvement in social skill development and reductions in anxiety and aggression compared to a control group. Engagement in the arts also helped children regulate their emotions, a critical skill for well-adjusted children and adults.

Key findings from another study (Brown & Sax 2013), Arts Enrichment and Preschool emotions for low-income children at risk, were that students who engaged in the arts had a higher frequency of positive emotions than students at a traditional preschool. They showed a higher regulation of positive and negative emotions and greater growth in emotional regulation over the course of the year. Also, children in the arts integrated preschool showed a higher frequency of positive emotions during arts integrated classes in comparison to regular classes.

The findings from the above studies are compelling because positive emotions facilitate engagement in learning. It further suggests that integrating the arts into early childhood education, especially for low-income children or those populations who are at-risk for educational challenges, may serve to equalize educational opportunity by making the school experience more positive by increasing the frequency of positive emotions and emotional regulation that children experience through the arts. Positive emotions and engagement in the school setting through arts integration can play a significant role in early education programs.

4. Describe the target population to be served; and

Through our work with arts integration programs in Dept. of Education elementary schools, we have realized that initiating the arts integration approach in early childhood programs provides a foundation on which educators can build from P-20.

There are two main challenges that adversely impact early childhood education in Hawaii:

a) There are limited early childhood facilities. According to the National Assessment of Educational Progress, Hawaii ranks 30th in the nation for early childhood education. Though the early childhood programs began in 2014-15, progress has stalled and only 2% of the population has been able to participate.

b) There is limited access to quality professional development and resources. According to the National Institute for Early Education Research, there are 10 benchmarks for evaluating early childhood programs. Benchmark 4 (Teacher specialized training) and Benchmark 6 (Staff professional development) are imperative for programs to succeed and be sustainable. Currently, Hawaii is not meeting either of these benchmarks. Though teachers are required to have at least a BA and complete 21 hours of annual in-service training, assistant teachers are only required to have an associate's degree (2-yr.) and are not required to have an Early Childhood Education [ECE] degree or Child Development Associate [CDA] certification.

The O'ahu community needs more early childhood programs and more trained early childhood educators to prepare children for life-long learning and success in their school life from P-20.

To date, there are no early childhood schools that provide an arts integration program. The lack of arts in a curriculum diminishes the students' academic, social, and emotional outcomes throughout their entire education. Studies have shown that integrating arts into the curriculum results in improved student preparedness, increased language development, stronger social and emotional skills, a better foundation for math and science skills, and higher test scores that measure initiative, logic, language and other skills. Wolf Trap Institute's arts integration program has a fifty-year record of success. They provide training and strategies in the arts that can be used with any curriculum, in any cultural and language community.

5. Describe the geographic coverage.

The Early Arts Integration initiative is a statewide initiative that we have structured over several years. Our goal is to train Hawai'i teaching artists in the Wolf Trap arts integration strategies, pair a teaching artist with an early learning classroom teacher, and coach them in arts integration strategies in each district on each island. We will focus on early learning programs in public schools.

- Year 1: O'ahu Island/Districts 1, 2, 3, & 7
- Year 2: O'ahu Island/Districts 4, 5, 6, 8 & 9
- Year 3: Maui Island/Districts 1-4
- Year 4: Moloka'i Island and Lana'i
- Year 5: Hawai'i Island (Districts Kohala, Hamakua, Hilo, Puna)
- Year 6: Hawai'i Island (Districts Ka'u, Kona)
- Year 7: Kaua'i Island

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Arts integration can inspire children with a lifelong love of learning and of the performing arts. When you bring the arts into the classroom, you create joyful, active learning experiences that engage children in ways that can increase academic and social-emotional development for all kinds of learners. Hawai'i Arts Alliance's purpose as a Wolf Trap Affiliate is to help early childhood educators build a foundation in using the arts in their practice to instill the love of life-long learning in their young students.

Hawai'i Arts Alliance has two priorities for this grant:

Priority 1: Intensively train a cohort of Hawai'i Teaching Artists in areas of developmentally appropriate practice for young learners, emergent literacy, developmental domains, and early childhood curriculum standards. Teaching Artists will also learn how to effectively train teachers/educators to facilitate high-quality arts-integrated instruction and learning for young children.

Priority 2: Bring Hawai'i Teaching Artists into early childhood classrooms to provide innovative and effective arts-integrated strategies that align with curriculum objectives and support children's' learning and development. The Wolf Trap Institute's classroom residency model provides direct in-classroom services to children while simultaneously emphasizing the professional development of early childhood educators, assisting them to integrate the arts into their classroom instruction. The teaching artist works individually with each teacher to develop lesson plans and customize the residency to the needs of the teacher and the class. Each residency includes orientation and planning sessions, participatory classroom sessions led by the teaching artist in partnership with the teacher; and follow-up discussions between the teacher and the teaching artist. The classroom residencies are creative partnerships between the teaching artist and the early childhood educators as they collaborate in using the performing arts to engage children, enrich their learning, and reinforce the curriculum. By improving the ability of the early childhood educators' to achieve learning objectives for their children builds capacity and sustainability as these educators' continue to use the arts strategies and skills they learned throughout their careers.

Independent research shows that Wolf Trap Institute for Early Learning Through the Arts' approach leads to improved student preparedness and teacher professional growth, including:

Higher standardized test scores ~ Children who participated in a Wolf Trap program scored significantly higher on standardized tests measuring initiative, language, logic, and other key skills.

- **Increased language development** ~ Children whose teachers participated in a multi-year Wolf Trap program showed improvements in language development, particularly multicultural students and English Language Learners from low-income communities.
- **Enhanced 21st-century skills** ~ Head Start students whose teachers participated in a Wolf Trap Institute programs performed better than their peers in science and technology and made gains in their social and emotional development.

- **34 days of extra learning in math** ~ Students in Wolf Trap classrooms gained the equivalent of 34 days of math learning after one year of the program.
- **Improved teacher practice** ~ 92% of participating Wolf Trap teachers felt more creative and confident in their abilities to integrate the arts across the curriculum.

Currently, Hawai'i Arts Alliance is moving through the steps to finalize our status as an affiliate of Wolf Trap Institute for Early Learning Through the Arts [Wolf Trap Institute]. We have already met some of the requirements for the contract with Wolf Trap. We hosted a one-week residency for Kalihi Kai Elementary School and are organizing a residency for Kamaile Academy in the Spring of 2020.

The Hawaii Arts Alliance is working to build a consortium of stakeholders for the Arts Integration initiative. We have made initial contact and will work over the next 10 months to finalize the consortium. With the assistance of Wolf Trap, we will host a weeklong residency at Seagull Preschool in Honolulu in spring 2020 so that Legislators will be able to observe arts integration in the classroom. This is part of the creation of a feasibility report to Wolf Trap to identify stakeholders, educational partners, funders, qualified teaching artists to be trained as Wolf Trap artists, and a timeline for the first two years of implementation. This grant will support the first year of program implementation.

Specific Tasks for the Grant:

- **Teaching Artists' Professional Development:** In the Fall of 2020, train 4 Teaching Artists [TA] with 1 Wolf Trap Master Trainer in a **5-day residency** to learn how to incorporate developmentally appropriate practice into their planning and teaching, training in emergent literacy, developmental domains, and early childhood curriculum standards. With the assistance of the Wolf Trap Master trainer, the Teaching Artists will carefully look at their artistic discipline, teaching practice, and lesson planning and make revisions to support this developmental learning and connections to curricular concepts.
 - a. **Measurable Outcomes**
 - i. 4 Hawai'i TAs trained in the Wolf Trap model to specifically work with early childhood educators and students
 - ii. In ensuing years, TAs will be able to implement classroom residencies to provide services to early childhood educators and children.
- **Classroom Residencies:** In the Spring of 2021, Hawai'i Teaching Artists will apply what they have learned in the professional development training, in **eighteen residencies** on O'ahu [schools to be determined]. Wolf Trap Institute's Classroom Residency model provides direct, in-classroom services to children while emphasizing the professional development of early childhood educators, enabling them to infuse the performing arts into classroom instruction. Classroom Residencies are creative partnerships between the teaching artists and early childhood educators as they collaborate in using the performing arts to engage children, enrich their learning and reinforce the curriculum. The teaching artist works individually with each teacher to develop lesson plans and customize the residency to the needs of the teacher and the class. Each residency includes orientation and planning sessions, participatory classroom sessions led by the teaching artist in partnership with the teacher, and follow-up discussions between the teacher and teaching artist.
 - a. **Measurable Outcomes**

- i. 18 teachers learn arts strategies to integrate in their classrooms that will result in improved teacher practice with tools to engage their students in deeper, meaningful learning through the arts.
 - ii. 270-360 students engage in active learning in and through the arts that will support their development in language, social emotional learning, critical thinking, collaboration, communication, creativity and imagination.
2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

Hawai'i Arts Alliance requests support for arts integration initiative to benefit at-risk and underserved children on Oahu. In the first year of implementation, our Education Director will focus 50% of her time to the program (\$36,840 + payroll taxes), making arrangements for training and residencies. She will be supported by 2 administrative positions to assist with logistics, agreements, documentation, and reporting (\$26,352 + payroll taxes).

The professional fees for the Wolf Trap Master Trainer (\$3,250) and contractual fees for the Teaching Artists (\$2,000) for the 5-day training workshop. The eighteen Teaching Artist Residencies with classroom teachers (\$28,800) is time intensive (18 X 16 sessions of 30-minutes/each plus 4 planning sessions of 60-90-minutes each).

The grant will support Other Costs that enable us to organize the initiative such as rent (\$7,650), consumable supplies (\$1,500), program activities supplies (\$384), mileage and parking for staff to travel to schools islandwide (\$3,240), travel for the Master Trainer and 2 Hawaii Arts Alliance Staff to-and-from Washington, D.C. (\$8,950), and indirect costs (\$1,200).

We have grant applications that are pending notification and several grants to which we plan to apply.

The budget supports several levels of program and learning outcomes:

Program Outcomes

- Establishment of Wolf Trap Institute early childhood arts integration programs in Hawaii
- Comprehensive training and continuing professional development for Wolf Trap Teaching Artists and classroom teachers
- Customized strategies to meet the needs of Hawaii early childhood schools
- Partnership with a national network of arts education professionals to provide program expertise and advocacy
- Access to public and private resources for professional development and program implementation
- Administrative support and technical assistance from Wolf Trap Institute

Learning Outcomes

- Increased language development
- Improved communication skills
- Better science and technology skills
- Improved social and emotional development
- Improved teacher creativity and confidence
- Improved abilities to integrate the arts across the curriculum

ANNUAL TIMELINE

September- December

- Identify Teaching Artists from HAA's list that would be interested in early childhood arts integration.
- Coordinate with SFCA to use their multipurpose room for the 5-day PD workshops
- Make arrangements for Master Trainer to travel to HNL and confirm lodging
- **Teaching Artists' Professional Development:** Train 4 Teaching Artists [TA] with 1 Wolf Trap Master Trainer in a 5-day residency to learn arts integration strategies using dance, music, drama, and puppetry as teaching tools in the Fall of 2020.
- Identify and invite 4 schools for the classroom residencies on O'ahu, e.g., UH West O'ahu, Waialua Elementary, Kailua Elementary, and Kalihi Uka Elementary.
- Finalize the 4 schools for classroom residencies and set the dates.

January - May

- Make arrangements for Master Trainers in HNL
- Meet with School Principal and classroom teacher to confirm residency
- Confirm 16 class sessions: four planning meetings, one class observation and eleven 30-minute classroom sessions at each school.
- **Classroom Residencies:** In the Spring of 2021, Hawai'i TAs implement 18 residencies. This gives each TA a chance to work with a classroom teacher using arts integration strategies, developing lesson plans and interacting with children.
- TA visits to observe the classroom, become familiar with the children, the routine and the relationships
- 2 of 11 class sessions led by teacher with TA serving as coach; each session is 30-minutes with 15 minute debrief discussion
- Planning meetings after every 3rd classroom session for discussion of professional development, learning goals, modifications if needed, and co-plan upcoming lessons.
- In 2 planning meetings, TA and teacher create a lesson plan for teacher to lead

June – August

- Follow up evaluations for the Teaching Artists and classroom teachers
- Debrief meeting at SFCA with TA, teachers and Consortium
- Plan next phase of professional development workshops
- Plan next phase of classroom residencies

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

The Wolf Trap Early Arts Integration model is process oriented. Wolf Trap Teaching Artists work with teachers and children where they are—in the classroom. Learning and practicing new arts strategies in their classrooms means teachers can have an immediate impact on their current students, and can apply those skills in future lessons.

Wolf Trap Teaching Artists are professional performing artists who are central to the Institute's approach, and who represent diverse cultural and artistic backgrounds. Teaching artists are selected through a rigorous process assessing both artistic expertise and experience working with children. Criteria include experience as a professional performing or teaching artist in the disciplines of music, dance, or drama including puppetry and storytelling and demonstration of a thorough knowledge of the elements, forms, processes, and skills for their art form(s). Each teaching artist uses the skills of her/his artistic discipline to support developmental learning and

bring curricular concepts to life. All have experience conducting Wolf Trap Institute classroom residencies to train classroom teachers in arts-integrated instruction.

Wolf Trap Institute's Classroom Residency model provides direct, in-classroom services to children while emphasizing the professional development of early childhood educators, enabling them to infuse the performing arts into classroom instruction. A Wolf Trap Teaching Artist works individually with each teacher to:

- Develop and document lesson plans
- Identify the needs of the teacher and the class
- Document orientation and planning sessions,
- Video participatory classroom sessions
- Follow-up discussions between the teacher and the teaching artist to improve teaching skills.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

There will be a 5-day teaching artists' professional development workshop with a Wolf Trap Master teacher. Then the cohort of teaching artists will lead 18-classroom residencies in early childhood classrooms mentoring the classroom teacher.

Documentation demonstrating the effectiveness of the arts integration program will include:

- enrollment forms,
- sign in sheets,
- completion certificates,
- photos,
- video,
- reflection journal
- customized lesson plans
- evaluation action plan

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#)) : See page 5
 - b. Personnel salaries and wages ([Link](#)) : See page 6
 - c. Equipment and motor vehicles ([Link](#)): See page 7
 - d. Capital project details ([Link](#)): See page 8
 - e. Government contracts, grants, and grants in aid ([Link](#)): See page 9

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$31,250.00	\$31,250.00	\$31,250.00	\$31,250.00	125,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.

See Page 10 List of Contracts & Grants 7/1/2020-6/30/2021)

- We will provide Teaching Artists Professional Development for the State Foundation on Culture and the Arts (\$30,000)
- Arts Integration in the schools for the National Endowment for the Arts grant (\$20)
- Arts Integration in the schools for the Johnson 'Ohana grant (\$10,000)
- Arts Integration in the schools for the Zilber Foundation grant (\$20,000)
- Arts Integration in the schools for the Bank of Hawai'i grant (\$25,000)
- Arts Integration in the schools for the Sam & Mary Castle grant (\$15,000)

In addition to these applications, we are also submitting applications to Annenberg Foundation, Friends of Hawai'i Charities, Kellogg Foundation, Matson Give, and McInerney Foundation. We will not know the result of our applications until the new fiscal year.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

NO FEDERAL OR STATE TAX CREDITS HAVE BEEN GRANTED.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2021 for program funding.

- Grant Activity Name & Contract #: Turnaround Arts Hawai'i CT-DCS-1900026
Grant Period: October 1, 2018 - September 30, 2019 Grant Amount: \$125,000
Grant Purpose: Support for Year 4 of Turnaround Arts Hawaii to benefit at risk children
Grant Activity Status: Underway Completed Canceled
Administrating Division: Department of Community Services
- Grant Activity Name & Contract #: Turnaround Arts Hawai'i CT-DCS-1800020
Grant Period: October 1, 2017 - September 30, 2018 Grant Amount: \$125,000
Grant Purpose: Support for Year 3 of Turnaround Arts Hawai'i to benefit at risk children
Grant Activity Status: Underway Completed Canceled
Administrating Division: Department of Community Services
- Grant Activity Name & Contract #: Hawai'i Arts Alliance, CT-MAY-16000210
Grant Period: March 4, 2016 - December 31, 2016 Grant Amount: \$10,000
Grant Purpose: Support for newly created work "Dancing Science + Technology"
Grant Activity Status: Underway Completed Canceled
Administrating Division: Mayor's Office of Culture and the Arts

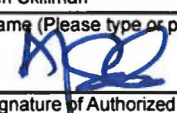
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

See attached FY 2019-20 Revenue Sheet

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: 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	63,186		63,186	
2. Payroll Taxes & Assessments	4,839		4,839	
3. Fringe Benefits				
TOTAL PERSONNEL COST	68,025		68,025	60,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	7,650		7,650	
5. Staff training				
6. Supplies	1,880		1,880	
7. Telecommunication				
8. Utilities				
9. Consultants	3,255		3,255	
10. Mileage/parking	3,240		3,240	
11. Postage	8,950		8,950	
12. Professional Development workshop	2,000		2,000	
13. Arts Integration residencies	28,800		28,800	
14. Indirect costs	1,200		1,200	
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	56,975		56,975	60,000
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	125,000		125,000	120,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	125,000	Teri Skillman 533-2787		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	125,000	 16 Jan 2020		
(d) Total Private/Other Funds Requested	120,000	Signature of Authorized Official Date		
TOTAL BUDGET	370,000	Aaron J. Salā, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: 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)
Director of Education	1	\$73,680.00	50.00%	\$ 36,840.00
Associate Director	1	\$57,000.00	25.00%	\$ 14,250.00
Executive Assistant	1	\$48,384.00	25.00%	\$ 12,096.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				63,186.00
JUSTIFICATION/COMMENTS:				
The Director of Education and the Administrative position provide the planning, logistic, coordination, and financial management of the program from the professional development workshops to the in-school residencies with the classroom teacher and students.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Hawai'i Arts Alliance

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
none requested			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
none requested			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Hawai'i Arts Alliance

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
NONE						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawai'i Arts Alliance

Contracts Total: 240,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Teaching Artists Professional Development	7/1/20-6/30/21	SFCA	State	30,000
2	Arts Integration	7/1/20-6/30/21	NEA	U.S.	20,000
3	Arts Integration	7/1/20-6/30/21	Johnson 'Ohana	private	10,000
4	Arts Integration	7/1/20-6/30/21	Zilber Foundation	private	20,000
5	Arts Integration	7/1/20-6/30/21	Bank of HI	private	25,000
6	Arts Integration	7/1/20-6/30/21	S&M Castle Foundation	private	15,000
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
30	TOTAL				120,000

Hawai'i Arts Alliance FY 2019-20			
	FY 2018-19 ACTUAL 07/01/2018- 06/30/2019	FY 2019-20 ACTUAL 07/01/2019- 12/31/2019	UNRESTRICTED 1 UNRESTRICTED
I. REVENUE			
<i>Open Balance RESTRICTED</i>	52,168.58	0.00	
<i>Open Bal UNRESTRICTED</i>	2,444.13	16,405.23	16,405.23
TOTAL OPEN	54,612.71	16,405.23	16,405.23
4010 Individual Contributions	99,644.89	10,037.62	10,037.62
4011 Alliance Board	36,275.00	5,100.00	5,100.00
4020 Corporation,Business	14,381.66	3,761.37	3,761.37
4100 Foundation	207,450.00	75,000.00	75,000.00
4200 Indirect	1,491.96	95.64	95.64
4310 Federal grants	20,000.00	0.00	
4321 State contracts	695,756.00	0.00	
4330 City grants	139,997.27	0.00	
4400 Earned (Program services)	4,800.00	0.00	
5000 Member Dues	2,895.00	730.00	730.00
5500 Interest, Dividends	609.94	434.43	434.43
TOTAL REVENUE	1,223,301.72	95,159.06	95,159.06
REVENUE+OPEN BALANCE	1,277,914.43	111,564.29	111,564.29
II. EXPENSES			
7000 Grants & allocations	28,115.00	0.00	
7111 Salaries-ceo	54,990.95	2,600.00	2,600.00
7112 Executive Assistant	48,370.17	2,972.97	2,972.97
7113 Director Education	73,690.17	1,040.58	1,040.58
7114 Assoc.Dir Education	44,677.25	287.72	287.72
7118 Associate Director	52,606.87	1,300.00	1,300.00
7120 Pension	0.00	0.00	
7130 Benefits	24,173.77	3,295.12	3,295.12
7140 Payroll tax	20,993.80	2,128.66	2,128.66
7200 Accounting	19,874.86	1,913.00	1,913.00
7210 Audit	14,017.67	6,282.72	6,282.72
7220 Fees - Legal, GE Tax	2,757.19	819.54	819.54
7230 Marketing	869.78	0.00	
7240 Instructors	425,538.00	0.00	
7250 Professional Service	82,376.95	1,040.00	1,040.00
8010 Supplies	26,798.00	292.33	292.33
8020 Telephone	5,528.76	725.88	725.88
8030 Postage	1,807.09	815.69	815.69
8040 Printing, Copying	10,032.82	2,484.50	2,484.50
8100 Occupancy	30,269.94	1,926.60	1,926.60
8130 Parking	-4,615.04	0.00	
8200 Equipment	2,415.71	0.00	
8300 Travel	41,114.74	1,748.66	1,748.66
8400 Hospitality, Training	34,009.80	492.82	492.82
8500 Insurance	6,538.20	0.00	
8600 Bank Charges	1,805.84	254.88	254.88
TOTAL EXPENSES	1,048,758.29	32,421.67	32,421.67
AVAILABLE CASH	229,156.14	79,142.62	79,142.62

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Founded in 1980, Hawai'i Arts Alliance has had a long-standing affiliation with the John F. Kennedy Center for the Performing Arts, and is State Captain for Americans for the Arts, the national arts advocacy organization. We support all the arts, while our members (1,940 individuals and 114 organizations) represent the diverse, distinct arts disciplines. For 39 years, Hawai'i Arts Alliance has led statewide conferences, held professional development for artists and teachers, and was the founder of a downtown arts center The ARTS at Marks Garage. We provided program support for the State Foundation on Culture and the Arts' (SFCA) Artists-in-the-Schools Program and continue to coordinate SFCA's Art Bento Program. We initiated STEAM arts and science integration for teacher trainings. Additionally, 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 are in our 5th year as the Hawai'i partner for Turnaround Arts, a program of the John F. Kennedy Center for the Performing Arts, providing support to our two schools as both continue to grow and evolve as arts integrated centric schools.

The Alliance works closely with its ARTS FIRST (AF) partners named in ACT 306/01*. We have collaborated on design and presentation of PD and other arts-related projects. We will continue to rely on these key organizations for this early childhood arts integration program. SFCA has oversight of the Artistic Teaching Partners roster. These vetted experienced teaching artists have gone through a rigorous 3-step application process in order to be on this list. The Arts Alliance intends to recruit these roster artists for the intensive training in the Wolf Trap model. We will also turn to our colleagues at HAIS and UH College of Education as resources for early childhood development.

In this upcoming year, we are expanding our network to the early childhood community, connecting with and collaborating with the Executive Office on Early Learning, Head Start, Chaminade University, Lili'uokalani Trust, Partners in Development, Keiki O Ka'aina, and other organizations in this community. We had an initial stakeholders meeting in October 2019 with Wolf Trap Vice President of Education Akua Kouyate-Tate and Master Artist Val Carroll and representatives from Head Start, Seagull Early Education Center, Lili'uokalani Trust, and ATP Roster artists. We will be scheduling another in Spring 2020. There is definite interest from the early childhood field and we know that our arts integration work will add to, deepen and augment the learning for our young children.

Arts Alliance Executive Director Aaron Salā and Education Director Lei Ahsing are key individuals. Mr. Salā is an ethnomusicologist, an educator and a Na Hoku Hanohano award-winning performer. Ms. Ahsing oversees the Alliance's education programs and has over twenty years experience as a teaching artist in the classroom as well as a developer of professional development in arts integration. She also serves as Program Director for Turnaround Arts (TA) Hawai'i.

*(ARTS FIRST- ACT 306/01 was established to ensure meaningful arts education learning experiences for all Hawai'i children as part of formal education. The group is comprised of State Foundation on Culture and the Arts, HIDOE, UH College of Arts and Humanities and the College of Education, Hawaii Association of Independent Schools [HAIS], and Hawaii Arts Alliance.)

Hawai'i Arts Alliance has a proven track record for success in offering relevant professional development [PD], residencies and related activities statewide. Our education programs benefit 20,000+ students annually.

Experience in PD for Classroom Teachers [20 years+]:

Hawai'i Arts Alliance has been developing and presenting professional development for classroom teachers since 1996. These have ranged from 3-hour workshops to 2-4 day summer institutes. The Arts Alliance has been presenting an annual ARTS FIRST Institute since 2001. These institutes were sometimes designed in collaboration with ARTS FIRST Partners State Foundation on Culture and the Arts, Hawaii DOE, Honolulu Theatre for Youth, and Maui Arts & Cultural Center. The Alliance also designed, planned, coordinated and/or implemented professional development for teachers in its two U.S. DOE Arts in Education Model and Dissemination [AEMDD] grant programs that took place in seven elementary schools. For the last five years, the Alliance has focused on professional development targeting its three Turnaround Arts schools – Kalihi Kai Elementary, Kamaile Academy PCS, and Waianae Elementary School. In these schools, PD has been concentrated on whole school strategies in reading visual text and tableau to engage students in literacy and learning.

Experience in PD for Teaching Artists [18 years]:

The Arts Alliance has designed, planned, coordinated and/or implemented professional development in collaboration with State Foundation on Culture and the Arts (SFCA), Maui Arts & Cultural Center (MACC) and other partners since 2001. It began with a focus on training teaching artists to understand, develop, and implement standards based arts residencies as well as providing a foundation in understanding and developing arts integration residencies. Trainings have addressed topics such as classroom management, marketing, arts integration, addressing standards and common core, lesson planning, disability awareness, Introduction to the ARTS FIRST Toolkit, assessment, and universal design.

Since 2013, the Arts Alliance in collaboration with SFCA, MACC, Honolulu Theatre for Youth, Hanaha'uoli School, UH College of Education, Honolulu Museum of Art have consolidated the individual trainings into a 2-3 day Teaching Artists Institute, which brings the ATP roster together as a professional learning community. These Institutes allow this teaching artist community to come together to look at issues concerning teaching in the classroom as well as issues of artistry, art making, and creativity.

Experience in Classroom Residencies [20 years+]

The Arts Alliance started its relationship with Wolf Trap five years ago by providing annual residencies for its Pre-K and kindergarten grade levels in all 3 Turnaround Arts schools.

We have designed and/or collaborated on designing arts residencies for different settings and schools over the years. Residency implementation was part of our two USDOE AMEDD grant in 7 schools and our 3 Turnaround Arts schools. Additionally, we have presented workshops and residencies for communities, parents and children together, and in afterschool settings. For the last 10 years, as program support for the highly successful Art Bento Program at the Hawai'i State Art Museum, we worked closely with HiSAM's museum educator to revise and refine the Art Bento classroom residency to reflect the program purpose.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

All of the Arts Education programs and training we provide are held in the educational institutions' facilities or in the museums, such as the galleries of the HI State Art Museum or the Honolulu Museum of Art. Our offices are adequate for planning and organizing the programs but are not used for implementing the educational services.

The Wolf Trap Arts Integration program requires us to be in the classrooms working with the educator and the children simultaneously. This is one of the program's strengths and a unique approach to professional development.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Qualifications of Key Staff

Dr. Teri Skillman, Associate Director, Hawai'i Arts Alliance: manages the organization's daily operations and grant writing. She earned her Ph.D. and M.A in Ethnomusicology from the UH Mānoa Music Dept. She has worked as an arts administrator and educator for thirty years, teaching in international schools in New Delhi, Kuala Lumpur and Abu Dhabi, and lecturing at UH in ethnomusicology and music education. As an arts administrator, she developed public programs and exhibits for the Judiciary History Center, UH Mānoa Hamilton Library, Museum Studies and Historic Preservation, and the Center for South Asian Studies. As a former Folk Arts director for the state of New Jersey, she has directed research projects, developed educational materials for teachers, traveling exhibits, performances, professional development workshops, a county traditional arts exposition, established internships for college students, and developed an artists' referral database.

Lei Ahsing, Arts Education Director: oversees all Alliance education programs including annual Institutes and professional development workshops. She earned her M.F.A in Theatre and Dance and a B.A. in Psychology from the University of Hawai'i at Mānoa and has 25 years teaching experience in arts education. She has served the Alliance since 1996. Previously, she coordinated Hawai'i State Dance Council's Creative Movement program. Lei coordinated the Arts & Literacy for a four-year Research Project a U.S. DOE funded program that studied the impact of a standards based arts education program on student scores in reading, writing and teacher pedagogy, attitudes, and practices. She coordinated the previous U.S. DOE funded ARTS FIRST Windward Research Project, assisted the Department of Education in developing the revised Hawai'i Content Standards for the Arts, and was a key member of the Curriculum Framework Team that developed the Essential Arts Toolkit for the K-5 Classroom Teacher: Hawai'i Fine Arts Grade Level Guide. She works closely with the Hawai'i Department of Education, Hawai'i State Foundation on Culture and the Arts, UHM College of Education and College of Arts and Humanities, Honolulu Theater for Youth and Maui Arts & Cultural Center.

Trish Freitas, Executive Assistant: handles all administrative tasks for the Alliance, overseeing all general business operations and monthly membership, as well as assisting in the preparation and monitoring of selected grants. Trish brings to the Alliance extensive knowledge and experience in media and graphic arts. She is instrumental in managing our administrative, social media and documentation needs for Turnaround Arts.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/ supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

Hawai'i Arts Alliance

Aaron J. Salā
Executive Director



Teri Skillman
Associate Director



Lei Ahsing
Director of Education



Trisha Freitas
Executive Assistant

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Associate Director \$57,680

Director of Education \$73,000

Assistant Director of Education \$48,384

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

NOT APPLICABLE

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

NOT APPLICABLE

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

NOT APPLICABLE

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-21, but
- (b) Not received by the applicant thereafter.

Receiving the State Grant in Aid will enable us to implement the first year for the Early Childhood Arts Integration Program on O'ahu. Should we be so fortunate to receive the City & Co. Grant in Aid this year too, we will be able to accomplish the first year on O'ahu and Maui.

The Hawai'i Arts Alliance is currently working to build a consortium of funders for the Wolf Trap Arts Integration program statewide. We anticipate receiving the State Wolf Trap Affiliate designation by this summer.

Not receiving GIA funding will greatly diminish our capacity to establish an official relationship with Wolf Trap as the state affiliate and to execute on behalf to this important programming in a timely manner. We will move forward with the consortium and fund training as well as with professional development when funding does become available.

With the focus on access to preschool education in the upcoming legislative session, it is our hope that, in addition to beginning new programs, the legislature will also concern itself with the quality of education and care provided in these new programs.