

Access The Arts

“As children, we all learn the basic verbal skills of reading, writing, speaking and listening. But just as important are the non verbal ways we send messages to each other: dance, music, and the visual arts. For these enrich our lives and make us more fully human. VSA arts has helped demonstrate that the arts are a tool for learning. Programs in the dramatic arts have led many children, whether disabled or not, to be better readers. Through music, many have learned to count. Dance can teach physical coordination. The visual arts can improve fine motor skills. All children should be encouraged to tap their imagination through the arts.”

Ernest L. Boyer
President, The Carnegie Foundation
for the Advancement of Teaching

Purpose

Through *Access the Arts*, VSA arts of RI seeks to:

create opportunities for intensive “hands on” arts experiences for special education students and their teachers in Rhode Island schools.

develop awareness of the local arts and cultural resources available to the educational community through the collaboration of various arts/ cultural specialists and special educators.

increase awareness of the creative potential of all people, and to promote the importance of the arts in the education of special needs students.

Amount of Awards

Awards of \$500 to \$3000 will be made. Proposals must fall within this range. The total cost of a project may exceed \$3000, but the budget must identify the source(s) of any additional funding. All grant money awarded from the *Access the Arts* program must be expended by September 1 of the following academic year.

Eligibility

All Rhode Island schools, public or private, serving K-12 special education students are eligible. Proposals may be submitted by a classroom teacher, a school principal, a school district superintendent, or an agency director. Each applicant may submit only one (1) proposal per site per granting cycle.

Focus of Projects

VSA arts of Rhode Island, in alliance with NCLB and the RI Department of Education’s expectation that all students have access to learning experiences in the arts, is dedicated to providing quality programs that increase artistic growth in students. Areas of program focus may include:

Visual arts, drama, dance, literature, music, etc. taught as separate and distinct subjects.

The arts used to strengthen or develop other basic learning skills.

The arts used to integrate curriculum.

The arts used to develop and reinforce appropriate social behaviors.

The arts used to develop age appropriate, leisure or vocational skills.

The arts used as a vehicle to include students with special needs into school or community activities.

Programs are most meaningful and beneficial when they relate the arts experiences to the individualized cognitive, social, emotional, physical needs and interests of the students.

A student with speech problems or limited language development, for example, may be able to convey thoughts and feelings through painting or drawing. Verbal communication may improve through creative writing or vocal play using puppets of the child’s own creation.

Arts activities may be extremely effective in teaching and practicing social interaction through cooperation, collaboration, and learning to respond to another’s artistic work.

Sensory experiences can help students to identify, differentiate, and communicate qualities such as texture, color, shape, sound, rhythm, temperature, smell, etc.

Arts involvement also practices creative problem-solving, “stretching” to find alternatives to what previously appeared to be unsolvable problems.

The artistic process, with its emphasis on creativity, experimentation, and active participation, is as valuable as the outcome or “product” of the arts project.

Artists

VSA arts of Rhode Island will provide grant recipients with a roster of artists. These artists have been selected for the roster according to the merit of their work, and according to their ability to communicate the creative process to special needs populations.

An applicant may interview artists from the roster as well as non-roster artists for their project. If a non-roster artist is preferred, the applicant is required to forward some background information on the artist to VSA arts of Rhode Island with the grant application. We encourage teachers and site coordinators to take an active role in the interviewing and selection of the artist.

Artists may be compensated at a daily or an hourly rate. The standard rate for a residency day is \$125, which covers all off-site planning and preparation, travel and a minimum of three hours of student contact. If it is impossible or inappropriate for an artist to have three hours of on-site student contact per day, the artist may be hired at an hourly rate.

Artist hourly fees generally begin at \$35 per hour. If an artist is to be compensated at an hourly rate, this rate cannot exceed \$50 per hour or \$125 per day with VSA arts of RI grant monies.

All contracts, fees and schedules of payment are to be agreed upon by the artist and the grant recipient and timely payments to the artists are the responsibility of the grant recipient.

RI General Assembly

VSA arts of RI wants to let your local elected officials know about grants awarded in their districts. For this information contact your local Board of Canvassers or RI Secretary of State via the web at <http://www.rilin.state.ri.us>

Orientation Meetings

An orientation workshop will be held prior to each application deadline. All applicants are invited to attend this workshop for assistance in the design of arts programming and in the completion of an application for funding. First-time applicants are particularly urged to attend.

A second orientation meeting is mandatory for *Access The Arts* grant recipients. At least one coordinator from each site which is awarded a grant **MUST** attend this second orientation meeting. The time and date of this meeting will be announced when grants are awarded. The required second orientation is to familiarize grant recipients with the roles and responsibilities of a site coordinator as well as all necessary report forms.

Training and Evaluation

VSA arts of Rhode Island strongly encourages applicants to schedule a minimum of one hour of specific planning and training with the artist before the project activities commence and an additional hour for evaluation after the completion of the project.

Teacher(s) and artist(s) should use the planning time to discuss the project, its concept or theme, and what they individually hope to accomplish. The teacher(s) will be able to share information about the students and what access accommodations may be required for optimal student participation, artist(s) will be able to demonstrate the art skills and activities that he/she will teach, and the teacher(s) and artist(s) should explore ways in which the art project can be used to enhance or integrate the curriculum.

At the final evaluation session the artist(s) and teacher(s) should discuss the aspects of the project which they found to be the most or the least effective, assess the student's learning, and analyze information regarding achievement of proposed outcomes. The artist(s) will also be able to review or reinforce skills which the teacher(s) has/have learned from participating throughout the course of the project.

At the close of any project we hope that teachers will have gained new arts skills which they will continue to utilize and incorporate into their teaching practices. We believe the arts are basic and essential, not peripheral, in the education of all children.

Publicity

VSA arts of Rhode Island requires that you publicize our *Access The Arts* grant, should you receive one, in all print or broadcast announcements, interviews, feature articles, advertisements and on any art projects/installations created with this grant money.

VSA arts of Rhode Island will provide copies of specific logo and credit requirements for publicity upon notification of a grant award. When crediting VSA arts of Rhode Island always use the full name. You may abbreviate the state name Rhode Island to its initials RI and use VSA arts of RI, but do not use the abbreviation "VSARI".

VSA arts of RI is working to raise public awareness of the need for quality arts programming for individuals with disabilities, and toward that end your cooperation is invaluable.

Final Report

A final report will be due June 25, 2010 or no later than 30 days after the completion of the project.

- Each application is reviewed by the VSA arts of RI staff for eligibility and completeness. Questions or problems relating to eligibility or application completeness will be referred back to the applicant.
- Applications will be reviewed by a VSA arts of RI advisory panel of artists and educators. The panel advises the Executive Director of VSA arts of Rhode Island on the distribution of funds.
- Funding is allocated on the basis of overall merit of program design, according to the following criteria:

Artistic Quality

- originality of proposal content and approach
- appropriate and qualified personnel

Commitment to Accessible Arts Programming

- accessibility - physical & programmatic
- potential for on going programming
- evidence that the *Access the Arts* project supplements, and does not supplant, existing arts programs.

Planning - *for more details, see VSA arts of RI Program Design & Evaluation Process Information materials.*

- clarity of goals, objectives and outcomes
- feasibility of project
- provision for sufficient preparatory and follow up activities
- appropriate evaluation plan
- realistic and accurate budget
- adequate promotion/publicity planned
- plan for project of sufficient length to allow students meaningful contact with the artist and the art form

Administration

- a site coordinator who has sufficient time to administer, publicize, document and evaluate the project.

Other Considerations

- Grant support is to be used for expenses related to a specific education project such as the production, presentation and exhibition of art. **Support, or artworks from supported project, may not be used for benefit events or profit generating activities.** While project activities can be used to develop appropriate vocational skills, the grant is not intended to be used to support a small business. Any funds generated from activities should be accounted for in budget as income to offset project expenses.
- Grant applications are considered on a competitive basis. No applicant is guaranteed funding, even if all basic criteria are met, whether funded never or many times before.
- In the event that requests for funding exceed program capabilities, geographic distribution and concern for balance between long and short term projects may be considered in allocation of funds.
- Grant funds must be expended by August 31 of the fiscal year. After an *Access The Arts* grant is awarded, you are required to notify VSA arts of RI immediately in writing of any substantial change in the way the grant is to be administered. You must receive approval from VSA arts of RI before such changes can take place. Failure to receive advance approval may result in reduction or cancellation of your grant award.
- Former grantees who have outstanding Final Reports are ineligible to apply if obligation still exists.

For more information contact:

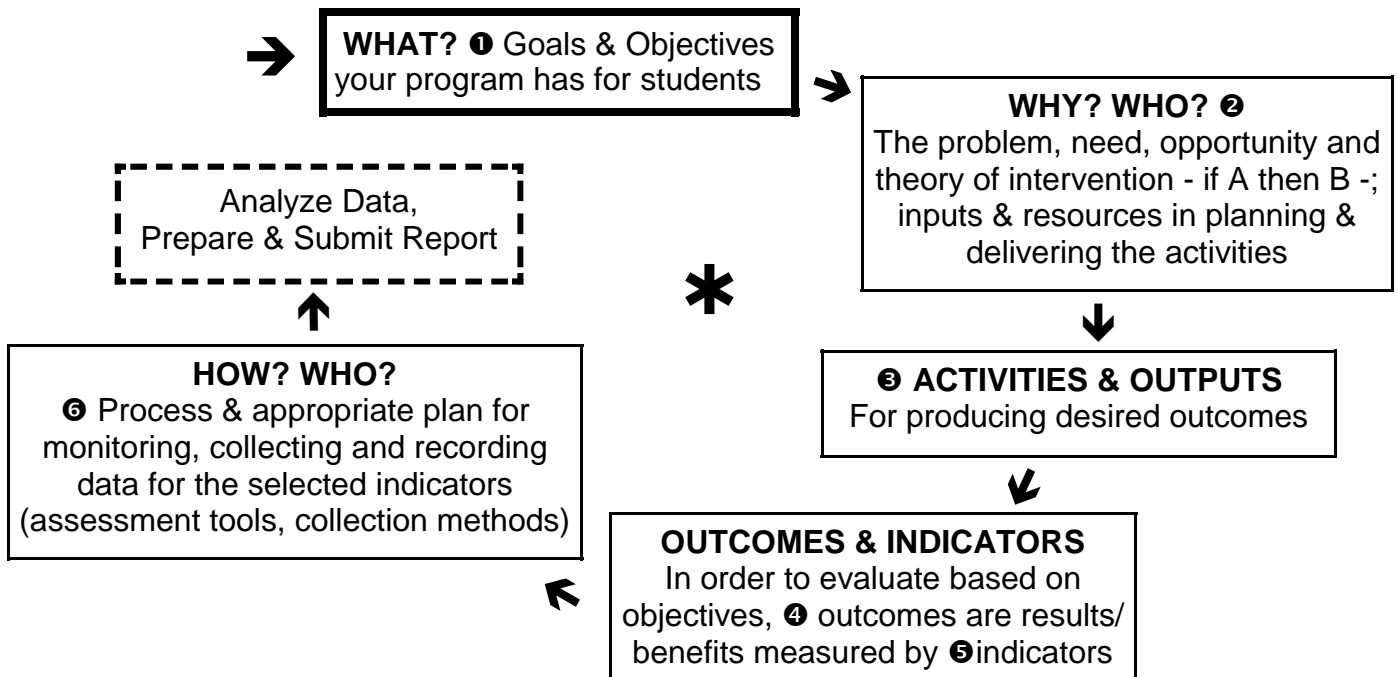
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500 Prospect Street
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VSA ARTS OF RI - Program Design & Evaluation Process Information

- We need you to consider the likelihood that: 1) your programs will achieve the goals & objectives for students; 2) you can document achievement of outcomes in credible ways.
- In answering the narrative questions, provide a description about the program, who it serves, why, how, & with what results (*i.e.*, outcomes) and show the flow – If-Then relationships – between what goes into your program and what is expected to result for the students.



- ❶ What –target population, circumstances (*age, disability, school situation*), & project objective.
- ❷ Why & Who? For example, if teacher & artist provide arts literacy activities, text-rich environments, and regular assessment tied to curricula, children will acquire improved literacy skills because they are exposed, engaged, and assisted according to child development theory
- ❸ Outputs/Activities are # of staff, students, classes, hours, etc. & what students will be doing.
- ❹ Outcomes are what we want participants to be able to know and do as a result of the program, ie: what will be changed for students.
- ❺ Indicators are observable, measurable characteristics or changes representing how you know particular outcomes have been achieved
- ❻ Data gathered via assessment tools based on predetermined indicators. For example: pre & post tests are given to measure progress with respect to program related skill development; teacher activity logs with observations are recorded identifying specific student growth; student journals/portfolios are maintained and evaluated for benchmarks gauging student progress

ARTS EDUCATION RESOURCES:

RI Department of Education: www.ridoe.net/standards/frameworks

RI State Arts Council: www.arts.ri.gov/artsstan.html

RI Arts Learning Network: www.riartslearning.net - *arts frameworks, proficiency, etc.*

In reading a program proposal, reviewers will consider whether:

- the **inputs/resources** are adequate for delivering the activities applicants propose;
- the **activities** make sense & seem likely to lead to the objectives/outcomes; and
- the **evaluation plan** is specific with measurable indicators to assess if students can demonstrate & achieve the stated goals/outcomes

As you prepare your outcomes statement(s) there are some basic questions to ask & answer:

- Who or what will be changed? - qualitative
- How much change will occur? - quantitative
- When will the change take place?

Quite often program designers confuse **program outputs** - *the things they will be doing or making* -- with **program outcomes** - *the benefits or changes to or for participants* -- the program is intended to bring about. Because program evaluation of **VSA arts** programs is so highly valued, it is important that applicants be clear about this distinction. Be sure that you articulate clear outcomes and insure that the indicators/measurements you select are, in fact, measuring what is supposed to be measured.

An outcome specifies what the program will achieve by how much and when. The following words may be helpful in writing your program outcomes:

Desired Effect/Impact	On Whom or What?	Specific Outcome	By How Much?
<i>To...</i>	<i>The...</i>	<i>The...</i>	<i>By...</i>
increase	student's	ability to	percent
decrease	individual child's	skills for	number
maintain	teacher's	confidence in	
reduce	classroom	incidence of	When?
improve	school	knowledge of	
enable	family	understanding of	

- **Measurable** - Does the statement describe an outcome that is actually capable of being measured? Can you track whether the desired change is taking place?
- **Specific** - Are there particular elements to the outcome that can be described or counted?
- **Time-limited** - Is the outcome achievable in a specific period of time? Is the time reasonable, given the resources available and the nature of the problem?
- **Realistic** - Is it capable of being achieved in a given period of time especially in light of the funding cycle?
- **Related to Program Activities** - Is the outcome described in the statement clearly producible by the activities of the program, i.e., are the program activities likely to achieve the outcome?
- **Within Provider's Capacity to Measure** - Is it feasible for you to actually collect information that will describe the outcome and whether or not it was achieved?

We expect that the programs that use outcomes to describe their impact will **cause** the outcomes they describe. Proving that a specific program produced a specific change is neither easy nor cheap; therefore, you simply need to document the outcome you sought and the degree to which the outcome was achieved.



VSA arts of Rhode Island is a statewide, nonprofit organization that provides high quality programs and opportunities through which children and adults with disabilities can *actively* participate in the visual, literary and performing arts.

VSA arts of Rhode Island is accredited by the international VSA arts organization founded by Ambassador Jean Kennedy Smith in 1974 as an educational affiliate of The John F. Kennedy Center for the Performing Arts in Washington, DC.

VSA arts of Rhode Island's *ACCESS THE ARTS*
programs are funded by a grant from the
Rhode Island Department of Education, Office for Diverse Learners

This *ACCESS THE ARTS* artists-in-residence program provides intensive "hands-on" art experiences to thousands of students each year by placing professional artists with special education students in schools and after school programs throughout the state.

These programs range from puppetry to poetry and are inclusive of all art forms. They enhance both the school and student's general curriculum goals and are specifically designed to meet the particular needs of participants. In addition to Rhode Island's Public Schools, program sites are as diverse as Hasbro Children's Hospital, Rhode Island's private schools serving students with disabilities, DCYF sites, and after-school community centers.

For more information contact:

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