



SAMPLE ARTS PARTNERSHIP APPLICATION FORM

The Chicago Arts Partnerships in Education (CAPE) improves education by forging Partnerships among schools, professional arts organizations, and community organizations devoted to whole school improvement and committed to arts education as a central part of the daily learning experience in Chicago public schools. In CAPE schools, artists and educators co-plan integrated instruction, weaving exciting and challenging visual and performing arts learning into other academic disciplines, thereby creating meaningful curriculum in which students engage with the arts in and through other content areas. The CAPE network supports whole schools in becoming places for artistic expression and creativity, involving parents, communities, and school leaders. Educators and artists work together to transform classrooms through team planning and teaching. This team approach challenges schools to create, integrate, and evaluate new and effective teaching methods, styles, and content. The CAPE initiative forms an interacting network of improving schools through the arts.

Statement of Philosophy:

All students have the right to equitable access to art in their lives and in their schools. The arts teach learners to know themselves as capable citizens in a democratic society- observing, creating, reflecting, making choices, and taking responsibility for actions in the world. Arts education, when rigorously planned and taught, and thoughtfully connected to the rest of the academic curriculum, teaches learners the skills they need for success in the 21st century.

Program Structure

CAPE is designed as a demonstration project, a living laboratory for generating new and innovative approaches to school improvement through arts-integration. Its primary strategies are 1) Partnerships among arts organizations, schools, and community organizations in long-term relationships to co-plan curriculum that places high demands on student achievement, that contributes significantly to teacher development, that actively engages parents and communities in the school improvement process, that is self-evaluating, and that provides equitable access to the city's cultural riches, 2) Technical Assistance provided to Partnerships, and 3) Communication and advocacy activities to clarify the need for policy and practice supportive of teachers and artists co-planning high quality arts-integration.

While CAPE understands that there is a pressing need to fill the gaps in arts programming in our schools, and that there are many programs that deliver quality arts instruction, CAPE DOES NOT FUND THE DELIVERY OF EXISTING SERVICES. CAPE ACTIVITY IS SPECIFICALLY LIMITED TO TEACHERS AND ARTISTS ACTIVELY CO-DESIGNING AND IMPLEMENTING NEW CURRICULAR WORK THAT INTEGRATES THE ARTS WITH OTHER AREAS OF THE CORE CURRICULUM. Only schools that are deeply committed to planning and piloting rigorous new integrated teaching practice should apply.

The attached application is designed as a planning process for schools committed to integrating the arts in their curriculum. It is intended to be useful to schools and arts and community organizations whether or not they apply for or receive CAPE funding. CAPE offers a series of courses on planning, implementing, and sustaining arts-integration in Chicago public schools. These will be available to schools and arts organizations whether or not they apply for or receive CAPE funding.

Examples of Arts Integrated Curriculum

Through the work of the Chicago Arts Partnerships in Education, a wide range of exciting arts integrated curriculum activities have been developed in Chicago public schools. The following are a few selected examples:

At John A. Walsh School in the Pilsen Partnership, teachers were eager to develop active learning materials focusing on the ancient cultures of the American Southwest. Teachers attended seminars at the Oriental Institute and co-developed an arts integrated unit with artists from Pros Arts Studio in which students studied Mimbre culture, visited Mimbre artifacts at the Field Museum, made coil pots duplicating Mimbre ceramics, and reproduced the traditional designs. The pots were cataloged, then shattered and buried in sand in the basement of the local park district building (Dvorak Park). Another class was engaged to conduct an archaeological expedition to unearth the artifacts and reconstruct them. The students created, curated, and acted as docents in their own museum to display the project to their peers and the public.

In the South Side Partnership, the system-wide curriculum framework for science and language arts took on exciting new forms in the third grade class at Murray Language Academy. As these students studied birds, they took part in a multi-dimensional learning process that consisted of experiments (e.g., “what is inside an uncooked chicken egg?”); movement, dance and role-playing (e.g., moving like penguins and eagles); origami and other visual arts; a visit to the Lincoln Park Zoo; researching migration patterns; reading both fiction and non-fiction books dealing with birds; and expository and descriptive writing. Working with artists from the Hyde Park Arts Center, and using the knowledge they gained through this multi-faceted curricular approach, the students created original illustrations of birds on index cards, describing all of the birds’ major characteristics, which were then laminated for student bookmarks.

In the Bridgeport, Armour Square, Near North Friends of the Arts Partnership, with the support of an Illinois Arts Council grant, students at Robert Healy Elementary worked with professional singers and the Chicago Dance Medium to understand the Underground Railroad by studying Harriet Tubman, creating dances that moved throughout the entire school, studying the paintings of Jacob Lawrence, singing songs of the period, and re-creating (and destroying) Wanted posters for runaway slaves. The culminating event was performed several times throughout the school, and a special public performance was presented at the Harold Washington Public Library. The concentration, discipline, and leadership required by the arts integrated curriculum changed the students' self-perceptions. The entire curriculum unit was transformative for students, teachers, artists, and the principal.

Kindergarten students in the Hawthorne- Agassiz Partnership developed sophisticated spatial and pre-writing skills by working with dancers to document and recreate choreography from two-dimensional drawings, and by mapping their classroom, their playground, and their rooms at home.

Conditions for CAPE Grants

While all students need access to the arts, it does not make sense for all schools to apply for CAPE grants. The conditions are demanding. The school must commit its own dollars to building an on-going arts-integrated curriculum, and must plan to maintain the program beyond three years of CAPE funding support. Schools looking for funding should understand that the primary support the CAPE network provides is not dollars, but new relationships (planning assistance, curriculum development, professional community, teacher development, parent and community engagement, assistance with school self-assessment.) Each school must prioritize and focus its improvement efforts, and must judge whether CAPE is the right initiative for the school at this time in its development. However, schools that are interested have a powerful opportunity to become pioneers modeling exciting new practice and policies in school improvement, and a chance to provide life transforming experiences for their students, teachers, and parents.

- I.** Schools that are interested in making a serious commitment to school improvement through the integration of the arts with other areas of the core curriculum can apply with one or more arts organizations and/or community organizations that provide arts programming for Partnership grants between \$10,000 - \$15,000. Applying schools are required to match the request amount with their own dollars in a one-to-one match. Partnerships can integrate one or more arts disciplines (dance, music, theatre, media arts, literary arts, visual arts) into one or more of the other academic content areas (mathematics, language arts, social studies, science, etc.). Discipline specific arts instruction is of enormous value to young people's development, but the CAPE program specifically limits its support to developing arts-integrated teaching and learning through Partnerships.
- II.** The program is developed in clearly defined parts of the school, such as contiguous grades (K-3 or 6-8), a small school within the school, the English Department at a High School, etc., so that a coherent scope and sequence of arts-integrated learning can be developed, and its impact on students over time can be assessed.
- III.** This will be the first year of a three-year program to initiate on-going relationships between Chicago public schools and Chicago arts organizations and/or community organizations that provide arts programming.
- IV.** These grants are renewable, CONTINGENT UPON REVIEW OF THE QUALITY OF PARTNERSHIP WORK AND THE AVAILABILITY OF RESOURCES.
- V.** A LIMITED number of schools will receive these CAPE grants.
- VI.** Grant requests will be evaluated based upon the seriousness of the applicants' commitment to transforming their schools through arts-integration Partnerships. No school should apply unless the school fully intends to maintain the Partnership beyond three years of CAPE support. All partners must be deeply committed to co-planning and implementing rigorous arts-integrated school improvement programs.
- VII.** Schools will serve as fiscal agents and as Partnership coordinators.
- VIII.** The CAPE network is specifically looking for schools with a coherent strategy for improvement. Schools should only apply if an arts education Partnership would dovetail with existing programs and strategies.

Schools should not apply if the CAPE program would contribute to the school becoming a "Christmas tree school" (with many attractive but unconnected programs that divide teachers' focus.)

- IX.** Arts organizations and community organizations that provide arts programming should only apply if they are committed to, are interested in, and have the capacity for co-planning integrated curriculum with teachers as opposed to delivering already designed programs. While the service population of CAPE is students, the primary strategy of the program is teacher and artist development, not the delivery of services to students. **PARTNERS SHOULD ONLY APPLY IF THEY ARE COMMITTED TO DEVELOPING THE CAPACITY OF TEACHERS TO IMPLEMENT NEW TEACHING STRATEGIES BEYOND THE SESSIONS THEY CO-TEACH WITH ARTISTS.** CAPE Partnerships need to be focused on the very particular needs of schools working towards academic improvement.
- X.** Principals are expected to provide leadership for the initiative at their schools, inside the network, and inside the district. Principals are required to attend quarterly principal meetings.
- XI.** Each school and each arts and community organization is required to identify a primary contact person, and to effectively distribute communications from the CAPE office.
- XII.** CAPE is a living laboratory collecting information and developing advocacy for arts-integrated teaching and learning. Partners are required to participate in initiative-wide documentation, dissemination, evaluation, and public relations activities.
- XIII.** Each school is expected to match the request amount from their discretionary funds one-to-one. No more than 10% of CAPE grants are to be budgeted for administration. The school match must specifically underwrite the costs of new activities associated with the Partnership (artists fees, teacher after-school planning time, an on-site liaison/coordinator with very concrete duties associated with the Partnership, art materials directly related to the work of the Partnership, transportation, parent activities). The regular costs of existing arts programs or on-going teaching will not be considered as appropriate matches (e.g. existing arts specialists, a visiting performance not directly related to the Partnership, teacher time in the classroom with the artist, field trips not directly related to the curricular work of the Partnership, etc).
- XIV.** The Partnership must articulate its plan of how arts-integrated teaching and learning will spread equitably through a clear portion of the school (for instance, Year I: K, Year II: K-1, Year III: K-2; or Year I: 6 teachers, Year II: nine teachers, Year III: twelve teachers).
- XV.** The Partnership must articulate its plan for regular, protected planning time for developing the work of the Partnership (for instance, a core planning team meets 2 hours every other Friday afternoon).
- XVI.** Schools should not apply because of one or two interested teachers. The school should only apply if a critical mass of teachers in the portion of the school that is seeking to develop the Partnership believe that arts-integration would deepen their teaching and improve their school. This critical mass is necessary for creating substantive, sustainable change at the school site.
- XVII.** Every partner must send significant representation to CAPE cross network professional development and technical assistance activities: at least two representatives of the Partnership must attend each of the four 15 hour courses that make up the **CAPE Curriculum in Partnership Planning** (the same two representatives do not need to attend each course):
 - 1) the CAPE Summer Orientation Institute (which will be scheduled for half-days to accommodate teachers teaching summer school)
 - 2) a Fall course on Planning, Documentation and Assessment
 - 3) a Winter course on Connecting to Resource Networks (new technology, community organizations, service learning, parent programs, after-school programs, connecting culminating events and performances and exhibitions to curriculum, etc.), and
 - 4) a Spring course on Dissemination, Self-Evaluation, and Sustainability.

Teachers will be able to take these courses for re-certification credit. Partnerships should budget dollars to reimburse representatives for their time attending these required courses. Each Partnership must send two partners to visit another CAPE Partnerships.

CAPE IS SPECIFICALLY SEEKING TO SUPPORT PARTNERSHIPS THAT FOSTER A SENSE OF NEW POSSIBILITIES, ENCOURAGE "THINKING OUTSIDE THE BOX, " AND SERIOUSLY CHALLENGE OUR STUDENTS AND TEACHERS WITH THEIR REAL POTENTIAL. PROPOSALS WILL BE JUDGED ON HOW INNOVATIVE, RIGOROUS, AND COMPELLING THEIR IDEAS ARE FOR SCHOOL IMPROVEMENT.

Lessons learned from successful Partnerships for you to consider when developing your Partnership plan:

Partnerships are often most successful when

- The arts have a very clear and specific school improvement focus (such as social studies, bilingual programs, a writing program, culture specific programs, etc.)
- The arts initiative works closely with a successful school improvement initiative already embedded in the school (such as an ecology studies program, a parent involvement program, a mathematics initiative, etc.)
- Parents are active in the planning and implementation, and parent and community activities are deeply embedded in the Partnership plan
- Community organizations (such as libraries, parks, neighborhood organizations, etc.) are included as active partners
- In-school arts specialists have central leadership roles in the Partnership

Evaluation and Assessment

The evaluation of the CAPE initiative is designed to document the activities and progress of the initiative and to amass evidence of its benefits. The evaluation will help the Partnership program improve as it develops and will provide compelling evidence of the efficacy of the effort.

The evaluation of CAPE will examine activities occurring in two arenas:

1. The operations of the Partnerships themselves. The CAPE board and staff will make regular site visits, an external evaluation team will be interviewing partners and administering surveys, and the Partnerships will have mid-year and year-end reporting responsibilities in order to evaluate Partnership adherence to the following criteria:

- a) A clear and productive relationship between the activities of the Partnership, principal leadership, and the larger vision of curriculum development and school improvement at each school.
- b) Regularly scheduled Partnership planning and professional development time for teachers, opportunities for teachers to present their new strategies to their peers and to develop leadership skills, and innovative structures for professional development.
- c) Local School Councils (LSCs) having a clear commitment to and involvement in the work of the Partnership.
- d) Sufficient co-planning and co-teaching to create on-going collaboration between artists and teachers.
- e) Clear evidence of increased teacher capacity to develop and implement new teaching strategies as a result of their work with the Partnership, as well as internalization of arts skills.
- f) Clear evidence of new and productive collaborations between teachers as a result of their work with the Partnership (peer mentoring projects, team teaching, co-planned cross-class curricular projects, etc.)
- g) Clear evidence of innovative, rigorous teaching strategies that actively engage students in their own learning. This will include participatory and hands-on learning as well as reflection and analysis.

- h) Cultural diversity in artistic content and representation, combining respect for the culture and ethnicity of the students being served with access to the arts of other cultures.
- i) Clear evidence of rigorous formative self-assessment and on-going planning as a key characteristic of all Partnership activities.
- j) Clear evidence of effectively spreading the program equitably through a portion of the school over a three-year period.
- k) Clear evidence of effective planning to sustain the Partnership beyond the three years of CAPE support (such as identifying teacher leaders to maintain integrated units, collaborative planning time scheduled for in-school arts specialists, commitment of school dollars to on-going artist fees, etc.)

2. Increased Student Capacity. Student outcomes will be evaluated through a combination of standardized test data, attendance records, and classroom observations by an external evaluation team. CAPE will also be providing initiative-wide assessment instruments and professional development to assist the individual Partnerships in assessing student outcomes. These evaluations will be used to make the case for the effectiveness of the Partnerships. The evaluation of CAPE will be looking at student capacity in the following areas (skills that the Department of Labor has identified as necessary for success in the 21st century):

- a) Resources: students can organize space and time effectively.
- b) Interpersonal Skills: students can negotiate with others to solve problems and reach decisions; work comfortably with other students from diverse backgrounds; work well both individually and in teams.
- c) Information: students can convey information effectively orally, in writing, and through diverse art forms.
- d) Self-management: students are able to anticipate consequences and monitor and correct their own behavior.
- e) Technology: students are able to use new technology to develop and represent their learning through the arts.
- f) Basic skills: students demonstrate capacity in reading, writing, mathematics, science, and social studies as well as basic listening and speaking skills.
- g) Thinking skills: students demonstrate capacity in creative thinking, making decisions, solving problems, imaging, knowing how to learn, and reasoning.
- h) Personal qualities: students demonstrate individual responsibility, self-esteem, sociability, and integrity.

IF A PARTNERSHIP APPLIES FOR AND RECEIVES A CAPE GRANT, THE PARTNERSHIP ACCRUES THE FOLLOWING BENEFITS AND RESPONSIBILITIES:

BENEFITS:

- 1) Partnerships will be given opportunities to present their best work to other CAPE schools and to the district through open houses, the CAPE Website, in publications, curriculum fairs, special exhibits, and opportunities to present at workshops and conferences.
- 2) CAPE Partnerships will have access to CAPE workshops, conferences, informational mailings, and national and international exchange programs.
- 3) The CAPE office will actively advocate for the Partnerships to receive policy support, recognition, and resources from the district, from policymakers, and from the media.
- 4) The CAPE office will provide counsel to and workshops for the Partnerships to help orient teachers and artists, to help Partnerships plan their own on-going documentation and sustainability, to assist Partnerships in their own on-going self-assessment and student assessment, to support teachers and artists in writing about

their work for publication, and to assist teachers in becoming teacher leaders and Partnerships in becoming professional development providers.

- 5) Partnerships will receive Partnership grants with the possibility of applying for renewed support

RESPONSIBILITIES:

- 1) Acknowledgement in all public relations print and media materials that the Partnership "**is a member of the Chicago Arts Partnerships in Education, a network of Partnerships among Chicago Public Schools, Arts Organizations, and Community Organizations committed to school improvement through the Arts.**" Each Partnership needs to acknowledge being part of a larger constituency.
- 2) Principals of all participating schools attend four CAPE-wide principals' meetings, and representatives of the Partnerships attend the CAPE Curriculum in Partnership Planning courses
- 3) Partnerships participate in network-wide media events.
- 4) Partnerships effectively distribute communications from the CAPE office among their partners and among teachers in schools.
- 5) Participation in site visit, program evaluation, and reporting activities.
- 6) Arts and Community organizations in funded partnerships will submit a) a copy of the organization's most recent IRS tax exempt certificate, b) a list of the organization's officers and directors and their affiliations, c) an audited financial statement from the most recent fiscal year, and d) the organization's budget for the current year showing anticipated expenses and income sources.

The CAPE Grant consists of the following:

- 1) Fill out attached **COVER SHEET**. Each Partnership organization must identify and list a liaison who will be responsible for coordinating implementation activities and for distributing information received from the CAPE office. The School Liaison will serve a primary coordinating function. Be sure to fill out the "AMOUNT REQUESTED" line.
- 2) Fill out attached **CAPE GRANT PROPOSAL PROGRAM PLANNING FORM**. **This is the body of your proposal, and should be approached as a tool for the school's on-going school improvement planning process.** You may retype the Program Planning questions on your computer to make it easier to fill out the proposal.
- 3) Submit a **detailed budget** of one or two pages, as well as the attached **CAPE II YEAR I GRANT PROPOSAL (FY 1999 - 2000) BUDGET SUMMARY FORM**. THERE IS A SAMPLE DETAILED BUDGET ATTACHED. Partnerships are required to use the attached **Budget Summary Form**. Include in this Budget Summary expenses paid for by the participating school. Your total expenses should equal the combined total of the CAPE request amount, the contributions of the participating school, and other anticipated income. The school financial contributions should be reflected in the budget including the costs of partnership artist fees, inservices, teacher planning time, substitute fees, arts materials specifically for partnership activities, liaison and coordinator time specifically allocated to the Partnership, etc. The costs of school arts programs (i.e.: a visiting theater company, the existing music teacher, the art teacher's standard supplies, band instruments) that are not directly connected to the work of the Partnership should not be included..
- 4) Fill out the attached **PRINCIPAL, LSC CHAIR, AND PARTNERSHIP STEERING COMMITTEE SIGNATURE PAGE**. CAPE Partnerships are required to form Steering Committees that meet regularly to plan, to oversee Partnership policies, and to formalize roles and responsibilities.
- 5) **Commitment of Arts and Community Organizations**. Submit letters of one to two pages from each applying Arts Organization and/or Community Organization, giving a brief description of the organization and its mission, a statement describing **THE ORGANIZATION'S INTEREST IN AND CAPACITY FOR PLANNING ARTS-INTEGRATED CURRICULUM WITH TEACHERS**, and a statement committing the organization to providing staff for implementation and on-going planning of the Partnership's activities.

SAMPLE DETAILED BUDGET: This sample detailed budget is built on a model of 2 artists each co-planning and co-teaching with a total of 6 teachers, developing a total of 2 fifteen week units in each of 6 classrooms across three grades, with 2 teachers working as a curriculum planning team in each grade.

PLANNING:

Steering Committee Meetings: 360
 \$30 refreshments, copying/meeting X 12 meetings = 360

Attendance at “The CAPE Curriculum in Partnership Planning” courses: 1,680
 1 artist @ \$20/hr, 1 teacher @ \$8/hr X 15 hr/course X 4 courses

In-school time: planning meetings for units, cross-site visits: 960
 2 artists X 1 meeting/month X 2 hr @\$20/hr X 10 months = 800
 Substitutes for teachers for cross-site visits: \$80/sub X 2 subs = 160

Summer , Saturday retreat, and after-school meetings for unit planning 4,850
 Summer - 6 teachers, 2 artists X \$20/hr X 4 hr X 2 days = 1,280
 Saturday retreat- 6 teachers, 2 artists X 20/hr X 4 hr = 640
 refreshments for Saturday retreat = 50
 After school- 1 artist, 2 teachers /team X 3 grade level teams
 X 2 units/team X 4 meetings/unit X 2 hr/meeting X \$20/hr = 2,880

TOTAL PLANNING: 7,850

CORE ACTIVITIES:

Professional Development in the art forms for Teachers by Artists: 1,416
 3 sessions/artist X 2 artists X 2hr/session X \$40/hr to present = 480
 6 sessions X 6 teachers X 2 hr/session X \$8/hr to attend = 576
 \$60 materials/session X 6 sessions = 360

Integrated units- co-taught and documented by teachers and artists: 13,500
 6 classrooms X 2 units/class X 15 weeks/unit
 X 1 hr/week X \$40/hr artist fees = 7,200
 \$400 materials/unit X 12 units = 4,800
 \$25 photography, documentation X 12 units = 300
 \$50 each to teachers, artists for completed
 documentation of units X 12 units = 1,200

Presentations by Teacher-Artist teams to their schools: 1,034
 Teacher preparation time: 3 hours X \$20 /hr X 6 teachers = 360
 Artist prep and presenting time: 2 hours of prep/team
 X 3 teams + 1 hr presenting X \$40/ hr X 2 artists = 560
 \$38 presentation materials/ team X 3 teams = 114

Parent nights: 1,700
 Parent-child event for development of the 3 Fall units = 300
 Culminating event for the 3 Fall units = 550
 Parent-child event for development of the 3 Spring Units = 300
 Culminating event for 3 Spring Units = 550

TOTAL, CORE ACTIVITIES: 17,650

ADMINISTRATION AND COORDINATION:

Coordinator: 4,000
telephone, photocopying, postage: 500

TOTAL, ADMINISTRATION AND COORDINATION: 4,500

GRAND TOTAL: \$30,000

CAPE Proposal Cover Sheet

I. School:

Name: _____

Principal: _____

Liaison Name & Title: _____

Address: _____

Phone, Fax & e-mail: _____

II. Partnership Members

Organization: _____

Liaison Name & Title: _____

Address: _____

Phone, Fax & e-mail: _____

Organization: _____

Liaison Name & Title: _____

Address: _____

Phone, Fax & e-mail: _____

Organization: _____

Liaison Name & Title: _____

Address: _____

Phone, Fax & e-mail: _____

III. Amount Requested \$: _____

CAPE GRANT PROPOSAL PROGRAM PLANNING FORM

School _____

I. SCHOOL PORTRAIT:

Brief description of the school, the neighborhood, and the student population:

total number of students: _____ % of students low income: _____

II. CREATING A QUALITY INSTRUCTIONAL PROGRAM and a STUDENT CENTERED LEARNING ENVIRONMENT: (planning and aligning curriculum, providing challenging intellectual work, promoting instruction that supports higher-order thinking and individualized learning)

MISSION and STRATEGIES: What is the school's educational vision and primary strategies for whole school improvement? Be as specific as possible.

What are the school's FIVE YEAR goals for school improvement through an Arts-Integration Partnership?

In which clearly defined part of the school will the program be developed (such as contiguous grades such as K-3 or 6-8, a small school within the school, the English Department at a High School, etc.)?

What is the total number of teachers who teach in this part of the school, and what is the Partnership's plan for spreading arts-integrated learning equitably through this part of the school over three years' time?
(for instance, Year I: K-1, Year II: K-2, Year III: K-3; or Year I: 6 teachers, Year II: nine teachers, Year III: twelve teachers).

What is the Partnership's plan for sustaining the program beyond three years of CAPE support? (such as identifying teacher leaders to maintain integrated units, collaborative planning time scheduled with in-school arts specialists to plan and maintain integrated curriculum, commitment of school dollars to on-going artist fees, etc.)

The major activities the Partnership will carry out to reach these goals (such as monthly Steering Committee meetings, arts training for teachers, cross site visits to other Partnerships, professional development for and by partners, planning time for developing arts-integrated curricular work, development of specific curricular outcomes and appropriate assessments, exhibitions and performances, parent programming, documentation, community events, etc.), **and the primary steps in your Partnership program plan over the next five years:**

(PROPOSALS WILL BE JUDGED ON HOW INNOVATIVE, RIGOROUS, AND COMPELLING THEIR IDEAS ARE FOR SCHOOL IMPROVEMENT. CAPE is looking for Partnerships that will develop challenging, on-going curricular processes. Visual arts, media arts, literary arts, dance, music, and/or drama instruction all make sense as a substantive part of a rigorous, on-going arts-integrated curriculum. A single mural or a one time theater production unconnected to other parts of the core curriculum does not.)

What area(s) of the curriculum will the Partnership be focusing on improving through the arts?

What programs currently exist in the school to improve work in these particular curricular areas? (such as a Writing Project, a Math and Science Initiative, a History Center, a New Technology Network, etc.)

How will the art forms addressed by the art and community organization partners contribute to these curricular areas?

What qualities in the art and/or community organizations make them the right partner for the school?

What qualities in the school make it the right partner for the art and/or community organizations?

III LEADERSHIP (inclusive, collaborative planning)

The principal's vision of the specific role the CAPE program will play in whole school improvement and the role the principal will assume in the Partnership:

The name and position of the school liaison, responsible for distributing information and coordinating Partnership activities, and the names and grades of teachers who will be actively co-planning and implementing arts-integrated teaching during Year I of the CAPE initiative:

List arts specialists and arts programs in the school. What will be their relationship to the Partnership? How can the role of the arts specialists contribute to the sustainability of the program?

List other curricular initiatives, external partners, and school improvement programs active in the school. How will the CAPE Partnership and these partners and programs plan together to collectively best serve the school?

IV. PROFESSIONAL DEVELOPMENT (promoting a reflective dialogue on teaching and learning and providing opportunities for leadership, sharing, and internalization of useful new teaching skills)

Which arts skills will the artists teach to the teachers in Year I of the CAPE initiative?

How will teachers share their new teaching skills with their peers? What are the peer professional development opportunities at the school?

V. PARENTS AND COMMUNITY (maintaining a two way system of communication with parents and community)

A statement from the LSC Chair on the specific role the CAPE program will play in whole school improvement.

What parent and community activities are already imbedded in the school?

What new parent and community activities will the school develop through the Partnership?

Are there any parents, school staff, or community members with arts skills that can contribute to the Partnership?

VI. MANAGEMENT AND OPERATIONS (operational management and information resources)

How is the school liaison's time scheduled to allow for Partnership duties (coordinating schedules, distributing communications, attending Steering Committee meetings, preparing and submitting reports, etc.)?

What is the Partnership's plan for regular, protected planning time for developing the work of the Partnership (for instance, teacher/artist teams meeting 2 hours every other Friday afternoon).

What sorts of access do teachers and students have to new technology (internet, multimedia computer software, video equipment)?

CAPE GRANT BUDGET SUMMARY FORM

i) Planning (Steering Committee materials, in-school and after-school curriculum planning, professional development activities, technical assistance, substitutes, retreats, summer institutes, courses, etc.)

Line item: CAPE \$ School \$ Other \$

Planning:

SUB-TOTALS: CAPE \$ _____ School \$ _____ Other \$ _____

ii) Core Activities (artists fees, supplies, community events, documentation, professional development of teachers in the arts forms, presentations to peers, etc.)

Line item: CAPE \$ School \$ Other \$

Core Activities :

SUB-TOTALS: CAPE \$ _____ School \$ _____ Other \$ _____

iii) Administration and coordination (coordinator, telephone, copying, postage, etc.)

Line item: _____ **CAPE \$** _____ **School \$** _____ **Other \$** _____

Administration

SUB-

TOTALS : **CAPE \$** _____ **School \$** _____ **Other \$** _____

(planning + core
activities + admin.)

TOTALS : **CAPE \$** _____ **School \$** _____ **Other \$** _____

GRAND TOTAL PROJECTED EXPENSES: _____

(This figure should equal Grand Total Projected Revenues)

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PROJECTED REVENUES

School contribution: _____

Other \$ (list source): _____

Other \$ (list source): _____

Other \$ (list source): _____

Other \$ (list source): _____

PROJECTED REVENUES, SCHOOL AND OTHER SUBTOTAL: _____

(must equal or exceed CAPE Request Amount)

CAPE REQUEST AMOUNT : _____

GRAND TOTAL PROJECTED REVENUES

(should equal Grand Total Projected Expenses): _____

PRINCIPAL, LSC CHAIR, AND PARTNERSHIP STEERING COMMITTEE SIGNATURE PAGE

School: _____
CAPE Partnerships are required to form Steering Committees that meet regularly to plan, to oversee Partnership policies, and to formalize roles and responsibilities. Fill out the names and signatures of the Principal and the LSC Chair, and the names, positions, and signatures of the School Liaison, educators, artists, community organization representatives, parents, and any students who will serve as the Steering Committee of the Partnership.

Principal name and signature

LSC Chair name and signature

School Liaison name, position, and signature

Steering Committee member name, position, and signature

Steering Committee member name, position, and signature

Steering Committee member name, position, and signature

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