



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

**Request for Proposals (RFP)
Application Package**

**2018–19 Arts Curricular Innovation Grants—
Innovative Arts Works
Discretionary Grant**

The Arts Curricular Innovation Grants (ACIG) is a grant program funded annually by the General Assembly of the state of South Carolina, authorized by the General Appropriations Act, and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: 5:00 p.m., April 11, 2018

Technical Assistance for Applicants: 3:30 p.m., January 5, 2018

For ACIG and RFP questions, contact:

Carrie Ann Power, Education Associate for the Visual and Performing Arts
803-734-0323, cpower@ed.sc.gov

Issued by:

South Carolina Department of Education (SCDE)
Office of Standards and Learning
1429 Senate Street, Suite 607-B
Columbia, SC 29201

TABLE OF CONTENTS

PART I: General Information	1
A. Introduction and Purpose	1
B. Eligible Applicants.....	2
C. Timeline of Granting Process	2
D. Technical Assistance Sessions for Applicants.....	2
E. Statutory and State-Level Program Requirements.....	2
F. Authorized Activities	3
G. Unauthorized Activities	4
H. Program Accountability and Monitoring.....	5
I. Fiscal Operations	8
J. Supplement, Not Supplant	9
K. Review and Selection Process	9
L. Appeals Process	10
PART II: Application Overview, Content, and Instructions	11
A. Application Overview	11
B. Application Narrative Format	12
C. Online Application Submission	12
D. Application Narrative Content.....	13
1. Project Abstract.....	13
2. Needs Assessment.....	13
3. Academic Standards Implementation	15
4. Goal and Objectives	15
5. Strategies and Action Steps/Activities	16
6. Project Evaluation and Dissemination Plan	16
7. Past Performance of Grant Manager	18
8. Budget Narrative and Budget Summary	18
9. Timeline of Activities	21
E. Appendices.....	22
F. Deadline and Submission Procedures.....	23
G. Screenshots of Online Application Submission Forms	24
Appendix A: Definitions of Terms Used	31
Appendix B: Selection Criteria and Reviewers’ Scoring Rubric	33
Appendix C: Required SCDE Forms	43
Certification Signature Page	43
Arts Curricular Innovation Grant Manager Past Performance Form.....	47
Appendix D: Other Forms and Information	48
Professional Development Summer Arts Teacher Institutes	48
2019 SCDE Professional Development Summer Arts Teacher Institutes Participation Form	53
Letter of Agreement for SCAAP Participation.....	54
Timeline of Activities Template	55
CLIA Lesson Plan Template.....	56

PART I: General Information

A. Introduction and Purpose

The South Carolina General Assembly annually allocates funds to the South Carolina Department of Education (SCDE) for arts curricular programs under the Education Improvement Act (EIA). The SCDE administers these funds in accordance with the legislative proviso:

1A.8. (SDE-EIA: XII.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XIII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as “Aid to Other Agencies” to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award. (2017–18 General Appropriations Act, Proviso 1A.8. Note: The proviso number and language are subject to change with the 2018–19 General Appropriations Act.)

The purpose of the 2018–19 Arts Curricular Innovation Grants (ACIG) is to assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. ACIG funds must be used to develop quality comprehensive and sequential arts programs (dance, music, theatre, and visual arts) that operate during the regular school day. The ACIG features two grant programs—the Distinguished Arts Program (DAP) grants and the Innovative Arts Works grants. This Request for Proposals (RFP) is specific to the Innovative Arts Works grants. The RFP for the DAP grant is issued separately.

Innovative Arts Works grants are designed to support limited, small-scale, innovative arts projects. Funding is not continuous. Applicants must apply annually to be considered for funding. Successful proposals will include dance, media arts, music, theatre, visual arts, or any combination of these arts areas.

Approximately \$110,000 will be allocated for the 2018–19 ACIG to support approximately 25 new Innovative Arts Works grants: 5 awards for school districts and 20 awards for schools. The maximum Innovative Arts Works grant award to a school district is \$6,000, and the maximum grant award to a school is \$4,000. The SCDE is not bound by any estimates in this notice. All funding is contingent upon appropriations from the South Carolina General Assembly.

The grant period for an Innovative Arts Works award is July 1, 2018, through May 31, 2019,

subject to the availability of funds and the grantee meeting *all* project requirements. All goods and services must be received and activities and purchases must be completed by May 31, 2019. Grants are not transferable. The SCDE reserves the right to replicate, adapt, and publish materials developed with funding from the ACIG Innovative Arts Works grants.

B. Eligible Applicants

All South Carolina K–12 public schools and school districts are eligible to apply for *only* one grant type—*either* an Innovative Arts Works grant *or* a Distinguished Arts Program (DAP) grant—under the ACIG program.

A school may submit only *one* grant application for either an Innovative Arts Works grant or a DAP grant. Multiple schools within a district may apply and receive school-level Innovative Arts Works grants if their district does not submit a DAP grant application.

If a school district submits a DAP grant application, schools within that district are ineligible to submit a grant application under the ACIG program. For the purposes of this RFP, a school district is defined as a local educational agency that serves students on multiple campuses.

Schools and school districts that fail to submit the required annual/final reports for any currently funded ACIG program will not be considered for an award during this funding cycle.

C. Timeline of Granting Process

Date	Activity/Action
January 5, 2018	Technical assistance session
April 11, 2018	Deadline for receipt of applications
August 2018	Notification of awards
July 1, 2018	Funding period begins; Innovative Arts Works projects can begin
May 31, 2019	Funding period ends; Innovative Arts Works projects end
June 11, 2019, or end of 2018–19 project activities (whichever occurs first)	Innovative Arts Works final report due to SCDE

D. Technical Assistance Sessions for Applicants

The Office of Standards and Learning will offer a pre-application technical assistance session via Adobe Connect on **January 5, 2018, from 3:30 p.m. until 5:00 p.m.** To participate, go to [Adobe Connect](#). No password is required to join the session. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment's settings and to download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

E. Statutory and State-Level Program Requirements

ACIG-funded Innovative Arts Works projects must

- promote innovative development and implementation of appropriate curricula, instruction, and assessment based on the *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*; <http://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/standards/>; and
- serve as the foundation to support quality arts instruction and the growth of dance, music, theatre, and visual arts programs in South Carolina schools.

To determine needs at the individual site for implementing the new 2017 standards, applicants must conduct a needs assessment using the Opportunity-to-Learn: Standards (OTLS) for Arts Education Worksheets (available at <http://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/visual-and-performing-arts-curriculum-support-documents-and-resources/opportunity-to-learn-standards/>). If the arts program has additional needs that do not align with the OTLS, such as program promotion or advocacy needs, the applicant may use another needs assessment but must provide justification for using the alternative survey tool.

Applicants should review the Assurances and Terms and Conditions for State Awards (on pages 44–46) to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced state laws, in order to enter into an agreement with the SCDE for this project. Pursuant to S.C. Code Ann. § 8-13-700 (Supp. 2016), the applicant must disclose any potential conflict of interest to the SCDE in accordance with the SC Ethics Reform Act conflict of interest policy. A signed Certification Signature Page (see page 43.) is *required* with the grant application and *legally binds* the applicant to the agency’s Assurances and Terms and Conditions.

F. Authorized Activities

Innovative Arts Works applicants may budget grant funds for any or all activities as detailed below:

- Plan, develop, and purchase resources to implement arts education curricula, instruction, and assessment based on the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency*.
- Hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission (SCAC). All artists must be listed by name and the topics and the new 2017 standards that they will address. Applicants should place this information in the Strategies and Action Steps/Activities narrative section D.5 of the grant application. (For an applicant to contract with an artist other than those on the SCAC Artist Roster, the desired artist must provide a unique service not found on the roster. Justification for contracting with an artist not on the SCAC Artist Roster must be provided for funding for the artist to be allocated.)
- Provide teacher professional development programs for arts specialists or appropriate classroom teachers. These may include professional development Summer Arts Teacher Institutes that are approved by the SCDE (see the list of Professional Development Summer Arts Teacher Institutes on pages 48–52).

In addition, all Innovative Arts Works applicants that are elementary schools have the option to participate in the administration of the South Carolina Arts Assessment Program (SCAAP) as a major part of an ongoing needs assessment and evaluation. The objective of SCAAP is to allow educators and school districts to assess students' arts achievement based on the new 2017 standards. Each test includes multiple-choice items and performance tasks. SCAAP items and tasks have been developed by arts educators from across the state and were field-tested in fourth-grade classrooms. Test items reflect the implementation of the new 2017 standards.

Specific SCAAP Requirements:

- All districts that receive an Innovative Arts Works grant and choose to participate in SCAAP will select three elementary schools to participate in the assessments. The arts grant manager must complete the Letter of Agreement for SCAAP Participation form for the three schools, including their principals' and arts teachers' consents, to participate in SCAAP. All completed Letter of Agreement for SCAAP Participation forms must be submitted with the grant application.
- For a school-level ACIG application, the grant manager will complete the Letter of Agreement for SCAAP Participation form for his or her elementary school.
- A minimum of 100 fourth-grade students in schools that receive an Innovative Arts Works grant and opt to participate in SCAAP must participate in each of the music and visual arts multiple-choice assessments. In addition, at least 40 students from each school must complete each of the music and visual arts performance tasks. The designated district arts grant manager will collaborate with the University of South Carolina, College of Education, Evaluation, and Measurement Center (formally known as the Office of Program and Evaluation) personnel to provide professional development and to administer the test. The SCAAP program director can be contacted via e-mail at SCAAP@mailbox.sc.edu.
- Personnel from the school or district are responsible for selecting the students and administering the test.

Applicants *do not* need to budget for SCAAP administration. Applicants should indicate SCAAP participation by checking the appropriate box on the online form and by submitting the SCAAP participation form located on page 54. Applicants may include in the proposal budget an expenditure of no more than two substitute days per test administrator for SCAAP.

G. Unauthorized Activities

Innovative Arts Works grant funds may not be used for or to support out-of-state travel, graduate-level courses, or professional memberships. Costs for food, snacks, and meals are unallowable. ACIG grant funds may not be used for new construction or capital improvements to existing structures such as carpet and laminate covering. Applications based on the 2010 South Carolina Visual and Performing Arts Curriculum Standards are *not* eligible for funding and *will not* be reviewed. Indirect costs are *not* allowed.

H. Program Accountability and Monitoring

The SCDE is responsible for monitoring the ACIG Innovative Arts Works grant implementation in accordance with the following program accountability requirements:

1. Each applicant receiving funding through this RFP meets the eligibility requirements for the grant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.
2. Each applicant receiving funding through this RFP appropriately uses these funds as described in this application package.
3. Each applicant implements activities funded through this application within the timeframe in which the funds provided are to be used.

To fulfill its monitoring responsibilities, the SCDE requires grantees to submit appropriate fiscal and program documentation following guidance provided by the SCDE program office.

Applicants may be subjected to an evaluation of their financial system, internal controls processes, and policies and procedures by the SCDE's Office of Auditing Services before a grant award is issued or during the grant term. The review process and procedures are accessible at <http://ed.sc.gov/finance/auditing/pre-award-audit-resources/>.

Applicants awarded grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. Such grantees may be required to submit an interim and final report to the SCDE. These requirements address the following areas: (1) program accountability; (2) performance reporting; (3) project budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

1. Program Accountability

Each grantee is responsible for carrying out its responsibilities in accordance with the Arts in Education Proviso (see page 1) and the approved grant work plan and budget. Grantees are also required to submit periodic reports to the SCDE to report on the use of grant funds and the progress of grant activities.

2. Performance Reporting

Performance reporting requirements include those for both programmatic reporting and fiscal reporting. The grantee is responsible for ensuring that all reports are accurate, complete, and submitted on time. Achievement of grant goals and objectives will be monitored through the final report process.

Programmatic Reporting Requirements

All grantees must submit a final evaluation report to the SCDE's Office of Standards and Learning by June 11, 2019, or at the conclusion of the project's activities, whichever occurs first. Grantees will receive directions for completing the final report. Failure to submit this report on time may eliminate the applicant from consideration in subsequent ACIG funding cycles.

Districts receiving ACIG funds must document how the grant funding affected student achievement in the arts and implementation of the new 2017 College- and Career- Ready Standards for Visual and Performing Arts Proficiency at *all* participating schools in the district.

In addition, grantees must include with the final report a Curriculum Leadership Institute in the Arts (CLIA) lesson plan by each arts teacher who participated in grant activities. Each teacher involved in the grant project must develop a CLIA lesson plan (see page 56 for template) that focuses on at least one new 2017 standard that was listed in the Academic Standards Implementation section of the Application Narrative and taught during the grant period.

The final project evaluation report must include *all* of the following:

- a. A one-page, double-spaced abstract summarizing the number of students, teachers, and greater learning community affected by the grant and the grant activities, including a list of accomplishments of the arts program supported by grant funding.
- b. A narrative that includes a clear explanation of
 - how the project was evaluated;
 - how this grant affected student achievement in the arts;
 - how the new 2017 standards were implemented;
 - the extent to which the goals and objectives were achieved and strategies were implemented; and
 - an explanation of how grant activities will be institutionalized after the grant cycle.
- c. Support materials that include
 - an itemized report of expenditures aligned with the approved budget, including details and the benefit of each expenditure;
 - copies of the evaluation tools used to measure the goals and objectives;
 - copies of curriculum guides, printed resources, and other instructional materials developed as a part of the grant project; and
 - copies of lesson plans, developed as part of the grant project, that follow CLIA-format lesson plans from all teachers affected by the grant, including all teachers who attended Summer Arts Teacher Institutes (see hyperlink to CLIA Lesson Plan Format and Explanation at <http://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/visual-and-performing-arts-curriculum-support-documents-and-resources/>).

Fiscal Reporting Requirements

All expenditure reports must be submitted through the SCDE's grants accounting processing system (GAPS). GAPS training will be provided to grantees. Submission of expenditure reports will be accepted monthly but is required *at least* quarterly throughout the grant award period (see the following table). Grantees are responsible for ensuring that reports are accurate, complete, and submitted on time. Grantees must submit a final fiscal report to the SCDE that covers the duration of the grant award.

**Fiscal Reporting and Expenditure Claim Due Dates
for ACIG Innovative Arts Works Grants**

Quarter	Reporting Period	Report Due Date
First Quarter	July 1–September 28, 2018	November 16, 2018
Second Quarter	October 1–December 28, 2018	February 15, 2019
Third Quarter	January 1–March 15, 2019	May 10, 2019
Fourth Quarter	March 18–May 31, 2019	June 11, 2019

3. Project Budget

A project budget of projected expenditures to be funded by the ACIG grant must be submitted with the application. Approved budgets must be uploaded into GAPS by grantees following grant award notification and prior to submitting any reimbursement payment requests. Training on uploading budgets will be provided to grantees.

4. Monitoring

The SCDE will monitor grantees by reviewing and approving the GAPS expenditure report claims and the final financial report as well as by reviewing the progress reports and annual performance reports. All information in reports is subject to verification.

The SCDE may conduct programmatic and financial monitoring site visits. Grantees *must* agree to site visits conducted by the SCDE or state program representatives. The purpose of site visits is to validate information provided in fiscal and program reports and to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes.

The SCDE may require additional information from the grantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the grantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The SCDE may require electronic submission of documents instead of a paper-copy submission.

SCDE staff will verify the contents of documentation submitted. Grant recipients may be asked to revise reports when

- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of grant funds, as provided in the project budget, and actual expenditures found in the submitted documentation.

5. Program Evaluation—Grant Recipient Project Monitoring and Evaluation

Grantees are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. Progress toward meeting project goals is to be reported through the final report process.

A final project evaluation report is to be completed before the end of the grant period. The final evaluation report must address project success toward each goal stated in the application. If a grantee fails to conduct the final project evaluation report before the end of the grant period, or if any of the performance requirements in section H.2 are not completed, the SCDE may consider the grantee a high risk and elect to discontinue funding or disqualify the grantee from future funding opportunities.

Grantees should report

- the number of students and teachers who started in the Innovative Arts Works project and how many finished;
- the extent to which the students successfully met the stated new 2017 standards for the project;
- the challenges encountered if students did not meet the stated new 2017 standards; and
- the impact that the services, materials, and equipment supported by the grant had in raising student participation in the arts and enabling the implementation of the new 2017 standards.

6. Technical Assistance to Grantees

Grantees are required to participate in all technical assistance that the SCDE may conduct for the ACIG Innovative Arts Works grant. Delivery of such technical assistance may include webinars and conference calls.

I. Fiscal Operations

Grantees must use grant funds for allowable grant expenditures during the grant period. ACIG grant funds are disbursed on a reimbursement basis. The SCDE will deobligate any unspent funds remaining at the end of the grant period. Matching or in-kind funds are not required.

Allowable Costs

Grant funds must be used in accordance with the statutory and state requirements and the allowable project activities stated in section F. A grantee must use ACIG Innovative Arts Works grant funds for approved budget items to accomplish the allowable project activities.

Unallowable Costs

ACIG grant funds may not be used for purchases that do not directly support the approved project work plan. As presented in section G, grant funds may not be used for or to support out-of-state travel, graduate-level courses, professional memberships, or costs for food, snacks, and meals. ACIG grant funds may not be used for new construction or capital improvements to existing structures such as carpet and laminate covering. Indirect costs are *not* allowed.

J. Supplement, Not Supplant

Innovative Arts Works grant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Projects may not use grant funds to pay for existing levels of services funded from any other sources.

K. Review and Selection Process

The SCDE's Office of Standards and Learning will conduct an initial review of all grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for review. Only those applications that are received by the deadline and deemed complete by the program office will be forwarded for review and funding consideration.

Three reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed ACIG project. The review panels will include registered graduates of the South Carolina Arts Assessment Institute or individuals with a background in assessment.

Reviewers will use the scoring rubric on pages 33–42 to read and rate each application independently. After the reviewers have individually scored an application, the three scores will be averaged. An Innovative Arts Works grant application can earn up to 100 points for an average score. Applications that fail to earn an average score of 50 or higher will not be eligible for funding.

Applications recommended for funding will be rank-ordered by averaged scores. Subject to the SCDE's final approval and the availability of funding, grant awards will be made starting with applications that earned an average score of 80 points or higher. To the extent practical, the SCDE will award grants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the SCDE will consider funding the remaining applications that earned an average score within the adequate/meets range until all funds are allocated.

The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make site visits as appropriate to ensure compliance with state requirements.

Grant awards are not final until an SCDE grant award notice (GAN) is fully executed. Notification of funding will be sent in August 2018 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be made available upon request.

L. Appeals Process

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The Superintendent may delegate to a deputy superintendent the authority to conduct a review. The deputy superintendent will issue a decision after the review of the information submitted by the applicant and the program office. This decision will be the final decision of the agency. The applicant may appeal the agency's decision to the Administrative Law Court under the terms of the Administrative Procedures Act.

PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections and appendices and *fully* adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

A. Application Overview

Applications *must* be submitted online. Applicants are encouraged to prepare *all* items for the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order outlined below.

The ACIG Innovative Arts Works Grant Application is organized into the following sections (also see screenshots on pages 24–30):

- ☐ Online Forms
 - ☐ Applicant Information
 - ☐ Contact Information
 - ☐ Project Information
 - ☐ Budget Summary
- ☐ Proposal Attachments
 - ☐ Application Narrative
 - ☐ Table of Contents (include a page number for each item)
 - ☐ 1. Project Abstract
 - ☐ 2. Needs Assessment
 - ☐ 3. Academic Standards Implementation
 - ☐ 4. Goal and Objectives
 - ☐ 5. Strategies and Action Steps/Activities
 - ☐ 6. Project Evaluation and Dissemination Plan
 - ☐ 7. Past Performance of Grant Manager (form on page 47)
 - ☐ 8. Budget Narrative
 - ☐ 9. Timeline of Activities (not included in page limit)
 - ☐ Appendices
 - ☐ 1. Certification Signature Page (located on page 43)
 - ☐ 2. Letters of Commitment
 - ☐ 3. Opportunity-to-Learn Standards (OTLS) Survey Samples
 - ☐ 4. Alternative Survey Tool(s) (if applicable)
 - ☐ 5. Professional Development Summer Arts Teacher Institute Participation Form (if applicable)
 - ☐ 6. 2018–19 Letter of Agreement for SCAAP Participation (if applicable)
 - ☐ 7. Application Overview as Checklist (copied from this page)

B. Application Narrative Format

Length of Narrative:	Maximum of 10 pages, not including the table of contents, Project Abstract, Timeline of Activities, and Budget Narrative.
Required Font/Font Size:	Times New Roman/12 or Arial/12.
Margins:	1" on all sides.
Page Numbers:	Number all pages in narrative consecutively at bottom right of pages.
Spacing:	Double-space all sections of the Application Narrative. Text in tables and charts may be single-spaced.
Final File Format:	PDF document.

Each section must be clearly identified using the numerals and headings provided in the following instructions. Sections *may not* be combined. Reviewers will not score information requested in one section that is provided in another section. Incomplete proposals will not be considered.

C. Online Application Submission

Proposals must be submitted using the [online application form](#). The online application is organized into two sections—Online Forms and Proposal Attachments.

The Online Forms contains the information to be entered online. Use the screenshots on pages 24–30 to compile the following information prior to submitting your application:

- Applicant Information
- Contact Information
 - Grant Manager
 - District Superintendent
 - Financial Director
 - School Principal (for school grants)
- Project Information
- Budget Summary

Provide the *school district's* nine-digit Data Universal Numbering System (DUNS) number and the Taxpayer Identification Number (TIN) in the online application form. The DUNS number is a unique identifier assigned by Dun & Bradstreet, Inc. (D&B). Applicants should contact their district's finance office for assistance with these items.

Use the following instructions to compile and complete all proposal attachments prior to submitting your application. Verify that all components of the narrative and appendices are included prior to uploading attachments. Follow the directions in each section for saving the documents and refer to the screenshot on page 29 for upload locations.

D. Application Narrative Content

Use the following directions to write the Application Narrative and organize it into sections following the sequence presented below. Include a table of contents as the first page of the narrative (not included in the page limit). Do *not* combine sections.

When complete, save the entire narrative as a *single* PDF document to be uploaded into the online application where indicated in the Proposal Attachments section.

The Application Narrative for the Innovative Arts Works grant must be detailed and include a thorough description of the goals and objectives, needs assessment, standards implementation, strategies and action steps/activities, and evaluation plan for the proposed project. The narrative must also include a detailed and itemized budget.

The narrative sections must clearly relate to one another, and the logic of the narrative should flow smoothly from one section to another. Reviewers should be able to see throughout the narrative clear evidence of plans for implementing curriculum, instruction, and student assessment based on the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency*.

The planning process for the Innovative Arts Works grant must begin with a thorough needs assessment that includes surveys using the OTLS worksheets. This assessment will reveal the needs of the individual school or district program and, as a result, help the applicant determine appropriate goals and objectives.

During the project, the progress toward meeting the stated goals and objectives should be periodically examined through formative assessment that leads to a final summative assessment or the project's evaluation plan.

The goal of the application *must be* to improve student achievement in the visual and performing arts in relation to the implementation of the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency*.

1. Project Abstract (0 points available)

In one page, identify the applicant (school and/or district), the title of the project, and the amount of funds requested. Summarize the proposal, including the target audience and the number of *students, teachers, and members of the overall education community* who will benefit from the proposed project. Briefly summarize the needs, goal, and objectives; standards implementation; strategies and action steps/activities; and evaluation plans, including expected outcomes of the project.

2. Needs Assessment (Maximum of 20 points available)

Applicants *must* conduct a needs assessment using the OTLS Arts Education Program Assessment Worksheets for dance, music, theatre, and visual arts available on the SCDE

website at <http://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/visual-and-performing-arts-curriculum-support-documents-and-resources/> (click on the link “Opportunities-to-Learn Standards Worksheets” and then select the appropriate Program Assessment Worksheets). The OTLS worksheets will help applicants to identify the strengths and areas for improvement of their current arts program; identify participants’ expertise and knowledge; and help reveal the needs of students, teachers, administrators, parents, and other stakeholders in the context of the new 2017 standards. Teachers and administrators must assess their own effectiveness as well as students’ needs and outcomes.

The OTLS worksheets include the areas of curriculum and scheduling, staffing, materials and equipment, and facilities. If the arts program has additional needs that do not align with the OTLS, such as program promotion or advocacy needs, the applicant may use another form of needs assessment and must provide justification for using the alternative needs assessment. Include copies of any alternative survey tool as an attachment (see page 23).

In the narrative, provide a summary of the results of the most recent OTLS survey, including the names of the respondents, a summary of the responses, and the conclusions. Include *four to five* summary pages of actual OTLS survey responses as examples of the audiences surveyed (e.g., a teacher survey, a parent survey, and an administrator survey) in the appendices (see page 22). Include **only** the survey summary sheets (not complete surveys) from the arts area for which you propose focusing grant funds, with a signature and date of the person(s) who filled out the survey(s).

Answer the following questions in this section:

- a. What needs were identified for the arts education program as a result of administering the OTLS survey (discuss the survey results, including when it was administered, the number of surveys given, the number of responses, a summary of the results, and conclusions)? How do these needs align with the implementation of the new 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency using the OTLS assessment worksheets? Did you use an alternative means of needs assessment in addition to the OTLS survey? If so, what was used, what is the justification for its use, and what were the results (summarize)?
- b. What do the students need in terms of their abilities to apply the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency* standards in their work?
- c. What resources and/or professional development training for arts and/or classroom teachers are needed to enable them to best implement the new 2017 standards, meet the needs identified for the arts education program, and raise student achievement in the arts?

3. Academic Standards Implementation (Maximum of 20 points available)

Applicants must demonstrate how the new *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency* will be addressed in terms of instruction, curriculum, and student assessment. State specific standards and indicators and *explain how they are aligned with appropriate grant activities*. Standards implementation must reflect information gathered as a result of the needs assessment. Applicants addressing the Academic Standards for Media Arts and Design must do so through the integration of these standards in dance, music, theatre, and visual arts courses.

Answer the following questions in this section:

- a. Which specific academic standards and indicators will be implemented? How are these standards aligned with identified needs, appropriate activities, and budgetary allocations?
- b. As a result of this proposed project, how will teachers implement the standards in terms of curricula, instruction, and assessment and how will students apply the standards in their work?

4. Goal and Objectives (Maximum of 20 points available)

The goal of the proposed Innovative Arts Works project *must* be to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the implementation of the new 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency. In determining the goals and objectives of the proposed project, the applicant must address how to improve World Class Knowledge, World Class Skills, and Life and Career Characteristics as outlined in the *Profile of the South Carolina Graduate* (see page 32 in Definitions of Terms Used). Objectives must be determined from the needs assessment (using the OTLS survey and/or a justified alternative means of assessment); be related to implementing the new 2017 standards; and be specific, measurable, achievable, relevant, and time-specific (i.e., SMART).

Clearly describe who is to be affected by the proposed project, what changes will occur within the target population, and what the expected outcomes are for students by the end of the grant period. The objectives should indicate a logical progression and clear achievement outcomes as related to the *Profile of the South Carolina Graduate* at the end of the project. Well-written objectives will always answer the following question: *Who is going to do what, when, and to what extent?*

Answer the following questions in this section:

- a. What are the *SMART objectives* for the project to support the goal of significantly improving student achievement in the arts through curriculum, instruction, and assessment based on the new *2017 South Carolina College- and Career- Ready*

Standards for Visual and Performing Arts Proficiency? How are the objectives aligned with the *Profile of the South Carolina Graduate*?

- b. Who is to be affected by the project, what art area(s) will be included, and what instructional level(s) is (are) to be addressed? What are the expected outcomes for students?

5. Strategies and Action Steps/Activities (Maximum of 15 points available)

Describe the planned strategies and action steps/activities to accomplish the stated *goal* and *objectives* and thereby bring about the intended growth in students' knowledge and skills in the arts during the grant period. Applications *must* include and detail innovative practices to enhance, accelerate, and assure student achievement in the arts and implement the new 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency. Applicants must embed innovative practices in the strategies and action steps/activities. Innovative practices include strategies to engage students more effectively in the study of the arts and offer culturally diverse opportunities in the arts, thus increasing participation. These practices should be in addition to routine practices. Strategies and action steps/activities may reflect proven practices and/or resources modeled elsewhere; however, the strategies and action steps/activities must not be copied verbatim from other sources. Strategies and action steps/activities *must* result from the needs assessment using the OTLS survey or alternative instrument.

Note: Any activities that require funding *must* be described in the Strategies and Action Steps/Activities section and *must* be explained in the Budget Narrative or the item(s) will not be funded.

Answer the following questions in this section:

- a. What strategies and action steps/activities are planned for meeting the goal and objectives?
- b. How will the strategies and action steps/activities bring about growth in students' knowledge and skills in terms of the implementation of the new 2017 standards?
- c. What innovative practices will be used to enhance, accelerate, and assure student achievement and engagement in the arts and implement the new 2017 standards? What research supports these practices?
- d. How will the materials and services budgeted support the objectives, activities, and standards?
- e. How will the project be sustained after the end of the funding period?

6. Project Evaluation and Dissemination Plan (Maximum of 15 points available)

To monitor progress and to assess impact, the applicant must include a clear, detailed evaluation and dissemination plan. The evaluation plan must include a summative assessment of the effectiveness of the project's curriculum, instruction, and assessment in terms of student achievement in the arts. The goal and objectives *must* be assessed, providing evidence that the identified needs have been addressed. Therefore, efforts to

provide ongoing assessment of progress (through benchmarks) throughout the implementation phase will make the evaluation more meaningful.

Carefully consider the methods that will be used to measure and document the extent to which the goal and objectives of the project are achieved. Use various types of assessments in the evaluation, such as interviews, focus groups, surveys, observation checklists, alternative assessments, criterion-referenced tests, and portfolios. Thoroughly describe the planned evaluation.

Applicants should ensure that, if funded, they will be able to report

- the number of students and teachers who started in the Innovative Arts Works project and how many finished;
- the extent to which the students successfully met the stated new 2017 standards of the project;
- the challenges encountered if students did not meet the stated new 2017 standards; and
- the impact that the services, materials, and equipment supported by the grant had in raising student participation in the arts through World Class Knowledge, World Class Skills, and Life and Career Characteristics as outlined in the *Profile of the South Carolina Graduate* and enabling the implementation of the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency*.

Include plans to monitor progress throughout the project by employing several phases of formative assessment and providing for continuous feedback, signals to adjust, and documentation. Describe how the data will be gathered, organized, and analyzed; how the results will be presented; and how these results justify the need for funding.

Applicants planning to administer SCAAP should indicate that in this section. In addition, indicate that your school is participating in SCAAP by checking the appropriate box in the online application. The specific SCAAP requirements for Innovative Arts Works applicants are presented on page 4. SCAAP should *not* be included as a line item in the grant budget.

The evaluation plan is *not simply a list* of activities or accomplishments, nor is it a collection of receipts. Keep in mind that the realization of planned events or the purchase of resources may have little to do with high-quality learning experiences for students and their arts achievement.

In the dissemination plan, include strategies for sharing results of the project with others, such as presentations at school board meetings and state conferences, news articles, and school-wide meetings. Identify any replicable products that will be produced as a result of the project, if applicable.

Answer the following questions in this section:

- a. What procedures and/or instruments will be used to measure the attainment of the goal and each objective and to assess the effectiveness of the project?
- b. How will data be gathered, organized, and analyzed; how often; and who will be involved?
- c. What will be done to modify the project should any adjustments be needed during the project year?
- d. How will the project results (successes and challenges) be shared and disseminated?
- e. What replicable products and/or strategies, if applicable, will be produced as a result of this project?

7. Past Performance of Grant Manager (Maximum of 5 points available)

A grant manager's job must include time for oversight and development of arts curricula. Therefore, the grant manager's job description *must* stipulate that this individual will be allowed to devote an appropriate amount of time to the oversight and management of the arts grant project, to the development of arts curricula, and to the professional development of district/school arts educators (if applicable).

The arts grant manager must be certified in at least one arts area or be responsible for arts education leadership/oversight within the school or district. A grant manager must be assigned to only *one* Arts Curricular Innovation Grant. Grant managers *must not* manage multiple ACIG grants.

Complete the ACIG Manager Past Performance Form (page 47) and insert it in this section of the Application Narrative. The grant manager must be the same person listed as the grant manager in the online application. Remember that the *applicant* of the grant is the district or school name.

8. Budget Narrative and Budget Summary (0 points available)

All applicants must submit an appropriate budget. While the budget receives no points, an inaccurate, unreasonable, unjustified, or non-itemized budget will result in the application being excluded from consideration. The proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the strategies and action steps/activities. Budget items not explained in the Application Narrative will not be funded. Consult with the district's financial director for the amount of purchases to be included under the capital outlay category.

Up to 30 percent of the proposed budget may be allocated for scholarships for arts teachers to attend the Summer Arts Teacher Institutes (listed on pages 48–52), including the costs of reasonable accommodations for persons with disabilities who are attending SCDE-approved professional development activities (e.g., interpreters). This amount *must* be included in the total grant funds requested by applicants but will not be reflected in the final awards released to the school districts. The funding for the institutes will be held by the SCDE and paid directly to the institute providers.

Elementary schools have the option of participating in SCAAP for the Innovative Arts Works grants at no cost but must indicate their desire to do so in the Application Narrative and the online application. Costs for SCAAP participation should *not* be included in the budget. The \$3,000 assessment cost per school will be automatically calculated in the Total ACIG Project Budget section of the Budget Summary in the online application based on the number of schools to be served (see page 28).

The application budget consists of two parts: the Budget Summary and the Budget Narrative. All proposed expenditures for the grant funding period must be *itemized* in the Budget Summary and *detailed* in the Budget Narrative. Budget items not explained in the Application Narrative *will not* be funded.

1. The Budget Summary is the financial overview of the project and must reflect *all* proposed expenditures for the project. Each line item of the Budget Summary *must* correspond to the individual line items of the Budget Narrative (discussed below). Provide the Budget Summary in the online application Budget Summary section. A separate line item in the online Budget Summary is included for funds allocated for the Summer Arts Teacher Institutes, if applicable. Do not include in-kind/match. Indirect costs are *not* allowed.
2. The Budget Narrative (double-spaced, maximum of four pages) *must* provide clear evidence that the budget is appropriate and justified based on the proposed activities resulting from the needs assessment and the implementation of the new *2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency*. This Budget Narrative *must* include an itemized expenditure list that details the specific planned expenditures, such as salaries/stipends, employee benefits, purchased services, supplies/materials, and other objects. Do not list budget items in broad, general categories such as arts supplies, planning activities, or costumes. Structure the Budget Narrative line-item categories to parallel the line-item categories of the Budget Summary. *Include all formulas used to calculate each line-item expense.* Artist residency topics should be specific and cite the artist(s) by name. Applicants should contact artists for residency costs. Do not submit purchase orders for itemized lists. Be sure that the totals reflected in this narrative equal the totals presented in the Budget Summary. When finalized, insert the Budget Narrative as section 8 of the Application Narrative.

All expenditures of funds received under this grant must be audited by a certified public accountant as a part of the district's annual audit. Check all budget references to assure that totals are the same throughout the grant application (Budget Narrative, itemized lists, and Budget Summary).

Budget Categories (Object Codes)

Expenditure categories are grouped by “object” codes on the budget report form. Applicants should seek the assistance of the district financial official to ensure that expenses are properly identified and entered in correct categories on the budget report form. The district financial official *must sign* the Certification Signature Page form on page 43.

The following descriptions identify the services/items that should be budgeted to each category. Applicants should only budget items essential to carry out the proposed Innovative Arts Works grant activities.

Salaries/Stipends (100)

This category includes substitute teacher pay, stipends for teachers, and salaries for employees within the district. Applicants that budget for salaries must also budget for Employee Benefits (200). Applicants that opt to participate in the SCAAP may include in the project budget an expenditure of no more than two substitute days per test administrator.

Employee Benefits (200)

Payroll taxes, workers’ compensation, health insurance, and other worker-benefit costs will be included here. These costs will represent a percentage of the total in Salaries/Stipends (100). Applicants should consult the district’s finance office for the appropriate benefits based on budgeted salaries.

Purchased Services (300)

Expenses such as consultant fees, artist residencies, travel/transportation costs, telephone services, and other purchased services will be included here. Amounts paid for personal services rendered by personnel who are not on the payroll and for other special services purchased by the organization are allowable. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Note: Funds allocated for professional development Summer Arts Teacher Institutes should be entered in the Summer Arts Teacher Institutes Funds Budgeted line item of the Budget Summary and *not* under Purchased Services (300).

For a grantee to pay a vendor with state funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment; the contract must be executed by both parties. Consulting/service contracts (excluding contracts with SCAC-approved artists-in-residence) must be procured in accordance with SC Procurement Law (see <https://procurement.sc.gov/legal/procurement-law>). A copy of each contract must be submitted to the program office within 30 days of receipt of the official grant award from the SCDE.

Applicants/grantees must ensure that they do not enter into a contract with any vendor that is debarred, suspended, or ineligible for participation in federal programs by

1. checking the Excluded Parties List (EPLS) at the federal System for Award Management (SAM) website—<https://www.sam.gov/portal/public/SAM/#1> (Applicants are encouraged to review the user guides for exclusions provided via the “Help” page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

Supplies and Materials (400)

Amounts paid for material items of an expendable nature are included here. *Itemize* every item and make sure that such expenditures are aligned with relevant program characteristics (objectives, number of participants, frequency of activity, etc.).

Capital Outlay/Equipment (500)

Identify type and specify quantity. The cost threshold for equipment is determined by each district. Contact your district finance office for the threshold for your district. *Any* electronic or equipment item requested that costs *below the threshold must be budgeted* under the Supplies and Materials (400) category.

Other Objects (600)

This category includes expenditures that do not neatly fit into the other categories above, such as postage, copyright fees, or those expenditures deemed appropriate by the district.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget that are unallowable, unallocable, unreasonable, or inconsistent with the program’s goals or the proposed project’s activities and strategies. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon receipt of expenditure reports with all supporting documentation. Grantees may not obligate funds prior to the receipt of a grant award notice. No expenditures incurred prior to July 1, 2018, will be reimbursed.

9. Timeline of Activities (Maximum of 5 points available)

Complete a *chronological* Timeline of Activities for *each* objective that indicates the major strategies and action steps/activities of the project and the personnel responsible for each activity (see the template on page 55). Construct the chronology only after thoroughly investigating the time required to plan, execute, and evaluate each activity. Include plans to gather continuous feedback and monitor progress regularly and frequently using several phases of formative assessment.

The timeline should include ordering and receiving supplies; scheduling adequate facilities; arranging professional development workshops; planning for and administering

SCAAP (if applicable); registering for and attending summer institutes; scheduling and preparing for staff meetings; meetings with parents; disseminating project information; evaluating the project; and submitting necessary reports. The Timeline of Activities *does not* count toward the narrative page limit.

E. Appendices

The following information is required. All sections of the appendices must be scanned into a *single* PDF document in the order in which they are listed on page 11. The single PDF document should be uploaded into the appendices section of the online application system where indicated in the screenshot on page 29.

1. Certification Signature Page

Print the Certification Signature Page (see page 43) and obtain the appropriate signatures. Note: This form includes certification of the SCDE's Assurances and Terms and Conditions for State Awards and any applicable program-related conditions conveyed in this RFP. Those documents are not required to be included in the application submission. However, retain the copy included in this RFP for your records and ensure that the signatories have copies of all documents.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurances and terms and conditions for the project. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a grant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

2. Letters of Commitment

To be considered complete and acceptable for review, the Innovative Arts Works grant application *must* include two letters of commitment. These letters must verify strong support for the project and contain a statement from the district superintendent or school principal that the ACIG funds will be used solely for the stated purposes of the proposed arts project.

For a district application, the participating district superintendent *must* write one letter, and another participating administrator, teacher, community leader, or other stakeholder may write the other letter.

For a school application, the district superintendent *must* write one letter, and the participating school principal *must* write the other letter.

The grant manager or grant writer *may not* write a letter of commitment; however, a principal who will serve as the grant manager *must* write a letter of commitment.

3. Opportunity-to-Learn Standards (OTLS) Survey Samples

Include, as a sample, *four to five* survey responses of the actual OTLS survey administered to represent the audiences surveyed (e.g., a teacher survey, a parent survey,

and an administrator survey) as described on pages 13–14. For an Innovative Arts Works Grant you are only required to complete the surveys for the arts area(s) supported by this grant funding.

4. Alternative Survey Tool (if applicable)
Include a sample of any alternative survey tool used in the needs assessment. Applicants are allowed to use an alternative survey tool if the content of the OTLS survey does not cover their arts program needs.
5. Professional Development Summer Arts Teacher Institute Participation Form (Optional)
For applicants planning to attend Summer Arts Teacher Institutes, complete and include the Professional Development Summer Arts Teacher Institute Participation Form (see page 53). Provide the teacher's name and the institute that the teacher plans to attend. Applicants will not be held to this list; however, it will provide the institute planners with an idea of the need for specific professional development Summer Arts Teacher Institutes.
6. 2018–19 Letter of Agreement for SCAAP Participation (Optional)
Applicants choosing to participate in the administration of SCAAP should complete and include the 2018–19 Letter of Agreement for SCAAP Participation form located on page 54. Applicants must indicate their SCAAP participation in the online application and address their intent in the Strategies and Action Steps/Activities section of the narrative. However, applicants should *not* include the costs of participation in SCAAP in their total grant funds requested. The funding allocated for SCAAP will be automatically included in the Total ACIG Project Budget section of the online application based on the number of schools selected to be served. Refer to the specific SCAAP Requirements for Innovative Arts Works Applicants on page 4.
7. Application Overview as Checklist
Copy the Application Overview on page 11, indicate all application items included in the submission by checking the appropriate boxes, and submit this page as the application checklist.

F. Deadline and Submission Procedures

1. Applications *must* be submitted using the [online application form](#) no later than **5:00 p.m. on April 11, 2017**. Applications received after this deadline *will not* be considered.
2. Only applications that adhere to *all* of the guidelines and directions in this RFP will be reviewed and considered for funding. Complete applications must include two letters of commitment. District- and school-level grants must include a letter from the superintendent, and school grants must include a letter from the principal (see page 22).
3. No hard copy applications will be accepted. Applications delivered by hand, mail, electronic mail (e-mail), or fax *will not* be accepted.
4. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants (including previous ACIG grant applications from other schools and districts), or resources will not be considered for funding. In the case of two or more

applicants submitting identical or extremely similar proposals, all involved applicants will be excluded from consideration. ACIG proposals should reflect the individual needs and planning of the applicant school or district as determined through their needs assessment using the OTLS survey (see part II, section D.2).

5. Applications will not be returned. Keep a copy of the entire application for your records.

G. Screenshots of Online Application Submission Forms

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission. Complete the attachments for the online application as directed in the preceding instructions. The SCDE encourages applicants to prepare *all* elements of the application *prior* to beginning the online submission process. Make sure all information submitted is accurate, including formal or official names of organizations and contacts, and that spelling is correct. Do not use abbreviations or acronyms.

If necessary, you may save your progress and return to the form later. Click on the “**Save and Resume Later**” link to save your progress. You will be given the option of copying and saving the link to the partially completed form or entering an e-mail address to have the link e-mailed to you. Be sure to enter the e-mail address correctly as SCDE personnel cannot access the link or the incomplete application. Using this link you can access the application from any computer within thirty days to complete the online submission. Without the link or after thirty days, the data previously entered cannot be retrieved, and you will have to begin a new application.

A saved application is *not* a submitted application. You *must* follow *all* of the steps described on page 29 to complete the submission process. Fields denoted by a red asterisk are *required* fields; applicants will not be able to proceed to the next screens of the application without entering this information.

Select the applicant type (school or school district). Enter the official name of the applicant organization and mailing address with the 10-digit ZIP Code (ZIP+4 Code). The applicant name entered *must* match the district’s name as registered with Dun and Bradstreet, Inc. Enter the nine-digit DUNS number and the TIN for the *school district*.

If the district is the applicant organization, select the number of schools to be served (up to three). Provide a descriptive title for the project.



2018–19 Arts Curricular Innovation Grants (ACIG) Innovative Arts Works Grant Online Application

Applicant Information

Applicant Type

Name of Applicant Organization*

Mailing Address of Applicant Organization with 10-digit ZIP Code (ZIP+4 Code)

*

City

State

ZIP Code

District's DUNS Number*

District's TIN*

Descriptive Title of Project

If the applicant organization is a school, you will be prompted to enter the name and mailing address of the school district in addition to the information requested above. Select the grade level to be served by the project.

Applicant Type 	Grade Level ☐ Elementary ☐ Middle ☐ High
Name of Applicant Organization*	Name of District
Mailing Address of Applicant Organization with 10-digit ZIP Code (ZIP+4 Code)*	District Address
City	City
State	State
ZIP Code	ZIP Code
District's DUNS Number*	District's TIN*
Descriptive Title of Project	

Enter the contact information for the grant manager. The name entered in the online application *must* match the name as shown on the Certification Signature Page. Select “Same as Applicant Organization’s Address” if the school’s mailing address is the same as the information entered on the first screen. The data will automatically populate these fields. If the address is different, enter the appropriate information. The grant manager’s e-mail is a *required* field. The confirmation of a successful online application submission will be sent *only* to this e-mail address. Reenter the e-mail address to validate that it is correct.

Contact Information

Grant Manager's Name* First Name Last Name		Grant Manager's Position or Title
☐ Same as Applicant Organization's Address		Grant Manager's Phone*
School Address City State ZIP Code		Grant Manager's E-mail* Confirm Grant Manager's E-mail*

Note: The grant manager will receive the application submission confirmation e-mail. You must reenter the e-mail address to validate that it was entered correctly. The grant manager must be the individual to contact in all matters regarding this grant application.

Enter the contact information for the district's superintendent and finance director. The names entered in the online application *must* match the names on the Certification Signature Page. Select "Same as Applicant Organization's Address" or "Same as District's Address" if the superintendent's mailing address is the same as the information entered on the first screen. The data will automatically populate these fields. If the address is different, enter the appropriate information.

Superintendent's Name Prefix First Name Last Name		Superintendent's Phone 	Superintendent's E-mail
☐ Same as Applicant Organization's Address ☐ Same as District's Address			
Superintendent's Mailing Address City State ZIP Code			
Financial Director's Name Prefix First Name Last Name		Financial Director's Phone 	Financial Director's E-mail

For school applicants, enter the principal's contact information. The name entered in the online application *must* match the name on the Certification Signature Page.

Principal's Name (for school applicants) Prefix First Name Last Name		Principal's Phone 	Principal's E-mail
---	--	--	---

Select all of the applicable arts areas that the project will address. For applicants that are elementary schools, indicate whether or not the school will participate in SCAAP. Indicate whether or not the district or school will participate in the Summer Arts Teacher Institutes. Enter the number of students, teachers, and members of the overall education community who will benefit from the proposed project.

Project Information		
Arts Area(s) to Be Addressed (check all that apply) ☐ Dance ☐ Music ☐ Theatre ☐ Visual Arts		
School Will Participate in SCAAP ☐ Yes ☐ No		Will Participate in Summer Arts Teacher Institutes ☐ Yes ☐ No
Number of People to Benefit from Proposed Project		
Students 	Teachers 	Education Community

District applicants must provide the name(s) of the school(s) that will participate (up to three). For each school, indicate the grade level. For each elementary school to be served, indicate whether or not the school will participate in SCAAP.

Schools to Be Served		
School 1 Name 	Grade Level School 1 ☒ Elementary ☐ Middle ☐ High	School 1 Will Participate in SCAAP ☐ Yes ☐ No
School 2 Name 	Grade Level School 2 ☐ Elementary ☒ Middle ☐ High	
School 3 Name 	Grade Level School 3 ☐ Elementary ☐ Middle ☒ High	

Provide a brief description of up to three major action steps/activities of the project.

Major Action Steps/Activities
Briefly describe up to 3 major action steps/activities of the project.
Action Step/Activity 1
Action Step/Activity 2
Action Step/Activity 3

In the Budget Summary section, enter all amounts using only whole dollars (no cents). Fill in all fields and enter 0 (zero) for line items that are not applicable to the project.

Enter the line item totals by object code for the grant funds being requested for the applicant's operating budget. The amounts for each line item *must* equal the corresponding line item totals in the Budget Narrative. The field for Total Grantee Budget will automatically calculate.

Enter the amount of funds budgeted for the Summer Arts Teacher Institutes, if applicable. This amount may be up to of 30 percent of the total funds being requested. The Total Funds Requested field in the online application will automatically calculate.

For an elementary school electing to participate in SCAAP, the \$3,000 allocated for the cost of the assessments will automatically be displayed in the Budget Summary and will calculate into the Total ACIG Project Budget.

For a district electing to participate in SCAAP, the \$3,000 allocated for the cost of the assessments per participating elementary school will automatically be displayed in the Budget Summary and will calculate into the Total ACIG Project Budget.

The funds allocated for SCAAP *should not* be deducted from the total funds being requested by the applicant, and the final grant awards *will not* be reduced by this amount. The costs for SCAAP are included in the Budget Summary as an indicator of the total ACIG funds allocated for each project. The fields for Total Funds Requested and Total ACIG Project Budget will be the same for applicants that are ineligible for or opt out of participation in SCAAP.

Budget Summary	
Funds Being Requested for Project:	
Salaries (100)	\$
Employee Benefits (200)	\$
Purchased Services (300)	\$
Supplies & Materials (400)	\$
Capital Outlay/Equipment (500)	\$
Other Objects (600)	\$
Total Grantee Budget	\$ 0
Summer Arts Teacher Institutes Funds Budgeted	\$
Total Funds Requested	\$ 0
SCAAP Funds Allocated	\$ 3000
Total ACIG Project Budget	\$ 3000

On the following screen, upload the Application Narrative and the appendices as proposal attachments. Save the Application Narrative as a *single* PDF document and all of the appendices (in the order as listed on page 11) as a *single* PDF document. The online application will *only* allow *one* document to be uploaded for each attachment. You will not be able to submit the application without attaching both of these required documents.

Proposal Attachments

Application Narrative*

No file chosen

Upload the Application Narrative (including the table of contents, one-page Project Abstract, ACIG Manager Past Performance Form, and Budget Narrative) saved as a single PDF document.

Appendices*

No file chosen

Upload the Certification Signature Page, letters of commitment, OTLS survey samples, alternative survey tool (if applicable), Professional Development Summer Arts Teacher Institute Participation Form (if applicable), 2016–17 Letter of Agreement for SCAAP Participation (if applicable), and Application Overview as a checklist saved as a single PDF document.

Thoroughly review the summary on the Data Review Page to verify that the information has been entered correctly in the online application prior to submitting. You will *not* be able to access the completed application form after it has been submitted so it is very important to ensure that all of the information in the application has been entered correctly. If any entries are incorrect, click on the **"Previous"** button at the bottom left corner of each screen to return to the appropriate section(s) and reenter the correct information. Then click on the **"Next"** button in the lower right corner of each screen to return to the Data Review Page. Note: This page is not a confirmation of the submission of an application.

Data Review Page

This page is not a submission confirmation.

Please review and verify the information in the following summary prior to submitting your application. If any of the entries are incorrect, click on the **"Previous"** button at the bottom of each page to return to the appropriate section(s) and reenter the correct information. If all of the entries are correct, click on the **"Submit Application"** button in the lower right corner of this screen. You will receive an onscreen confirmation message that your application was successfully submitted.

Applicant Information:

Applicant Type: **School** Grade Level (for School Applicants Only): **Elementary**

Name of Applicant Organization: **Best Elementary School**

Applicant Organization's Mailing Address: **1111 Learning Lane , Anywhere, SC 29000**

Name of District (for School Applicants Only): **County School District**

District's Mailing Address (for School Applicants Only): **2222 Learning Lane , Anywhere, SC 29000**

District's DUNS Number: **123456789** District's TIN: **987654321**

Number of Schools to Be Served (for District Applicants Only):

Descriptive Title of Project: **Innovative Arts Works Project**

After verifying that all entries are correct, click on the **"Submit Application"** button in the lower right corner of this screen in order to complete the submission process.

Once the application is submitted, the following message will be displayed on the screen.



Thank you for completing the online submission of your 2018–19 ACIG Innovative Arts Works Grant application.

The grant manager will receive a confirmation e-mail in a few minutes that includes the data submitted with the application. Retain that e-mail for your records.

Contact Carrie Power at cpower@ed.sc.gov if you have any questions regarding this grant opportunity.

The following confirmation message will be sent to the e-mail address provided for the grant manager. If the grant manager does not receive a confirmation e-mail, then the application did not successfully transmit. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding. Only the most recently submitted application will be reviewed.

Thank you for submitting an online application for the South Carolina Department of Education's 2018–19 ACIG Innovative Arts Works Grant. Your application has been received. A copy of the data you submitted is included below. Please retain this e-mail for your records. If you have questions or concerns regarding this grant opportunity, please contact Carrie Power at cpower@ed.sc.gov, 803-734-0323.

An e-mail confirmation that the grant application was successfully submitted does not account for the quality of the uploaded documents or the completeness of the online form. The confirmation e-mail *only* notifies you that the online application has been submitted and received. Applicants are responsible for ensuring that the information entered in the online form, including all attachments, is accurate and complete in order for the application to be reviewed and considered for funding.

Appendix A: Definitions of Terms Used

New 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts

Proficiency—A series of eight documents that individually address the arts areas of dance, design, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. The standards delineate what the state’s students should know and be able to do in these content areas. The eight documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders (accessible at <http://www.ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/standards/>).

Action Steps—Detailed descriptions of the actions required to implement respective strategies, including priority activities, schedules/timelines, leadership responsibilities, and associated costs.

Deobligation—The downward adjustment of the obligations recorded in a grant award document. It is caused by factors such as (1) termination of part of the project, (2) reduction in material prices, (3) cost savings, or (4) correction of recorded amounts.

Evaluation—A description of the procedures and methods by which progress toward strategic goals and action plan objectives will be regularly assessed and monitored.

Goals—Statements of the district’s or school’s long-term (3–5 years) arts education goals for students stated in results-oriented terms.

Greater Learning Community—The greater learning community can include but is not limited to parents, volunteer, and artists who have benefited from goods and services that you have provided your students through the ACIG grant opportunity. This can include parent and community member attendance to school performances and volunteers who directly work with students supported by grant funds.

Opportunity-to-Learn: Standards (OTLS) for Arts Education Program Assessment Worksheets—

In 1997, the Arts in Basic Curriculum (ABC) Project reformatted the OTLS into a series of worksheets for use by ABC sites. In 2000, the worksheets were incorporated into the ABC’s process for developing strategic arts education plans and used at the 2000–07 Arts Education Leadership Institute (AELI). The worksheets directly reflect the wording of the original publication (with some minor editing) and include spaces to check whether the standard *is lacking*, *is met*, or *is exceeded* in a given school or school system (accessible at <http://ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/visual-and-performing-arts-curriculum-support-documents-and-resources/>).

Overall Education Community—Includes all people who learn and benefit from the Arts Curricular Grant programs such as teachers, teaching assistants, students, parents, and volunteers.

Profile of the South Carolina Graduate—This framework identifies the characteristics that are believed to be vital to helping our state stay competitive in today's global economy as it addresses the need and solution for a sustainable, educated, and qualified workforce.

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

South Carolina Arts Assessment Program (SCAAP)—A collaborative effort among the South Carolina Department of Education (SCDE), the University of South Carolina (USC), and SC arts educators. The purpose of SCAAP is to develop arts assessments in four arts areas aligned to the new 2017 standards. With the SCAAP assessments, arts educators and school district personnel can authentically measure and evaluate their students' arts achievement. Moreover, because the SCAAP assessments are based on state-wide curriculum standards, the assessment has the potential to unify instructional objectives in arts classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts and improving arts education (<https://scaap.ed.sc.edu/>).

Strategies—Statements of the initiatives through which the district's or the school's strategic goals will be met stated in "concrete" language and in measurable terms.

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

Narrative Sections	Points Available
1. Project Abstract	0
2. Needs Assessment	20
3. Academic Standards Implementation	20
4. Goal and Objectives	20
5. Strategies and Action Steps/Activities	15
6. Project Evaluation and Dissemination Plan	15
7. Past Performance of Grant Manager	5
8. Budget Narrative	0
9. Timeline of Activities	5
Total Points Available	100

Appendix B: Scoring Rubric

Project Abstract: The applicant must, in one page, identify the applicant (school and/or district), the title of the project, and the amount of funds requested. The applicant must also summarize the proposal, including the target audience, the number of <i>students, teachers, and members of the overall education community</i> who will benefit from the proposed project, and briefly summarize the needs, goal, and objectives; standards implementation; strategies and action steps/activities; and evaluation plans, including the expected outcomes of the project.		
The applicant must provide a one-page abstract that clearly - identifies the applicant (school and/or district), the title of the project, and the total amount of funds requested; - summarizes the proposal, including the target audience and the number of <i>students, teachers, and members of the greater learning community</i> who will benefit from the proposed project; and - briefly summarizes the need, goal(s) and objectives, standards implementation, strategies and action steps/activities, and evaluation plans, including the expected outcomes of the project.	Acceptable	Adequate/Meets—0 points Applicant provides a one-page abstract that fully addresses all required items.
	Not Acceptable	Inadequate—0 points Applicant provides a one-page abstract that does not adequately address all required items.
Reviewer's Comments		
2.a. Needs Assessment: The applicant must address the following questions: - What needs were identified for the arts education program as a result of administering the OTLS survey (discuss the survey results, including when it was administered, the number of surveys given, the number of responses, a summary of the results, and conclusions)? - How do these needs align with the implementation of the new 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency using the OTLS assessment worksheets? - Did you use an alternative means of needs assessment in addition to the OTLS survey? If so, what was used, what is the justification for its use, and what were the results (summarize)?		

The applicant must provide a narrative that fully addresses all three of the following (as applicable): - discusses the needs identified for the arts education program, including the results of the OTLS survey, when it was administered, the number of surveys given, the number of responses, a summary of the results, and conclusions; - discusses how these needs align with the new 2017 standards using the OTLS survey; and - if applicable, discusses any alternative means of needs assessment used, the justification for its use, and the results.	Acceptable	Fully Meets—4–5 points Applicant provides a narrative that is a fully detailed discussion of all required items.
		Adequate/Meets—2–3 points Applicant provides a narrative that is a moderately detailed discussion of all required items.
	Not Acceptable	Limited/Approaches—1 point Applicant provides a narrative that is limited or incomplete in discussing all required items.
		Inadequate—0 points Applicant provides a narrative that does not adequately describe all required items.
Reviewer’s Comments		
2.b. Needs Assessment: The applicant must discuss what students need in terms of their abilities to apply the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency in their work.		
The applicant must provide a narrative that fully discusses what students need in terms of their abilities to apply the new 2017 standards in their work.	Acceptable	Fully Meets—9–10 points Applicant provides a narrative that fully addresses the required item.
		Adequate/Meets—6–8 points Applicant provides a narrative that moderately addresses the required item.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is limited or incomplete in addressing the required item.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address the required item.
Reviewer’s Comments		

2.c. Needs Assessment: The applicant must discuss the resources and/or professional development training for arts and/or classroom teachers that are needed to enable them to best implement the new 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency , meet the needs identified for the arts education program, and raise student achievement in the arts.		
The applicant must provide a narrative that fully discusses the resources and/or professional development training for arts and/or classroom teachers that are needed to enable them to best implement the new 2017 standards, meet the needs identified for the arts education program, and raise student achievement in the arts.	Acceptable	Fully Meets—9–10 points Applicant provides a narrative that fully discusses the required item.
		Adequate/Meets—6–8 points Applicant provides a narrative that moderately discusses the required item.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is limited or incomplete in discussing the required item.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately discuss the required item.
Reviewer’s Comments		
3.a. Academic Standards Implementation: The applicant must identify the specific academic standards and indicators to be implemented and discuss how these standards are aligned with identified needs, appropriate activities, and budgetary allocations.		
The applicant must provide a narrative that fully addresses the following two items: - identifies the specific academic standards and indicators to be implemented; and - discusses how these standards are aligned with identified needs, appropriate activities, and budgetary allocations.	Acceptable	Fully Meets—4–5 points Applicant provides a narrative that fully addresses both required items.
		Adequate/Meets—2–3 points Applicant provides a narrative that moderately addresses both required items.
	Not Acceptable	Limited/Approaches—1 point Applicant provides a narrative that is limited or incomplete in addressing both required items.

		Inadequate—0 points Applicant provides a narrative that does not adequately address both required items.
Reviewer’s Comments		
3.b. Academic Standards Implementation: The applicant must describe, as a result of the proposed project, how teachers will implement the standards in terms of instruction, curricula, and assessment and how students will apply the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency in their work.		
The applicant must provide a narrative that fully addresses the following two items: • how teachers will implement the standards in terms of instruction, curricula, and assessment as a result of the proposed project; and • how students will apply the standards in their work as a result of the proposed project.	Acceptable	Fully Meets—8–10 points Applicant provides a narrative that fully describes both required items.
		Adequate/Meets— 5–7 points Applicant provides a narrative that moderately describes both required items.
	Not Acceptable	Limited/Approaches—2–4 points Applicant provides a narrative that is limited or incomplete in describing both required items
		Inadequate—0–1 points Applicant provides a narrative that does not adequately describe both required items.
Reviewer’s Comments		
4.a. Goals and Objectives: The applicant must address the following questions: • What are the <i>SMART objectives</i> for the project to support the goal of significantly improving student achievement in the arts through curriculum, instruction, and assessment based on the new 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency? • How are the objectives aligned with the <i>Profile of the South Carolina Graduate</i>?		

The applicant must provide a narrative that fully addresses both of the following: • SMART objectives that support the goal of significantly improving student achievement in the arts through curricula, instruction, and assessment based on the new 2017 standards, and • how the objectives are aligned with the <i>Profile of the South Carolina Graduate</i>.	Acceptable	Fully Meets—4–5 points Applicant provides a narrative that is a fully addresses both required items.
		Adequate/Meets—2–3 points Applicant provides a narrative that moderately addresses both required items.
	Not Acceptable	Limited/Approaches—1 point Applicant presents a narrative that is limited or incomplete in addressing both required items.
		Inadequate—0 points Applicant presents a narrative that does not adequately address both required items.
Reviewer’s Comments		
4.b. Goal and Objectives: The applicant must address the following questions: • Who is to be affected by the project, what art area(s) will be included, and what instructional level(s) is (are) to be addressed? • What are the expected outcomes for students?		
The applicant must provide a narrative that fully addresses the following four items: • who will be affected by the project, • the art area(s) to be included, • the instructional level(s) to be addressed, and • the expected outcomes for students.	Acceptable	Fully Meets—9–10 points Applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—6–8 points Applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is limited or incomplete in addressing all required items.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.

Reviewer's Comments		
5.a.–5.c. Strategies and Action Steps/Activities: The applicant must address the following questions: a) What strategies and action steps/activities are planned for meeting the goal and objectives? b) How will the strategies and action steps/activities bring about growth in students' knowledge and skills in terms of the implementation of the new 2017 standards? c) What innovative practices will be used to enhance, accelerate, and assure student achievement and engagement in the arts and implement the new 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency ? What research supports these practices?		
The applicant must provide a narrative that fully addresses the following four items: - the strategies and action steps/activities planned for meeting the goal(s) and objectives; - how the strategies and action steps/activities will be used to bring about growth in students' knowledge and skills in terms of the implementation of the new 2017 standards; - the innovative practices that will be used to enhance, accelerate, and assure student achievement and engagement in the arts and implement the new standards; and the research that supports these practices; and - the research that supports these practices.	Acceptable	Fully Meets—9–10 points Applicant provides narrative that a fully addresses all required items.
		Adequate/Meets—6–8 points Applicant provides a narrative that moderately addresses all required items.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is incomplete or limited in addressing all required items.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address all required items.
Reviewer's Comments		

5.d.–e. Strategies and Action Steps/Activities: The applicant must address the following questions: d) How will the materials and services budgeted support the objectives, activities, and standards? e) How will the project be sustained after the end of the funding period?		
The applicant must provide a narrative that fully addresses the following two items: • how the materials and services budgeted support the objectives, activities, and standards; and • how the project will be sustained after the end of the funding period.	Acceptable	Fully Meets—9–10 points Applicant provides a narrative that fully addresses both required items.
		Adequate/Meets—6–8 points Applicant provides a narrative that moderately addresses both required items.
	Not Acceptable	Limited/Approaches—3–5 points Applicant provides a narrative that is incomplete or limited in addressing both required items.
		Inadequate—0–2 points Applicant provides a narrative that does not adequately address both required items.
Reviewer’s Comments		
6.a.–e. Project Evaluation and Dissemination Plan: The applicant must address the following questions: a. What procedures and/or instruments will be used to measure the attainment of the goal and each objective and to assess the effectiveness of the project? b. How will data be gathered, organized, and analyzed; how often; and who will be involved? c. What will be done to modify the project should any adjustments be needed during the project year? d. How will the project results (successes and challenges) be shared and disseminated? e. What replicable products and/or strategies, if applicable, will be produced as a result of this project?		
The applicant must provide a narrative that fully addresses the following five items: • the procedures and/or instruments to be used to measure the attainment of each goal and objective and assess project effectiveness;	Acceptable	Fully Meets—12–15 points The applicant provides a narrative that fully addresses all required items.
		Adequate/Meets—8–11 points The applicant provides a narrative that moderately addresses all required items.

• how data will be gathered, organized, and analyzed; how often this will happen; and who will be involved; • what will be done to modify the project should adjustments be needed during the project year; • how project results (successes and challenges) will be presented and disseminated; and • what replicable products and/or strategies will, if applicable, be produced as a result of the proposed project.	Not Acceptable	Limited/Approaches—4–7 points The applicant provides a narrative that is limited or incomplete addressing all required items.
		Inadequate—0–3 points The applicant provides a narrative that does not adequately address all required items.
Reviewer’s Comments		
7. Past Performance of Grant Manager: The applicant must present a complete ACIG Manager Past Performance Form that indicates certification in at least one arts area or responsibility for arts education leadership/oversight within the school or district.		
The applicant presents a complete ACIG Manager Past Performance Form that indicates certification in at least one arts area or responsibility for arts education leadership/oversight within the school or district.	Acceptable	Adequate/Meets—5 points The applicant presents a complete ACIG Manager Past Performance Form that indicates certification in at least one arts area or responsibility for arts education leadership/oversight within the school or district.
	Not Acceptable	Inadequate—0 points The applicant does not present a complete ACIG Manager Past Performance Form that indicates certification in at least one arts area or responsibility for arts education leadership/oversight within the school or district.
Reviewer’s Comments		
8. Budget Narrative: The applicant must provide a complete Budget Narrative that provides clear evidence that the budget is justified based on the proposed activities resulting from the needs assessment, includes an itemized expenditure list that details the specific planned expenditures, describes the project activities that will necessitate the expenditure of each line item, and reflects correct calculations for all line items and the total budget.		

The applicant provides all five of the following: • a complete Budget Narrative; • clear evidence that the budget is justified based on the proposed activities resulting from the needs assessment; • an itemized expenditure list that details the specific planned expenditures; • a description of project activities that will necessitate the expenditure of each line item; and • correct calculations for all line items and the total budget.	Acceptable	Adequate/Meets—0 points Applicant provides all five required items.
	Not Acceptable	Inadequate—0 points Applicant did not provide all five required items.
Reviewer's Comments		

9. Timeline of Activities: The applicant must provide a chronological Timeline of Activities for each objective that indicates the major action steps and strategies and the personnel responsible for each activity. (Sample activities include ordering and receiving supplies; scheduling adequate facilities; arranging of professional development workshops; administering the SCAAP; registering for and attending summer institutes; scheduling and preparing for staff meetings; meetings with parents; disseminating project information; evaluating the project; and submitting necessary reports.)		
The applicant must provide a detailed chronological Timeline of Activities for each objective that indicates the major action steps and strategies and the personnel responsible for each activity.	Acceptable	Fully Meets—4–5 points The applicant provides a full and detailed Timeline of Activities.
		Adequate/Meets—2–3 points The applicant provides a moderately full and detailed Timeline of Activities.
	Not Acceptable	Limited/Approaches—1 point The applicant provides a limited or incomplete Timeline of Activities.
		Inadequate—0 points The applicant does not provide an adequate Timeline of Activities.
Reviewer’s Comments		



Appendix C: Required SCDE Forms

Certification Signature Page

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the SCDE Assurances and Terms and Conditions for State Awards if the grant is awarded.

Authorized Official Representative (Should be superintendent of school district)

Name:		
Position:		
Telephone:	E-mail:	
Signature of Authorized Official Representative:		Date:

District Financial Official

Name:		
Position:		
Telephone:	E-mail:	
Signature of District Financial Official:		Date:

Principal (if school is applicant)

Name:		
Position:		
Telephone:	E-mail:	
Signature of Principal:		Date:

Grant Manager

Name:		
Position:		
Telephone:	E-mail:	
Signature of Grant Manager:		Date:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the required appendices as indicated on pages 22–23.



Assurances and Terms and Conditions for State Awards

Assurances

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP) or agency directives.
- C. Has an accounting system that includes sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures and in-kind contributions, regardless of the type of funds, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will also comply with GAAP as it relates to budgets, budget amendments, and expenditure claim submissions.
- E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The applicant will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
- H. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2016)).
- I. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2016)) if the amount of this award is \$50,000 or more.

Terms and Conditions

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a review of the process consistent with the appeals process presented in the Request for Proposals (RFP).

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for



allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.

Upon the termination of a grant, the grantee shall have the right to a review process. The grantee must notify the SCDE of its request within 30 days of receiving written notice of the termination.

- C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- D. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.
- E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan, budget, and budget narrative.
- F. **Submission of Expenditure Reports.** Claims for reimbursement must be made as prescribed by the awarding program office. Except as provided in paragraph L, at the least claims must be made quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15). Claims must be made by July 5 for all expenditures through June 30.
- G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period.
- H. **Deobligation of Funds.** After a final expenditure claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.
- I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at <http://ed.sc.gov/finance/auditing/manuals-handbooks-and-guidelines/guidelines-for-retaining-documentation-to-support-expenditures/>.
- J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed \$25 per day for in-state travel and \$32 for out-of-state travel (see page 91 of the document at <http://www.cg.sc.gov/guidanceandformsforstateagencies/Documents/CGsAPP/9-30-2015/DisbursementReg-9-30-15edit.pdf>). Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.
- K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.
- L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure report claim must be filed by July 5 for all expenditures incurred by June 30 in order to comply with the generally accepted accounting principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.
- M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and



irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

N. **Certification Regarding Suspension and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
 - are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency; have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
 - are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

O. **Audits.** Although this Assurances, Terms, and Conditions document is for a state award, federal audit requirements apply as follows:

- Entities expending \$750,000 or more in federal awards:

Entities that expend \$750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq.* Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
 - Entities expending less than \$750,000 in federal awards:

Entities that expend less than \$750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).
- P. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in case of litigation.
- Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.



Arts Curricular Innovation Grant Manager Past Performance Form

You may attach an additional sheet if you wish to add information or need more space (limit to 2 pages). The grant manager must be the same person listed in the online application. Designate only one grant manager per grant. Please complete this form for inclusion in the narrative as instructed on page 18.

Type of Grant: Innovative Arts Works Grant
Name of Applicant (District or School):
District (if School is applicant)
Arts Curricular Grant Manager Information
Name:
Job Title:
E-mail:
Phone Number:
Job Duties for ACIG Project Management:
Describe Time Management for Project:
Educational Background:
Additional Fine Arts Training and/or Experience:
Accomplishments or Awards:
Active Memberships in Professional Organizations:
Years of Experience: _____ Certification Areas: _____
What professional development summer institutes or similar training has the grant manager candidate completed?



Appendix D: Other Forms and Information

Professional Development Summer Arts Teacher Institutes

Below is a list of professional development arts institutes/courses for elementary, middle, and secondary schools in the arts disciplines of dance, music, theatre, and the visual arts. This list **represents possible selections** that may be offered in June 2019. Innovative Arts Works applicants may budget for Summer Arts Teacher Institutes as an optional activity.

Applicants planning to apply for funding to attend professional development Summer Arts Teacher Institutes must complete and include the tentative Professional Development Summer Arts Teacher Institutes Participation Form (see page 53). Please provide the teacher's name and the institute that the teacher plans to attend. Applicants will not be held to this list; however, it will provide the planners with an idea of which institutes need to be offered.

All arts teachers in the ACIG school must have taken CLIA and Arts Assessment Institute I (AAI-I) before any classroom teachers and administrators are permitted to register for arts integration institutes. After all visual and performing arts teachers have completed CLIA and AAI-I, schools and districts may enroll classroom teachers and administrators in arts integration institutes. Arts teachers must show proof of CLIA and AAI-I participation. Arts teachers must have successfully completed CLIA and AAI-I before they may advance to the next tier of institutes. Note: Institute attendees must be returning certified teachers within the district. All equipment (such as computers) and materials distributed as part of an institute becomes the property of the school that receives the ACIG grant and *does not* follow the grant manager if he or she leaves that school.

Registration for the professional development Summer Arts Teacher Institutes will be available upon notification of this grant award. The specific location and week of each institute will be announced during fall institute registration. Acceptance in arts institutes is on a first-come, first-served basis.

The cost for each institute may change at the time of fall institute registration. A \$75 refundable deposit check will be required for each institute at the registration deadline.

All courses are

- focused on standards-based arts curricula, instruction, and assessment;
- offered in collaboration with an accredited college or university for three graduate credits with a minimum of 45 contact hours;
- provided as residential institutes (with room and board for participants unless otherwise stated);
- evaluated on the basis of an assessment instrument approved by the SCDE in terms of quality and its potential impact on student learning; and
- held during June 2019.



South Carolina Arts Leadership for Success Academy (SCALSA)

\$1,500 per teacher

This institute is designed for arts teachers who have taught fewer than three years and for critical needs teachers in the arts. SCALSA emphasizes the development of standards-based arts curricula, instruction, and assessment through

- developing standards-based arts lessons;
- studying strategies for evaluations currently implemented for teacher certification;
- developing long-range lesson planning including instruction on how to develop a CLIA lesson plan for future use in grant development and in future institutes;
- studying arts classroom management strategies; and
- identifying teaching and learning styles.

Curriculum Leadership Institute in the Arts (CLIA)

\$1,400 per teacher

Designed for the experienced arts teacher, this institute emphasizes

- developing and teaching complex standards-based lesson plans with embedded assessment;
- studying models of best instructional practice;
- reviewing the steps in the SLO cycle;
- working with colleagues in your arts discipline to write an SLO that could be implemented at the classroom level;
- studying arts education support strategies; and
- developing a multi-arts professional network.

Arts Assessment Institute Classroom Assessment (AAI–I) (Prerequisite SCALSA with instructor’s recommendation or CLIA)

\$1,300 per teacher

AAI–I will develop professional educators who

- study the purposes and uses of assessment;
- align assessments with local and state standards;
- construct assessments to best determine knowledge in skills and processes related to the new 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency;
- demonstrate an understanding of the basic principles of measurement and evaluation;
- develop standards-based SLOs and corresponding assessments to demonstrate student growth;
- design and embed assessment strategies within instructional lessons and units;
- apply the relationship of national and state standards, curriculum development, instruction, and assessment; and
- reflect on their assessment practices and the role of assessment in their professional and personal lives.

Arts Assessment Institute Program Assessment (AAI–II) (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment)

\$1,300 per teacher

Program Evaluation in the Arts is an introductory course that provides students with a framework for evaluation of arts programs and develops their program evaluation skills. In the course students will

- review a model of program evaluation;
- develop an evaluation plan based on the model;
- study data collections methods and forms of analysis; and
- investigate other models of program evaluation to broaden their perspectives of the field.



Visual Arts and Technology Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$3,000 per teacher**

This course will provide art teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer, and software, which will become the property of their schools at the conclusion of the institute.

Participating teachers will

- receive training in various software programs, apps, and media literacy;
- develop strategies for using the equipment, computer, and software with students; and
- develop lesson plans that use technology to implement the new 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Proficiency.

Dance/Theatre and Technology Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$2,800 per teacher**

The Dance/Theatre and Technology Institute will provide teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer, and software, which will become the property of their schools at the end of the institute.

Arts Teacher as Artist Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$1,200 per teacher**

This institute is designed to expand the artistic knowledge and skills of arts teachers for enriching standards-based curricula, instruction, and assessment. Teachers will have the opportunity to strengthen their own art in classes taught by highly regarded teachers and professional artists. Through this “art for art’s sake” approach, teachers will practice their art and learn new techniques to apply to their school situation. Classes will be designed to meet teachers’ needs based on survey responses and identified curricular needs. These may include

- Drama (Playwriting and/or Technical Theatre),
- Music (Improvisation and Composition—Vocal and Instrumental, K–12),
- Visual Arts (Media to be determined), and/or
- Dance (Dance Education).

Video Production in the Arts Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$2,500 per teacher**

Using video technology to create projects across the art forms is the focus of this institute. No previous video experience needed. Participants will learn to design, shoot, and edit arts-related videos. The course will also emphasize strategies for applying video production skills to the classroom. Each participant will be provided with appropriate equipment that will become the property of their schools at the conclusion of the institute.

Participating teachers will

- discover methods to engage your students as critical thinkers about media arts;
- learn how to design and implement a community-based video with students, including setting up production teams;



- conduct interviews and video to create a short documentary; and
- practice writing narration and incorporating music, graphics, and photos into a documentary.

Arts Teacher and the Special Learner Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$1,525 per teacher**

This institute will better prepare certified K–12 South Carolina public school arts teachers in teaching special needs students through developing standards-based arts curricula, instruction, and assessment.

Participating teachers will

- understand individualized education programs (IEPs), inclusion/mainstreaming in arts education, and instruction/management in arts education;
- make connections among the relationship of national and state standards, curriculum development, instruction, and assessment for special needs students;
- create ways to adapt arts lessons to accommodate particular special needs populations;
- learn how to modify and align assessment strategies with adapted lesson plans;
- identify teaching/management strategies for use within the mainstreamed classroom;
- design ways for including special needs students in performances, productions, and exhibits at the school and district level;
- create recognition opportunities for special needs students at the school/district level;
- create arts lessons adapted to accommodate special needs population; and
- use various fictional IEPs to create strategies to meet the needs of students using pre-existing lesson plans of participants.

Curriculum and Instruction for Artistically Gifted and Talented Students Institute (Prerequisite CLIA, Arts Assessment, and Discovering the Nature and Needs of the Artistically Gifted and Talented Learner Institute) **\$1,200 per teacher**

This institute is designed for the arts teacher who is interested in beginning an endorsement certificate for serving artistically gifted and talented students. The course is designed to:

- prepare teachers to design appropriate curriculum for gifted and talented students,
- explore curriculum models, instructional strategies, and assessments to meet the needs and abilities of gifted and talented students,
- develop and write units and lesson plans for serving artistically gifted and talented students, and
- explore issues related to psycho-social needs of the artistically gifted and talented students.

Creative Teaching in the Classroom Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment) **\$1,000 per teacher**

This institute is designed for elementary classroom teachers (administrators and arts specialists welcome) who do not have a strong background in the visual and performing arts but are interested in integrating the arts in their classroom. Board (meals) is not provided with this institute.

The institute includes

- all materials, including books and CDs;
- three and one-half days at Charleston’s Spoleto Festival, including three performances; and
- two Saturday sessions—place and date to be announced.

Participating teachers will



- explore the stages of the creative thinking process and identify methods to engage students in creative thinking;
- build knowledge of the basic elements of each major art form (music, drama, visual art, dance);
- refine lesson-planning skills to embed opportunities for creative thinking and self-expression through the arts; and
- identify “natural-fit” connections between South Carolina content area standards and the arts.

Muse Machine Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment)

\$1,000 per teacher

This institute is for classroom teachers of all grade levels and subjects. No background in the visual and performing arts is necessary. The course provides hands-on activities in the visual and performing arts taught by professional artists, instruction in the multiple intelligences, and guidance in using the arts across the curriculum. In addition to classroom instruction hours, participants are required to attend and critique four separate arts events from the areas of visual arts, music, theater, dance, historic preservation, and opera.

Participating teachers will

- gain knowledge about incorporating the arts in their own classroom (especially in the areas of science, technology, engineering, arts, and mathematics (STEAM));
- write critically about their experiences in attending four arts events (visual art exhibition, concert, theater production, dance performance);
- develop a lesson plan (using the CLIA Lesson Plan format) that will include STEAM challenges;
- participate in STEAM challenges during the weeklong intense instruction; and
- visit a company that focuses on innovation and STEAM thinking.

Peace Center Teacher Institute (Prerequisite CLIA and Arts Assessment Institute Classroom Assessment)

\$1,000 per teacher

This institute is designed for classroom teachers who wish to learn strategies to integrate the arts across the curriculum. Presenters provide instruction on a variety of comprehensive arts-integration strategies taught by nationally recognized Kennedy Center teaching artists. In addition to classroom instruction hours, participants are required to attend one performance from a recommended list and participate in scheduled online discussions before and after the institute meets.

Teachers enrolled in this institute experience imaginative new methods to integrate the arts into every content area. All workshops are interactive and hands-on, giving educators an opportunity to learn by participating and by sharing with colleagues. This institute also reviews South Carolina Academic Standards for the Visual and Performing Arts and provides teachers with resource materials for curriculum design.

Scheduled topics include Defining Arts Integration, STEAM, Using Drama to Inspire Student Writing, Moving with Math, Building Reading Fluency through Music, Scientific Thought in Motion, and Unfolding Literacy with Visual Art.



2019 SCDE Professional Development Summer Arts Teacher Institutes Participation Form

School:

District:

Complete this form to indicate tentative participation of your teachers in the SCDE-approved professional development Summer Arts Teacher Institutes. This will allow us to plan and organize arts institutes based on need. Note: Teachers must complete the prerequisites (SCALSA with instructor's recommendation or CLIA and Arts Assessment Institute Classroom Assessment) before they are allowed to move to the next tier of institutes.

☐ South Carolina Arts Leadership for Success Academy (SCALSA) Teacher name(s):	\$1,500
☐ Curriculum Leadership Institute in the Arts (CLIA) Teacher name(s):	\$1,400
☐ Arts Assessment Institute Classroom Assessment I (AAI-I) Teacher name(s):	\$1,300
☐ Arts Assessment Institute Program Assessment (AAI-II) Teachers name(s):	\$1,300
☐ Visual Arts and Technology Institute Teacher name(s):	\$3,000
☐ Dance/Theatre and Technology Institute Teacher name(s):	\$2,800
☐ Arts Teacher as Artist Institute (check area) ☐ Dance ☐ Music ☐ Theatre ☐ Visual Arts Teacher name(s):	\$1,200
☐ Video Production in the Arts Institute Teacher name(s):	\$2,500
☐ Arts Teacher and the Special Learner Institute Teacher name(s):	\$1,525
☐ Curriculum and Instruction for Artistically Gifted and Talented Students Institute Teacher name(s):	\$1,200
☐ Creative Teaching in the Classroom Institute Teacher name(s):	\$1,000
☐ Muse Machine Institute Teacher name(s):	\$1,000
☐ Peace Center Teacher Institute (check one) ☐ Elementary ☐ Middle /Secondary Teacher name(s):	\$1,000
Total Cost of Institutes	\$



Letter of Agreement for SCAAP Participation

2019 South Carolina Arts Assessment Program

(Include this signed letter in your Innovative Arts Works application.)

This agreement is to confirm that our school's fourth-grade students will participate in the 2019 SCAAP web-based music and visual arts assessments. We understand that participation in the SCAAP program requires our school to

- appoint two test administrators to attend a training session conducted by the SCAAP personnel at the University of South Carolina (USC), College of Education, Research, Evaluation, and Measurement Center (formally the Office of Program Evaluation);
- coordinate test administration at our school and schedule testing sessions in school computer labs;
- administer the music and visual arts multiple-choice test to all or a minimum of 100 fourth-grade students;
- administer the music and visual arts performance tasks to all or a minimum of forty students; and
- organize and return testing materials to the SCAAP office at USC in a timely manner.

One form must be completed for each school participating in SCAAP. If you have any questions concerning the SCAAP, contact the SCAAP personnel by phone at 803-777-3459 or 803-777-1246, via e-mail at scaap@mailbox.sc.edu, or visit <http://scaap.ed.sc.edu>.

Please provide the following information:

Has this school/district administered SCAAP during a previous school year? Circle one: Yes No	
Approximate number of fourth-grade students and classrooms during the 2018–19 school year. ____ Students/ ____ Classes	
School:	District:
School Address:	Phone:
	Fax:
Principal's Name:	Principal's Signature:
Principal's E-mail Address:	

Music Teacher's Name:	Music Teacher's Signature:
Music Teacher's E-mail Address:	Previously administered SCAAP? Circle one: Yes No
Visual Arts Teacher's Name:	Visual Arts Teacher's Signature:
Visual Arts Teacher's E-mail Address:	Previously administered SCAAP? Circle one: Yes No
Grant Manager's Name:	Grant Manager's E-mail:
District Financial Manager's Name:	District Financial Manager's E-mail:



Timeline of Activities Template

Use one chart for *each* goal and objective; add pages as necessary.

Type of Grant: Innovative Arts Works Grant
School, District:
Goal:
Objective:

Start Date– End Date	Strategies and Action Steps/Activities to Achieve Objective	Procedures to Evaluate this Activity	Responsible Personnel for A. Implementing Activity B. Evaluating Achievement
1.			
2.			
3.			
4.			



CLIA Lesson Plan Template

Each teacher who is affected by this grant must submit a lesson plan to be included with the grantee's *final report*. You may add lines as needed. This form is available on the SCDE's Visual and Performing Arts' Support Documents and Resources webpage at <http://www.ed.sc.gov/instruction/standards-learning/visual-and-performing-arts/visual-and-performing-arts-curriculum-support-documents-and-resources/>.

Lesson Title Arts Area	
School Grade Level	
Lesson Writer	
Statement about the Writer, Long Range Plans, and Lesson Development	
Unit Description	
Enduring Understanding	
Essential Question	
2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency	
Instructional Objectives	
Description of Instruction	
Teacher Procedures	
Student Tasks	
Assessment	
Materials	
Resources	
Attachments	
Curriculum Connections and Content Area Standards	

Notes: