



SOUTH CAROLINA

STATE DEPARTMENT OF EDUCATION

2013–14 Arts Curricular Innovation Grants (ACIG)
Distinguished Arts Program (DAP) and Strategic Planning/Special Project (SP/SP)
Discretionary Grant

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

Deadline for Receipt of Applications:
5:00 p.m., Friday, May 31, 2013

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PART I: GENERAL INFORMATION

A. Introduction and Purpose

The South Carolina Department of Education (SCDE) receives funds annually for arts curricular programs from the South Carolina General Assembly under the Education Improvement Act:

1A.12. (SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XI.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.

The purpose of the 2013–14 Arts Curricular Innovation Grants (ACIG) Distinguished Arts Program (DAP) and Strategic Planning/Special Project (SP/SP) is to help schools and districts develop and implement arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. ACIG-funded programs must promote innovative development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts (SCASVPA). ACIG-funded programs must also serve as the foundation to support quality arts instruction and the growth of dance, music, theatre, and visual arts programs in South Carolina schools.

These grants provide funds to schools and districts to meet needs identified to implement the SCASVPA (<http://ed.sc.gov/agency/programs-services/62/>). Needs at the individual site should be determined through a needs assessment conducted using the Opportunity-to-Learn: Standards for Arts Education Worksheets (available at <http://www.winthrop.edu/abc>).

Districts and schools receiving ACIG funding must plan to implement strategically a quality comprehensive and sequential arts education program that includes dance, music, theatre, and visual arts. Applicants wanting to address the Academic Standards for Media Arts must do so through the integration of these standards in dance, music, theatre, and visual arts courses.

This application package contains instructions for DAP and for SP/SP grant funds.

DAP grants provide funds for three-year projects. Continuation funding is not automatic. Applicants that received funding for either a first- or second-year DAP during 2012–13 must

reapply for funding for 2013–14 using this RFP. Successful DAP proposals must include all arts forms including dance, music, theatre, and visual arts during the course of the three-year strategic plan.

SP/SP grants are designed to fund either an arts curricular strategic planning process or a limited, small-scale, special arts project. Funding is not continuous. Applicants must apply annually to be considered for funding. Successful proposals will include dance, music, theatre, visual arts, or any combination of these arts areas.

The SCDE reserves the right to replicate, adapt, and, publish materials developed with funding from the DAP and SP/SP grants.

B. Eligible Applicants

All South Carolina K–12 public schools and school districts are eligible to apply for *either* a DAP grant *or* a SP/SP grant, *but not both*. An individual school or district may apply for only one grant type (DAP or SP/SP) under the ACIG program. If a district submits a DAP grant application, schools within that district are ineligible to submit a DAP or an SP/SP grant application. A school may submit only one grant, either a strategic planning (SP) or a special project (SP) grant or a distinguished arts program (DAP) grant. Multiple schools within a district may apply and receive school-level DAP grants and SP/SP grants if the district does not submit a DAP grant application.

Districts and schools that are recompeting for additional funding must have complied with funding and reporting requirements from previous ACIG funding rounds in order to be eligible to apply for current round funding.

DAP funding over the three-year period is contingent upon

- the quality of the applicant’s continuation proposals for years two and three;
- the successful completion/attainment of goals and objectives for the current grant cycle; and
- the fulfillment of all grant-reporting obligations, including submission of the final report.

Schools and districts that have not submitted a final report for current funding will not be considered for future funding during the upcoming grant cycle. A school or district that does not apply for DAP continuation funding for years two or three immediately following year one must reapply during the following grant cycle as a year-one applicant.

C. Estimated Available Funds

Approximately \$1.18 million will be allocated for 2013–14 ACIG to support both the DAP and SP/SP grants.

The SCDE is not bound by any estimates in this notice. Funding for ACIG grants is contingent upon continued support by the South Carolina General Assembly in allocating funds under the Education Improvement Act.

D. Estimated Number and Amounts of Awards

Approximately 70 awards (new and continuing) are anticipated: 10 awards for school districts and 60 awards for schools.

Maximum Grant Awards					
Applicant Type	SP/SP		DAP		
			Base grant	Additional Option for SCAAP	Total DAP
District	\$6,500		\$40,000	\$7,500*	\$47,500
School	\$4,000		\$18,000	\$3,000	\$21,000

*Districts with fewer than three schools with fourth-grade art and music that opt to participate in the South Carolina Arts Assessment Program (SCAAP) must budget \$3,000 per school.

E. Grant Funding Period

The project period is July 1, 2013, through June 16, 2014. All services, activities, and purchases must be completed by June 30, 2014.

F. Funding Requirements and Restrictions

All costs that are necessary and prudent to the successful operation of the project are allowable.

A maximum of 10 percent of the total budget may be used for state-level annual professional development arts conferences, including the cost of substitute teachers.

DAP applicants must use a minimum of 30 percent of the total budget for scholarships to SCDE-approved 2014 arts summer professional development institutes (listed in this RFP), until 80 percent of all visual and performing arts teachers at the applicant’s site have participated in the entire sequence of professional development courses. All arts teachers who are part of a school or district that receives an ACIG must have successfully completed the Curriculum Leadership Institute for the Arts and Arts Assessment I (Classroom Assessment) before any arts or classroom teacher is allowed to register for any arts integration institute. Registration for the summer institutes takes place in the fall 2013. Applicants must budget for reasonable expenditures for accommodations for persons with disabilities who are attending SCDE-approved summer professional development arts institutes (e.g., interpreters). Please use the form on page 37 to determine tentative attendance at institutes. Note: the funds designated for scholarships will be sent directly to the appropriate institute and will not be sent to the school district, nor will the amount be included in the grant award total.

All expenditures of funds received under this grant program must be audited by a certified public accountant as a part of the district's annual audit.

G. Required Program Activities

1. ACIG grant 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.
2. Applications must include and detail innovative practices to enhance, accelerate, and assure student achievement in the arts and implement the 2010 SCASVPA. Applicants must embed innovative practices in the strategies and action steps delineated in their implementation plan. Innovative practices might also include strategies to engage students more effectively in the study of the arts, thus increasing participation. These practices should be in addition to routine practices. Strategies and action steps may reflect proven practices and/or resources modeled elsewhere. Strategies and action steps must result from the needs assessment using the Opportunities to Learn Standards. To be considered complete, both DAP and SP/SP applications must include two letters of commitment. One letter for district- and school-level grants must be from the superintendent; the second letter for school-level grants must be from the principal, and the second letter for district-level grants may be from another participating administrator, teacher, community leader, or other stakeholder.
3. A DAP application must contain a one-year implementation plan (for year one, year two, or year three) and a three-year strategic plan. DAP applicants must use grant funds to achieve all of the following items:
 - a. Plan, develop, and implement arts education curricula, instruction, and assessment based on the 2010 SCASVPA (<http://ed.sc.gov/agency/programs-services/62/>).
 - b. Develop lesson plans and curriculum guides based on the 2010 SCASVPA and purchase resources required to implement the lessons.
 - c. Provide teacher professional development programs for arts specialists and/or appropriate classroom teachers.
 - d. Use a minimum of 30 percent of the total budget for scholarships to SCDE-approved 2013 arts summer professional development institutes (listed in this RFP) until 80 percent of all visual and performing arts teachers at the applicant's site have participated in the entire sequence of professional development courses. Budget for reasonable expenditures for accommodations for persons with disabilities who are attending SCDE-approved summer professional development arts institutes (e.g., interpreters). Schools and districts requesting exemption from this requirement must show proof of each visual and performing arts teacher's previous participation in the entire sequence of professional development summer arts institutes by listing the teacher's name, institute, and the year(s) attended. Applicants should include the proof of institute attendance in the strategies and action steps section of the application. Institute attendees must be returning certified teachers within the district.
 - e. Hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission (SCAC). (For an applicant to contract with an artist other than those on the SCAC Artist Roster located at

- <http://www.southcarolinaarts.com/roster/index.shtml>, the desired artist must provide a unique service not found on the SCAC Artist Roster. Justification for contracting with an artist not on the SCAC Artist Roster must be provided for funding for this artist to be allocated.) All artists must be listed by name and the topics and 2010 SCASVPA that they will address. Applicants should place this information in the strategies and action steps section of the application.
- f. As part of the required reporting, each teacher involved in the grant project must write and submit a Curriculum Leadership Institute for the Arts (CLIA) format lesson plan (included in this RFP) that focuses on at least one 2010 SCASVPA that was listed in the standards implementation section of the original grant proposal and taught during the grant period. Lesson plans must be submitted with the final grant report.
4. SP/SP applicants may use grant funds for any or all activities as detailed below:
- a. *Strategic Planning Grants*
- Plan, develop, and purchase resources to implement arts education curricula, instruction, and assessment based on the 2010 SCASVPA.
 - Plan and develop a strategic planning document that enables the applicant to apply for a 2014–15 DAP grant and organize the school’s or district’s arts education program.
- b. *Special Project Grants*
- Plan, develop, and purchase resources to implement arts education curricula, instruction, and assessment based on the 2010 SCASVPA.
 - Hire certified arts specialists or contract with professional artists approved by the SCAC. (For an applicant to contract with an artist other than those on the SCAC Artist Roster located at <http://www.southcarolinaarts.com/roster/index.shtml>, the desired artist must provide a unique service not found on the SCAC Artist Roster. Justification for contracting with an artist not on the SCAC Artist Roster must be provided for funding for this artist to be allocated.) All artists must be listed by name and the topics and 2010 SCASVPA that they will address. Applicants should place this information in the strategies and action steps section of the application.
 - Provide teacher professional development programs for arts specialists or appropriate classroom teachers. These may include professional development summer arts institutes that are approved by the SCDE. (See the list of Professional Development Summer Arts Institutes on page 31.)

H. Optional Activity

DAP applicants 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 Letter of Agreement for SCAAP Participation form is located on page 41.

The objective of SCAAP is to allow educators and school districts to assess students' arts achievement based on the 2010 SCASVPA. Each test includes multiple-choice items and performance tasks. SCAAP items and tasks have been developed by arts educators across the state and were field-tested in fourth-grade classrooms in 2002 and 2003.

Specific SCAAP Requirements for DAP Applicants:

- Schools applying for a DAP grant that have fourth-grade art and music classes that choose to participate in the SCAAP must budget an additional \$3,000 to administer the SCAAP for a total possible grant award of \$21,000.
- Districts with fourth-grade art and music classes that choose to participate in the SCAAP must budget an additional \$7,500 for the SCAAP to be administered at three schools within the district, for a total possible grant award of \$47,500. (See the table on page 5.) Districts with fewer than three schools with fourth-grade art and music classes that choose to participate in the SCAAP must budget \$3,000 per school for SCAAP administration.
- All applicants may include in the proposal budget an expenditure of no more than two substitute days per test administrator for SCAAP.
- Fourth-grade students in schools that receive a DAP grant must participate in the music and visual arts multiple-choice assessments. In addition, at least 50 students from each school must complete the music and visual arts performance tasks.
- The designated district arts grant manager will collaborate with the University of South Carolina's Office of Program Evaluation personnel to provide professional development and to administer the test.
- All districts that receive a DAP grant that choose to participate in SCAAP will select three 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 proposal.
- Personnel from the school or district are responsible for selecting the students and administering the test.

I. Unauthorized Activities

Grant funds may not be used for or to support out-of-state travel or professional memberships.

J. Supplement, Not Supplant

Funds made available for DAP or SP/SP activities under the ACIG shall supplement and not supplant other state or local public funds. If current expenditures are being paid from state or local public funds, an applicant may not replace those funds with DAP or SP/SP grant funds.

K. Technical Assistance Sessions for Applicants

A technical assistance session will be held from 3:30 p.m. until 4:30 p.m. on Wednesday, March 27, 2013, to review the ACIG RFP and the submission process. The link to this session is http://elm.illuminate.com/HOSTEDSCDE/join_meeting.html?meetingId=1247981011458. The session will open at 3:00 p.m. for participants to sign in and test their equipment. Use your complete name when signing in. No password is required. While participation is not mandatory in order to submit an application, it is highly recommended.

L. Required Reporting

All funded applicants must submit a final report to the SCDE's Office of Teacher Effectiveness by June 30, 2014, or at the conclusion of the project, whichever occurs first. Funded applicants will receive directions for completing the online final report. Failure to submit this report on time will eliminate the applicant from consideration in the 2014–15 funding cycle. Districts receiving ACIG funds must document how the grant funding affected *all* schools in the district.

In addition, each teacher involved in the grant project must write and submit a Curriculum Leadership Institute in the Arts (CLIA) Lesson Plan (a template is included in this RFP) that focuses on at least one 2010 SCASVPA that was listed in the standards implementation section of the original grant proposal and taught during the grant period. Grantees must include with the final report on the project a CLIA lesson plan by each arts and classroom teacher who participated in grant activities.

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

1. Final report cover page (a sample is located on page 48).
2. 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.
3. A narrative that includes a clear explanation of
 - how the program was evaluated,
 - how this grant affected student achievement in the arts,
 - how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented,
 - the extent to which the goals and objectives were achieved and strategies were implemented,
 - the results and findings of the current grant implementation year, and
 - an explanation of how grant activities will be institutionalized after the grant cycle.
4. Support materials that include
 - An itemized report of expenditures against 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.
 - 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 institutes. A sample CLIA format for lesson plans is included on page 49.
 - Minutes of steering committee meetings (including attendance of members).

M. Review and Selection Process

Only those grant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. Complete applications will be competitively reviewed by three reviewers. Review panels will include registered graduates of the South Carolina Arts Assessment Institute or individuals with a background in assessment. All reviewers have no vested interest in the allocation of funds for the grants they review.

The three reviewers will use the scoring rubric to read and score each application independently. A maximum of 190 points is available for a DAP application, and a maximum of 125 points is available for an SP/SP application. Applications will be rank ordered by average scores. Subject to the SCDE's approval, grant awards will be made, starting with the highest score, until all funds are allocated.

By September 2013, the SCDE will notify district superintendents of award status, and the grant contact named on the application cover page will receive notification and the reviewers' score sheets.

N. Appeals Process

Unfunded applicants have 30 calendar days after receiving notification that their 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.

O. Timeline of Granting Process

Date	Activity/Action
March 27, 2013	Technical Assistance Session
May 31, 2013	Deadline to submit application
No later than September 2013	Notification of awards
July 1, 2013	Funding period begins
June 16, 2014	Funding period ends
June 30, 2014, or end of project (whichever occurs first)	Final report due

P. Selection Criteria

The following point system will be used in the review process for ACIG applications.

Application Components	Maximum Points	
	DAP	SP/SP
A. Implementation Plan (One Year)		
A.1. Program Abstract	0	0
A.2. Needs Assessment	20	20
A.3. Standards Implementation	20	20
A.4. Goals and Objectives	20	20
A.5. Strategies and Action Steps	20	20
A.6. Program Evaluation Plan	20	20
A.7. Past Performance of Grant Manager	10	10
A.8. Budget	0	0
A.9. Timeline of Activities (SP/SP applications only)	n/a	15
Total for Section A	110	125
B. Strategic Arts Plan (Three-Year) (DAP applications only)		
B.1. Steering Committee Description	10	n/a
B.2. Mission and Vision Statement	10	n/a
B.3. Overall Strategic Goals and Objectives	20	n/a
B.4. Strategies and Action Steps	20	n/a
B.5. Evaluation and Dissemination Plan	20	n/a
Total for Section B	80	n/a
Grand Total Maximum Points	190	125

Although the budget receives no points, an accurate, reasonable, justified, and itemized budget is of critical importance. Any application that fails to include a budget that meets these criteria will not be considered for funding.

Q. Deadline and Submission Procedures and Requirements

1. Applications must be submitted online before **5:00 p.m. on Friday, May 31, 2013**. Applications received after this deadline will not be considered.
2. Applications must be submitted online at <https://adobeformscentral.com/?f=08xlyVSzcJcUAjAV5HdNbg>. See Part II of this RFP for details.
3. No hard copy applications will be accepted. Applications delivered by hand, mail, electronic mail (e-mail), or fax will not be accepted.
4. Complete applications for either DAP or SP/SP 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.
5. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or other 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 programming of the applicant district or school as reflected in the OTLS survey. Grants are not transferable.

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

PART II: Application Overview, Format, and Narrative Content

A. Application Overview

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

Applications must be submitted online. Applicants are encouraged to prepare *all* of the following elements of the application *before* beginning the online submission process; applicants will not be able to exit and return to an incomplete application in the online submission system. To access the online application, go to <https://adobeformscentral.com/?f=08xlyVSzcJcUAjAV5HdNbg> or visit the SCDE's Visual and Performing Arts Web page at <http://ed.sc.gov/agency/programs-services/62/>.

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.

2013–14 Arts Curricular Innovation Grants Electronic Education Grant System form (see pages 38–40)—organized into the following sections:

- Applicant Information
- Grant Manager Information
- Additional Contact Information
- Program Information
- Funding Information
- Budget Summary
- Proposal Attachments
 - Application Narrative
 - Table of Contents (including a page number for each item)
 - Narrative A: Implementation Narrative (required of *all* applicants unless noted)
 - A.1 Program Abstract
 - A.2 Needs Assessment
 - A.3 Standards Implementation
 - A.4 Goals and Objectives
 - A.5 Strategies and Action Steps
 - A.6 Program Evaluation and Dissemination
 - A.7 Past Performance of Grant Manager (form on page 42)
 - A.8 Budget Justification

- A.9 Timeline of Activities (not included in page count)
- Narrative B: Strategic Plan for the Arts (required for DAP applicants *only*)
 - B.1 Steering Committee Description
 - B.2 Mission and Vision Statement
 - B.3 Overall Goals and Objectives
 - B.4 Three-Year Strategic Plan for the Arts Overview of Strategies and Action Steps
 - B.5 Three-Year Strategic Plan for the Arts Evaluation and Dissemination Plan
- Appendices (all applicants)
 - Certification Signature Page (SCDECS-101)
 - Tentative Arts Institute Participation Form
 - Required Letters of Commitment
 - Opportunity-to-Learn-Standards Survey Summary
 - 2013–14 Letter of Agreement for SCAAP Participation Form (if applicable)

B. Application Narrative Format

Length of Narratives:	<u>Narrative A: Implementation Plan</u> —Maximum of 18 pages (excludes the Timeline of Activities) <u>Narrative B: Strategic Plan for the Arts (DAP only)</u> —No page limit
Required Font/Font Size:	Times New Roman or Arial/Size 12
Margins:	1” on all sides
Page Numbers:	Number all pages in narrative consecutively (top right or bottom right of pages).
Spacing:	Double-space all sections of both Narrative A and Narrative B. Text in tables and charts may be single-spaced.

Clearly identify sections of the application using the alphanumeric system provided in this RFP to label each section. Do not combine sections. Incomplete proposals will not be considered.

C. Online Submission

To access the online application, go to <https://adobeformscentral.com/?f=08xlyVSzcJcUAjAV5HdNbg>. The submission process begins when the applicant enters the following information online:

- Applicant Information
- Grant Manager Information
- Additional Contact Information

- Program Information
- Funding Information
- Budget Summary

Use the screenshots on pages 38–40 to prepare the requested information before completing the forms online.

Provide the applicant’s DUNS number and Taxpayer Identification Number (TIN) in the application form. Applicants should contact the district’s finance office if they need assistance with these items.

D. Application Narrative Content

Use the following directions to write the application narrative and organize it into sections following the sequence presented below. Each section must be labeled using the alphanumeric label as reflected in the scoring rubric. Include a Table of Contents as the first page of the overall narrative. Do not combine sections.

When complete, save the narrative as one .pdf document to be uploaded into the online application. See the screenshots on pages 38–40 for submission format and attachments.

Narrative A—Implementation Plan 2013–14
(nine sections, limit of 18 pages, 125 points maximum)

The 2013–14 implementation proposal narrative (DAP and SP/SP) must be detailed and include a thorough description of the goals and objectives, needs assessment, strategies and action steps, and evaluation plan for the proposed project. The narrative must also include a detailed and itemized budget for the 2013–14 year only.

For DAP applications, the implementation proposal narrative must not be an exact copy of the three-year strategic plan.

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 2010 SCASVPA.

The planning process for each grant program (one-year SP/SP and the three-year DAP) should begin with a thorough needs assessment that includes surveys using the Opportunity to Learn Standards (OTLS) worksheets. This assessment will reveal the needs of the program and, as a result, help the applicant determine appropriate goals and objectives. For DAP applicants, the needs assessment should be directed by the steering committee and should be conducted prior to applying for year one funding (see A.2. Needs Assessment for more information).

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. For DAP-funded projects, these procedures will be directed by the steering committee.

The primary goal of the application *must be* to improve student achievement in the visual and performing arts in relationship to the implementation of the 2010 SCASVPA.

A.1. Program Abstract

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, the number of *students* and *teachers* who will benefit from the grant, and the school's or district's free and reduced-price lunch percentages. Briefly state the needs, goals, and objectives; standards implementation; activities; and evaluation plans, including expected outcomes of the project.

A.2. Needs Assessment (20 points)

Applicants must conduct a needs assessment using the OTLS worksheets 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 2010 SCASVPA. Teachers and administrators must assess their own effectiveness as well as students' needs and outcomes.

To conduct the needs assessment, applicants must use the OTLS Arts Education Program Assessment Worksheets for dance, music, theatre, and visual arts available on the Arts in Basic Curriculum Project's Web site at <http://www.winthrop.edu/abc> (click on the link "Opportunities-to-Learn-Standards Worksheets" and then select the appropriate "Program Assessment Worksheets").

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.

DAP applicants should conduct a needs assessment, under the direction of their arts steering committee, prior to applying for year one funding. This needs assessment should serve to guide the proposed DAP project through all three years of funding; hence, another needs assessment is not required prior to submitting the applications for year two and year three funding. DAP applicants submitting for year two or year three funding should reexamine the results of the needs assessment and apply the results for the project/implementation year for which they are applying.

In the narrative, provide a summary of the results of the OTLS survey, including the names of the respondents, a summary of the responses, and the conclusions. As an appendix item, include a sample of the actual OTLS survey as administered, along with 2–3 survey responses as examples of the audiences surveyed (i.e., a teacher survey and a parent survey or an administrator survey). DAP applicants submitting for year two or year three funding should

reexamine the summary provided with their year one application and tailor conclusions applicable to the project/implementation year for which they are applying.

Answer the following questions in this section:

- a. What needs have been identified for the arts education program? How do these needs align with the 2010 SCASVPA using the OTLS survey? Did you use an alternative means of needs assessment in addition to OTLS survey? If so, what was used, what is the justification for its use, and what were the results (summarize)?
- b. How was the needs assessment conducted?
- c. What are the results of the OTLS survey including names of respondents, a summary of the results, and conclusions?
- d. How many students and teachers will the program serve?
- e. What are the strengths of the current program?
- f. What does the school/district need in terms of their ability to implement the 2010 SCASVPA?
- g. What do the students need in terms of their abilities to apply the 2010 SCASVPA in their work?
- h. What resources and professional development training for arts and/or classroom teachers is needed to enable them to best implement the 2010 SCASVPA and meet the needs identified for the arts education program?
- i. (For DAP applicants only) What will be accomplished as a result of implementing the strategic plan for the arts (presented in Narrative B)?

A.3. Standards Implementation (20 points)

Show how the 2010 SCASVPA will be addressed in terms of instruction, curriculum, and assessment. State specific academic 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 should 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 and how will these standards be aligned with identified needs, appropriate activities, and budgetary allocations?
- b. How are teachers currently implementing the standards in terms of instruction, curricula, and assessment and how are students currently able to interpret the standards?
- c. As a result of this proposed project, how will teachers implement the standards in terms of instruction, curricula, and assessment and how will students interpret the standards in their work?

A.4. Goals and Objectives (20 points)

The primary goal of the proposed project *must* be to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the 2010 SCASVPA. Additional goals and objectives must be determined from the needs assessment (using the OTLS survey and/or a justified alternative means of assessment) and be related to implementing the 2010 SCASVPA.

Clearly describe who is to be affected by the program, what changes will occur within the target population, and what are the expected outcomes for students by the end of the grant period. Goals and objectives should indicate a logical progression and clear achievement outcomes at the end of the year.

Answer the following questions in this section:

- a. What are the measurable goals and objectives, including the primary goal of student achievement in the arts, that will significantly improve student achievement in the arts and support the planning and implementation of curricula, instruction, and assessment based on the 2010 SCASVPA?
- b. What, if any, additional goals and objectives clearly stem from the needs assessment?
- c. How were the goals prioritized and who participated in determining the goals?
- d. Who is to be affected by the program, what art area(s), and instructional level(s) are to be addressed, and what are the expected outcomes for students?
- e. What goals and objectives related to arts education are stated in the district strategic plan or school renewal plan?

A.5. Strategies and Action Steps (20 points)

Describe the planned strategies and action steps to accomplish the stated *goals and objectives* and thereby bring about the intended growth in students' knowledge and skills in the arts during the 2013–14 school year. Applications must include and detail innovative (not routine) practices to enhance, accelerate, and assure student achievement in the arts and implement the 2010 SCASVPA. Innovative practices might also include strategies to engage students more effectively in the study of the arts, thus increasing participation.

Strategies and action steps should also include proven practices and/or resources modeled elsewhere. However, strategies and action steps must not be copied verbatim from other sources and must result from the needs assessment using the OTLS survey. Note: Any activities that require funding must be described in the strategies and action steps sections 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 are planned for meeting the goals and objectives? How will these activities support the implementation of the 2010 SCASVPA and student achievement in the arts?

- b. How will the strategies and action steps be used to bring about growth in students' knowledge and skills in terms of the 2010 SCASVPA?
- c. What innovative practices will be used to enhance, accelerate, and assure student achievement and engagement in the arts and implement the 2010 SCASVPA? 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? How will the arts be institutionalized?

A.6. Program Evaluation and Dissemination Plan (20 points)

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 program's curriculum, instruction, and assessment in terms of student achievement in the arts. Each goal and objective **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 goals and objectives of the project are reached. Use various types of assessments in the program evaluation, such as interviews, focus groups, surveys, observation checklists, alternative assessments, criterion-referenced tests, and portfolios. Thoroughly describe the planned evaluation and provide samples of the instruments to be used as an appendix item. If the budget will include a line item for evaluation, include the time, cost, and personnel requirements of the chosen assessments in this evaluation narrative.

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.

Include plans to monitor progress throughout the process 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.

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.

Answer the following questions in this section:

- a. What procedures and/or instruments will be used to measure the attainment of each goal and objective and to assess the effectiveness of the implementation plan?

- b. How will data be gathered, organized, and analyzed; how often; and who will be involved?
- c. How might the data analysis signal a need to adjust the project and when would such adjustments be made?
- d. How will goals that need the most improvement be addressed?
- e. How will the annual and comprehensive results (successes and challenges) be presented and disseminated?
- f. What replicable products, if any, will be produced as a result of this project?
- g. (For DAP applicants only) What overarching outcomes will the project accomplish in terms of students achievement in the arts and SCASVPA implementation? What district/school policies will be affected as a result of implementing the strategic plan for the arts (presented in Narrative B)?

A.7. Past Performance of Grant Manager (10 points)

The steering committee must determine a job description for the grant manager. A grant manager's job must include a significant amount of time for oversight and development of arts curricula. Hence, 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.

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. Only one grant manager must be assigned to one Arts Curricular Innovation Grant. Grant managers must not manage multiple grants.

Complete the ACIG Manager Past Performance Form (page 42) and include it in this section of the application. The grant manager must be the same person listed on the grant cover page. Remember that the applicant of the grant is the district or school name.

A.8. Project Budget (0 points)

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. Budget items not explained in the strategies and action steps section will not be funded. Consult with the district's chief financial officer for the amount of purchases to be included under the capital outlay category.

The budget has two parts:

1. A budget summary, which is the financial overview of the project. Each line item of the budget summary corresponds to the individual section totals of the budget narrative (discussed below). Provide the budget summary in the online application

Project Budget Summary section. Do not include In-Kind/Match. Indirect costs are not allowed.

2. A budget narrative (double-spaced, maximum of four pages) providing clear evidence that the budget is justified based on your needs assessment and the implementation of the 2010 SCASVPA. This budget narrative *must* include an itemized expenditure list that details the specific planned expenditures, such as salaries, benefits, purchased services, and supplies/materials. Do not list budget items in broad categories such as art supplies, instruments, or costumes. In the description for each line item, indicate the project strategic goals and objectives that will necessitate that expenditure and the formula used to calculate the amount. Artist residency topics should be specific and cite the artist by name. Artists should be contacted by applicants 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 A.8 of the proposal 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 (cover page, 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 local finance officer to ensure that expenses are properly identified and entered in correct categories on the budget report form. The district finance officer *must sign* the Certification Signature Page (SCDECS-101) form.

The following descriptions identify the services/items that should be budgeted to each category.

Salaries/Stipends (100)

This category includes substitute pay, stipends for teachers, and salaries for employees within the district.

Employee Benefits (200)

FICA, workers' compensation, health insurance, and other worker benefits costs will be included here and will represent a percentage of the total in Salaries/Stipends (object 100). Applicants should consult the district's chief finance officer for benefits percentage of salaries.

Purchased Services (300)

Expenses such as consultant fees, summer arts institutes, SCAAP, artist residencies, travel/transportation costs, 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 specialized 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.

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 officer for the threshold for your district.

Indirect Costs (700)

Indirect costs are not allowable.

DAP Budget Requirements

1. A minimum of 30 percent of the total budget *must* be used for scholarships for SCDE-approved 2014 arts summer professional development institutes (listed in this RFP) until 80 percent of all visual and performing arts teachers have participated in the entire sequence of professional development courses. Schools and districts wanting to be exempt from attending the professional development summer arts institutes must show proof of each visual and performing arts teacher's attendance by listing the teacher's name, institute, and the year attended. All arts teachers from schools and districts receiving an ACIG *must* have successfully completed the Curriculum Leadership Institute for the Arts and Arts Assessment I (Classroom Assessment) *before* arts teachers, classroom teachers, and administrators are allowed to register for arts integration institutes.
Note: the funds designated for scholarships will be sent directly to the appropriate institute and will not be sent to your school district, nor will the amount be included in the grant award total. Registration for the summer institutes will take place in the fall. Budget allocations for reasonable expenditures for accommodations should be made for persons with disabilities who are attending SCDE-approved summer professional development arts institutes (e.g., interpreters).
2. DAP school applicants with fourth-grade music and visual arts classes that opt to participate in SCAAP *must* budget \$3,000 for the multiple-choice testing of fourth-grade music and visual arts students and the randomized selection of fifty visual arts and fifty music students for performance task assessments.
3. DAP district applicants that opt to participate in SCAAP *must* budget \$7,500 for the multiple-choice testing of fourth-grade music and visual arts students and the randomized selection of fifty visual arts and fifty music students for performance task assessments in each of the three elementary schools participating in SCAAP.
4. DAP district applicants with fewer than three schools with fourth-grade classes *must* budget \$3,000 per school if they opt to participate in SCAAP.

A.9. Timeline of Activities (SP/SP only) (15 points)

(DAP applicants will document such information in Narrative B—Strategic Plan for the Arts.)

For each goal, complete the Timeline of Activities template located in this RFP. The timeline of activities must indicate the *chronological order* of the major action steps and strategies of the project and the personnel responsible for each activity. Construct a chronology only after having thoroughly investigated 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 meetings of the steering committee throughout the year; ordering and receiving supplies; scheduling adequate facilities; arranging of professional development workshops; SCAAP participation; registering for and attending summer institutes; administering the SCAAP; 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 A page limit.

Narrative B—Strategic Plan for the Arts

(DAP applicants only; five sections; no page limit; 80 points)

The purpose of the DAP grant is to assist schools and districts in developing a distinguished arts program that includes dance, music, theatre, and visual arts. All DAP applicants, regardless of the implementation year for which they are applying, must include a strategic plan outlining three years of growth in the arts program. Applicants for year two or year three should submit an updated version of the strategic plan they submitted in the previous application.

The strategic plan, to be implemented beginning in the 2013–14 school year, will be used to significantly improve student achievement in the visual and performing arts based on the 2010 SCASVPA. The three-year plan must focus on curriculum, instruction, and assessment based on the 2010 SCASVPA. Applicants are encouraged to use the strategic planning template on page 47. Applicants may copy and add as many pages as needed to complete the plan.

To begin the strategic planning process, convene and identify a broad-based arts partnership steering committee of school and community leaders (such as arts and classroom teachers, administrators, students, parents, artists, and community members) and other stakeholders who will develop the arts strategic plan and take an active role in assuring that high quality arts programs for their students will be supported. This group should select a leader and meet regularly (at least four times a year) during the planning and implementation process. Grantees must submit meeting minutes, including sign-in rolls from steering committee meetings, in the appendix.

The steering committee will then identify measurable arts education goals and objectives, strategies and action steps, person(s) responsible for implementing the proposed plan, ongoing formative assessment of progress, plans for a summative program evaluation, plans for dissemination, and a budget plan based on the needs assessment.

B.1. Steering Committee Description (10 points)

Describe the membership of the arts partnership steering committee by providing a list of the names of committee members and their specific titles, affiliations, and roles on the steering committee (e.g., key school and/or district administrators, arts and classroom teachers, parents, students, other community leaders).

The steering committee should base its work on a formal needs assessment to identify strengths and areas for improvement of the school's standards implementation in its current visual and performing arts program.

B.2. Mission and Vision Statement (10 points)

As part of the strategic planning process, write a mission and vision statement for arts education and include this statement in this narrative or on the strategic planning template. The plan may impact other disciplines and other parts of the curriculum; however, its primary goal must be focused on student achievement in dance, music, theatre, and visual arts as implemented through the 2010 SCASVPA.

The vision statement represents where your distinguished arts program should be in three years after you have successfully implemented the school or district strategic plan for the arts. Include the mission and vision statement in the three-year strategic plan for the arts.

B.3. Overall Strategic Goals and Objectives (20 points)

The primary goal of the proposed DAP program must be to significantly improve student achievement in the arts through strategically planned curriculum, instruction, and assessment based on the 2010 SCASVPA. The strategic goals and objectives should grow from the needs assessment and should clearly relate to the implementation of the visual and performing arts standards.

Goals and objectives should indicate a logical progression of the three-year strategic plan for achievement. The goals and objectives must be determined through the OTLS survey. Include goals and objectives in the three-year strategic plan for the arts.

B.4. Strategies and Action Steps (20 points)

Describe the planned action steps to accomplish the stated *goals and objectives* and thereby bring about the intended growth in students' knowledge and skills in the arts across the three-year grant period. You may summarize key action steps for the implementation year that is detailed in Narrative A (whether year one, two, or three). Applications must include and detail innovative (not routine) practices to enhance, accelerate, and assure student achievement in the arts and implement the 2010 SCASVPA. Strategies and action steps should also include proven practices and/or resources modeled elsewhere. However, strategies and action steps must not be copied verbatim from other sources and must result from the needs assessment using the OTLS survey.

Include strategies and action steps in the three-year strategic plan for the arts. In addition, identify the personnel responsible for the implementation of each objective. (Note: strategies and action steps for the proposed implementation project (Narrative A) that are not explained in the budget section will not be funded.)

B.5. Evaluation Plan (20 points)

Describe the plan for formative and summative evaluation for each goal and objective in the three-year strategic plan for the arts. Include plans to monitor progress throughout the grant period by employing several phases of formative assessment and providing for continuous feedback, signals to adjust, and documentation. Include the means for evaluating each goal and objective in the three-year strategic plan for the arts.

E. Appendices

The following information is required of DAP *and* SP/SP applicants unless otherwise stated. Scan the following documents into one .pdf document and include in the appendices section of the online application system.

Signature Certification Form (SCDECS-101)

Print the signature certification form (page 46) and obtain the appropriate signatures. Note: this form includes certification of the SCDE's terms and conditions and assurances (pages 43–45). Retain the copy of the terms and conditions and assurances included in this RFP for your records and ensure that each signatory has a copy of each document. By signing the signature certification page, the signatories assure that they will comply with all the terms and conditions and assurances for the ACIG program.

Once completed, scan the form into a .pdf file and upload it as indicated in the online submission system. Applications that do not include the signed signature certification page will not be reviewed or considered for funding.

Required Letters of Commitment

Two letters of commitment *must* be included in the application. These letters must certify that the arts plan is part of the school's or district's strategic (renewal) plan, verify strong support for the project, and contain a statement from the district superintendent or school principal that the arts grant fund will be used solely for purposes that are stated for the proposed arts program.

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 is also a grant manager must write a letter of commitment.

Summer Professional Development Arts Institute Participation Form

For applicants planning to attend summer arts institutes, complete and include the Summer Professional Development Arts Institute Participation Form (page 37). 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 summer professional development arts institutes.

2013–14 Letter of Agreement for SCAAP Participation

District-level DAP grant recipients that opt to participate in SCAAP must select three schools to participate in the assessments. Fourth-grade students in schools with fourth-grade music and visual arts that receive a DAP grant and opt to participate in SCAAP must participate in the music and visual arts multiple-choice assessments. In addition, 50 students from each school must complete the music and visual arts performance tasks. The designated district or school arts grant manager will collaborate with the University of South Carolina’s Office of Program Evaluation personnel to provide professional development and to administer the test.

SP/SP applicants that choose to participate in SCAAP must also submit a letter of agreement. The arts grant manager must complete the Letter of Agreement for SCAAP Participation form for the three district schools or individual school, including their principals’ and arts teachers’ consents to participate in SCAAP. Include all completed participation forms in the appendices.

Opportunity to Learn Standards (OTLS) Survey Samples

Include a sample of the actual OTLS survey as administered, along with 3–5 survey responses as examples of the audiences surveyed (i.e., a teacher survey, a parent survey, and an administrator survey). DAP applicants submitting for year two or year three funding should resubmit the samples submitted with their previous year’s application.

F. Scoring Rubric

Narrative for 2013–14 Implementation Year (Narrative A) (Distinguished Arts Program (DAP) Grants and Strategic Planning and Special Projects (SP/SP))	Maximum Points
A.1. Abstract	N/A
The application includes a one-page statement that <ul style="list-style-type: none"> • identifies the applicant (school and/or district), the title of the project, and the amount of funds requested; • summarizes the proposal, including the target audience, the number of <i>students</i> and <i>teachers</i> who will benefit from the grant, and the school’s or district’s free 	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>and reduced-price lunch percentages; and</p> <ul style="list-style-type: none"> • states, briefly, the needs, goals, and objectives; standards implementation; activities; and evaluation plans, including expected outcomes of the project. 	
A.2. Needs Assessment	____/20
<p>The extent to which this section clearly and explicitly</p> <ol style="list-style-type: none"> a. identifies the needs for the arts education program and discusses how the needs align with the 2010 SCASVPA, using the OTLS survey (If an alternative means of needs assessment was used in addition to the OTLS, a justification for its use is stated.); b. provides details of how the needs assessment was conducted; c. includes results from the OTLS survey, including the names of the respondents, a summary of the responses, and the conclusions; d. specifies the number of students and teachers the program will serve; e. discusses strengths of the current program; f. discusses what the school/district needs in terms of their ability to implement the 2010 SCASVPA; g. discusses what students need in terms of their ability to apply the 2010 SCASVPA in their work; h. details the resources and professional development training for arts and/or classroom teachers that is needed to enable them to best implement the 2010 SCASVPA and meet the needs identified for the arts program; and i. (For DAP applicants only) discusses what the applicant will accomplish as a result of implementing their strategic plan for the arts. 	
A.3. Standards Implementation	____/20
<p>The extent to which this section clearly and explicitly</p> <ol style="list-style-type: none"> a. identifies the specific academic standards and indicators to be implemented and how these standards will be aligned with identified needs, appropriate activities, and budgetary allocations; b. articulates how teachers are implementing the standards in terms of instruction, curricula, and assessment and how students currently are able to apply the standards in their work; and c. discusses how, as a result of the proposed project, teachers will implement the standards in terms of instruction, curricula, and assessment and how students will apply the standards in their work. 	
A.4. Goals and Objectives	____/20
<p>The extent to which this section clearly and completely</p> <ol style="list-style-type: none"> a. presents measurable goals and objectives, including the primary goal of student achievement in the arts, that significantly improve student achievement in the arts and support the planning and implementation of curricula, instruction, and assessment based on the 2010 SCASVPA; b. describes any additional goals and objectives as specific and measurable and clearly stemming from the needs assessment; 	

<ul style="list-style-type: none"> c. discusses how the goals were prioritized and who participated in determining the goals; d. describes who is to be affected by the program, what art area(s) and instructional level(s) are to be addressed, and the expected outcomes for students; and e. includes the goals and objectives related to arts education that are stated in the district strategic plan or school renewal plan. 	
A.5. Strategies and Action Steps	____/20
<p>The extent to which this section clearly and completely</p> <ul style="list-style-type: none"> a. details the strategies and action steps that are planned for meeting the goals and objectives and discusses how they will support the implementation of the 2010 SCASVPA and student achievement in the arts; b. discusses how the strategies and action steps will be used to bring about growth in students' knowledge and skills in terms of the 2010 SCASVPA; c. includes detailed innovative practices to enhance, accelerate, and assure student achievement and engagement in the arts and implement the 2010 SCASVPA; provides explicit information about these practices and cites research to support their use; d. explains how the budgeted materials and services will support the objectives, activities, and standards; and e. describes how the applicant will sustain this plan and institutionalize the arts after the end of the funding period. 	
A.6. Program Evaluation and Dissemination Plan	____/20
<p>The extent to which this section clearly and completely</p> <ul style="list-style-type: none"> a. describes the procedures and/or instruments that will be used to measure the attainment of each goal and objective and to assess the effectiveness of the implementation plan; b. details how the data will be gathered, organized, and analyzed; how often; and who will be involved; c. discusses how the data analysis may signal a need to adjust the project and when such adjustments would be made; d. explains how goals which need the most improvement will be addressed; e. describes how the annual and comprehensive results will be presented and disseminated; f. describes any replicable products that will be produced as a result of this project; and g. (For DAP applicants only) describes the overarching outcomes, in terms of student achievement in the arts and SCASVPA implementation, that the program will accomplish and the district/school policies that will be affected as a result of implementing the strategic plan. 	

A.7. Past Performance of Grant Manager	___/10
<p>The extent to which the applicant provides a completed Arts Curricular Innovation Grant Manager Past Performance Form that includes evidence that the district’s Arts Curricular Grant Manager has certification in at least one art area (dance, theatre, music, or visual arts) and/or has other training and experience appropriate for the position or is a supervisor of visual and performing arts programs.</p>	
A.8. Project Budget (All Applicants)	N/A
<p>While the budget receives no points, an inaccurate, unreasonable, or unjustified budget will result in exclusion from consideration for funding. The budget should</p> <ul style="list-style-type: none"> • include all required components and contains no mathematical errors; • provide clear evidence that all expenditures are appropriate and justified to support the project, and the budget includes itemized lists for salaries, benefits, purchased services, supplies/materials, and capital outlay; • provide completed intent to participate forms if the district/school opts to participate in SCAAP, including the school(s) selected to participate in SCAAP with the principal’s (s’) name(s), school address(es), telephone number(s), and completed intent to participate forms for a school with fourth-grade music and visual arts; • provide information that is correctly and consistently entered in the online submission form and the budget narrative; and • for DAP, provide a <u>minimum of 30 percent of funds</u> allocated for professional development courses or indicate that 80 percent of all visual and performing arts teachers have participated in the entire sequence of professional development courses. 	
A.8. Timeline of Activities (SP/SP only)	___/15
<p>The extent to which details in the <u>timeline of activities</u></p> <ol style="list-style-type: none"> a. presents the major action steps and strategies of the project in chronological order and identifies the personnel responsible for each activity; b. includes plans to gather continuous feedback and monitor progress regularly and frequently using several phases of formative assessment; and c. includes a schedule of steering committee meetings throughout the year, ordering and receiving supplies, scheduling facilities, arranging professional development workshops, administration of SCAAP, registering for and attending summer institutes, and scheduling and preparing for staff meetings, meeting with parents, dissemination activities, evaluation activities, and submission of necessary reports. 	
Narrative A Total for DAP	___/110
Narrative A Total for SP/SP	___/125

Narrative B. Three-Year Strategic Plan (2013–14 DAP Grant applicants <u>only</u> ; not applicable for SP/SP Grant)	Maximum Points
B.1. Steering Committee Description	____/10
The extent to which the narrative presents a list of the arts partnership steering committee members and their specific titles, affiliations, and roles on the steering committee (e.g., key school and/or district administrators, arts and classroom teachers, parents, students, other community leaders).	
B.2 Mission and Vision Statement	____/10
The extent to which the application provides a clear mission and vision statement for arts education and student achievement in dance, music, theatre, and visual arts that can be achieved through the strategic processes over three years supported by the DAP grant.	
B.3. Overall Goals and Objectives	____/20
The extent to which the application clearly states goals and objectives that relate to increasing student achievement in the arts and implementing the 2010 SCASVPA through a logical progression.	
B.4. Strategies and Action Steps	____/20
The extent to which the section <ul style="list-style-type: none"> a. describes clearly the strategies and action steps that will be implemented across the three-year period to accomplish the strategic goals and objectives; b. summarizes key action steps for the implementation year provided in Narrative A; and c. identifies the personnel responsible for implementing each objective. 	
B.5. Evaluation Plan	
The extent to which the plan includes the means for monitoring and assessing each goal and objective.	____/20
Narrative B Total Points	____/80
Reviewer’s Comments on Narrative B	
Narratives A and B Total Points	____/190

Reviewer’s Comments to Improve Application:

Professional Development Arts Institutes

SCDE-Approved Choices for 2013–14 Arts Curricular Innovation Grants Recipients

Below is a list of professional development arts institutes/courses for elementary, middle, secondary, and postsecondary faculty in the arts disciplines of dance, music, theatre, and the visual arts. This list represents possible selections that may be offered in June 2014. Grant applicants must designate at least 30 percent of their budgets for institute scholarships as part of their grant.

Applicants planning to attend summer professional development arts institutes must complete and include the tentative Summer Professional Development Arts Institutes Participation Form (page 37). In order to plan effectively and provide information on the need for offering summer professional development arts institutes, 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, including Creative Teachers, Peace Center, and Muse Machine. 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 are offered the opportunity to advance to the next tier of institutes.

Registration for the summer professional development arts 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 fall 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 2014.

South Carolina Arts Leadership for Success Academy (SCALSA)

\$1,200 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

- hands-on development of standards-based arts lessons,
- strategies for ADEPT success,
- long-range lesson planning,
- arts classroom management strategies,
- identification of teaching and learning styles,
- arts education advocacy strategies, and
- development of a multi-arts professional network.

Curriculum Leadership Institute in the Arts (CLIA)

\$1,200 per teacher

Designed for the experienced arts teacher, this institute emphasizes

- development of complex standards-based lesson plans with embedded assessment,
- models of best instructional practice,
- development of leadership and presentation skills,
- arts education advocacy techniques, and
- development of a multi-arts professional network.

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

\$1,600 per teacher

AAI-I will develop professional educators who

- understand 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 academic standards;
- demonstrate an understanding of the basic principles of measurement and evaluation;
- design and embed assessment strategies within instructional lessons and units;
- understand 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-III) (Prerequisite SCALSA with instructor's recommendation or CLIA and Arts Assessment Institute Classroom Assessment)

\$1,600 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.

Music and Technology Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$2,850 per teacher

This course will enable certified K–12 South Carolina public school music teachers to use technology in their classes and as a tool in teaching the South Carolina Academic Standards for the Visual and Performing Arts—General Music. Each participant will be provided with appropriate equipment, a computer, and software that will become the property of their schools at the end of the institute. All participants must hold music degrees and be certified to teach music by the SCDE. The teachers will be able to

- assemble/disassemble a multimedia station with computer, speakers, and MIDI keyboard;
- use computer notation software (Sibelius) for composing, arranging, and worksheets;
- use sequencing software (Band in a Box) for accompaniments and improvisation;
- demonstrate proficiency in the use of Music Ace and Music Ace II;
- develop strategies for using the above software titles with students;
- develop lesson plans that use technology to teach the 2010 SC Academic Standards for the Visual and Performing Arts—General Music; and
- research best assessment practices and reflect on the strengths and weaknesses of the classroom and large-scale assessment practices.

Visual Art and Technology Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$2,800 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. Teachers will

- receive basic and intermediate training in Adobe Photoshop CS5 and Adobe Illustrator CS5 (including digital photography, digital painting, and illustration); and
- develop strategies for using the above software titles with students and develop lesson plans that use technology to teach the *2010 South Carolina Academic Standards for the Visual and Performing Arts* as well as the new *2010 Academic Standards Media Arts*.

Dance/Theatre and Technology Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$2,225 per teacher

The Dance/Theatre & 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 SCALSA with instructor’s recommendation or 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 SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$1,950 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 and will upload them to ETV’s Artopia Web site (www.knowitall.org/artopia) for sharing with other teachers and students. 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.

Arts Teacher and the Special Learner Institute (Prerequisite SCALSA with instructor’s recommendation or 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. Participants will

- understand individualized education programs (IEPs), inclusion/mainstreaming in Arts Education, and instruction/management in Arts Education;
- understand 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.

Discovering the Nature and Needs of the Artistically Gifted and Talented Learner Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$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 following topics will be addressed:

- characteristics of the artistically gifted and talented students,
- procedures for identifying artistically gifted and talented students,
- developing curriculum for serving artistically gifted and talented students,
- issues related to psycho-social needs of the artistically gifted and talented students, and
- opportunities for serving artistically gifted and talented students.

Creative Teachers Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$700 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. The institute includes

- all materials, including books and CDs;
- three and one-half days in Charleston for the Spoleto Festival, including three performances;
- two Saturday sessions—place and date to be announced; and
- board (meals) is not provided with this institute.

Muse Machine Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$650 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 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. As part of this institute, teachers will

- develop arts-infused lessons for their classrooms with an emphasis on science and movement focus,
- study strategies to be actively involved in the theory of multiple intelligences to embed in their curricular and instructional practices,
- attend and critique aesthetic arts experiences, and
- develop a lifelong appreciation to the arts as part of their lives and the lives of their students.

Peace Center Teacher Institute (Prerequisite SCALSA with instructor’s recommendation or CLIA and Arts Assessment Institute Classroom Assessment) \$745 per teacher for entry-level institute
\$795 per teacher for advance-level institute

This institute is designed for elementary and middle school 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 and 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 course 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 course 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, Using Drama to Inspire Student Writing, Moving with Math, Building Reading Fluency through Music, Scientific Thought in Motion, and Unfolding Literacy with Visual Art.

NOTE: Scholarships for the Spoleto Creative Teachers Institute, the Muse Machine, and the Peace Center Summer Institute are available to DAP applicants who have fulfilled the

requirement of a *minimum of 30 percent* of the total budget for scholarships for visual and performing arts teachers, until 80 percent have participated in the entire sequence of professional development courses sponsored by the SCDE. After 80 percent of the visual and performing arts teachers have completed the entire sequence of courses, schools and districts may enroll classroom teachers and administrators.

SCDE Summer Professional Development Arts Institutes Participation Form

Complete this form to indicate tentative participation of your teachers in the SCDE-approved summer professional development arts institutes. This will allow us to plan and organize arts institutes based on need. Note that 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.

<input type="checkbox"/> South Carolina Arts Leadership for Success Academy (SCALSA) Teacher name(s)	\$1,200
<input type="checkbox"/> Curriculum Leadership Institute in the Arts (CLIA) Teacher name(s)	\$1,200
<input type="checkbox"/> Arts Assessment Institute Classroom Assessment I (AAI-I) Teacher name(s)	\$1,600
<input type="checkbox"/> Arts Assessment Institute Program Assessment (AAI- III) Teachers' name(s)	<u>\$1,600</u>
<input type="checkbox"/> Music and Technology Institute Teacher name(s)	\$2850
<input type="checkbox"/> Visual Arts and Technology Institute Teacher name(s)	\$2,800
<input type="checkbox"/> Dance and Theatre Technology Institute Teacher name(s)	2,800
<input type="checkbox"/> Arts Teacher as Artist Institute (check area) <input type="checkbox"/> Dance <input type="checkbox"/> Music <input type="checkbox"/> Theatre <input type="checkbox"/> Visual Arts Teacher name(s)	\$1,200
<input type="checkbox"/> Video Production in the Arts Institute Teacher name(s)	\$1,950
<input type="checkbox"/> Arts Teacher and the Special Learner Institute Teacher name(s)	\$1,525
<input type="checkbox"/> Discovering the Nature and Needs of the Artistically Gifted and Talented Learner Institute Teacher name(s)	\$1,200
<input type="checkbox"/> Creative Teachers Institute Teacher name(s)	\$700
<input type="checkbox"/> Muse Machine Institute Teacher name(s)	\$800
<input type="checkbox"/> Peace Center Teachers Institute Teacher name(s)	\$900
Total Cost of Institutes	\$

Screenshots of Online Application Submission Forms

(This page is for informational purposes only.
Please complete the online application as directed in the RFP.)



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

**2013-14 Arts Curricular Innovation Grants
Electronic Education Grant Submission**

Applicant Information

Type of Application: Strategic Planning/Special Projects Grant (SP/SP) Distinguished Arts Program (DAP) [?](#)

Applicant Type: [?](#)

Name of Applicant: [?](#)

District Name: (if school is applicant):

Applicant Street Address:

City: Zip Code:

County:

DUNS#: [?](#)

TIN:

Descriptive Title of Applicant's Project:

Grant Manager Information

Name and contact information of person to be contacted on matters involving this grant.

Title: (select one): [?](#) First Name: Last Name:

Position:

Street Address:

City: Zip Code:

Phone Number: Cell Number:

E-mail: Fax Number:

Page 1 of 5



Additional Contact Information

Enter the contact information for the following:

District Superintendent

Title: (select one): First Name: Last Name:
 Street Address:
 City: Zip Code:
 E-mail:

Business Official/Financial Officer

Title: (select one): First Name: Last Name:
 Street Address:
 City: Zip Code:
 E-mail:

School Principal (for school grants)

Title: (select one): First Name: Last Name:
 Street Address:
 City: Zip Code:
 E-mail:



Program Information

Enter the the following information concerning your project::

Type of Applicant: District School
 If School, grade level: elementary middle high
 Arts area(s) to be addressed: Dance Music Theatre Visual Art
 Years applicant has received Arts Curricular Innovation Grants:
 2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08
 2008-09 2009-10 2010-11 2011-12 2012-13
 Will participate in SCAAP: Yes No
 Will participate in summer arts institutes: Yes No



Funding Information

Amount Requested: Grant Period From Grant Period To

Budget Summary

Section A - Budget Summary (Funds Requested Only)

Salaries (100)	<input type="text"/>	
Employee Benefits (200)	<input type="text"/>	
Purchased Services (300)	<input type="text"/>	
Supplies and Materials (400)	<input type="text"/>	
Capital Outlay (500)	<input type="text"/>	
Other Objects (600)	<input type="text"/>	
Total Direct Costs	<input type="text"/>	



Proposal Attachments

Application Narrative

Attach Application Narrative*

Appendices

Attach Appendices*



Letter of Agreement for SCAAP Participation

2014 South Carolina Arts Assessment Program

(Include this signed letter in your Distinguished Arts Program (DAP) Application.)

This agreement is to confirm that our school’s fourth-grade students will participate in the 2014 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, 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, or via e-mail at scaap@mailbox.sc.edu or go to the Web site <http://scaap.ed.sc.edu>.

Please provide the following information:

Has this school/district administered SCAAP during a pervious school year? Circle one: Yes No	
Approximate number of fourth-grade students and classrooms during the 2013–14 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:



Arts Curricular Innovation Grant Manager Past Performance Form

You may attach additional sheets or a formal résumé if you wish to add information or need more space. The grant manager must be the same person listed on the grant cover page. Designate only one grant manager per grant. Please complete this form in preparation to complete the online form for submission.

Type of Grant:	<input type="checkbox"/> Strategic Planning <input type="checkbox"/> Special Projects Grant <input type="checkbox"/> Distinguished Arts Program Grant	
Name of Applicant:		
Arts Curricular Grant Manager Information		
Name:	_____	
Job Title :	_____	
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?		



Assurances

For informational purposes only

The applicant certifies to abide by the SCDE Assurances by signing and submitting the Certification Signature Page (SCDESC-101).

As the duly authorized representative of (*Name of applicant.*), I certify that this applicant

- 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. Has reviewed the memo regarding “Guidelines for Retaining Documentation to Support Expenditure Claims,” available at http://ed.sc.gov/agency/cfo/finance/Single-Audit/documents/Guidelines_RetainingDocToSupportExpenditureClaims.pdf, and 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 or agency directives.

The applicant’s accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 “Cost Principles for Non-Profit Organizations,” 2 CFR Part 225 “Cost Principles for State, Local, and Indian Tribal Governments,” or 2 CFR Part 220 “Cost Principals for Educational Institutions” for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.

- C. 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.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. 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. 2011)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2011)) if the amount of this award is \$50,000 or more.
- H. With regard to federally funded grants, will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than \$25,000.
- I. With regard to federally funded grants, will comply with 2 CFR Part 25 and register and receive a Dun & Bradstreet Data Universal Numbering System (DUNS) number.



Terms and Conditions

(Page 1 of 2)

For informational purposes only

The applicant certifies to abide by the SCDE Terms and Conditions by signing and submitting the Certification Signature Page (SCDESC-101).

- 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. With regard to federally funded grants, if the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 34 CFR Part 76.401, if it alleges the SCDE's actions violate a state or federal statute or regulations by (1) disapproving of or failing to approve the application or project in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.
- 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 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. Federal grants will be terminated in accordance with 34 CFR Part 80.43.
- Upon the termination of a grant awarded under a federal program, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The Grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance to the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).
- C. **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.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **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.
- H. **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.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors



Terms and Conditions

(Page 2 of 2)

- 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.
- K. **Audits**
- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. 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 \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. 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).
- L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.
- M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee 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 potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.
- N. **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.



Certification Signature Page SCDECS-101

Certification I Agree

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 Program Specific Assurances (if applicable) and the SCDE’s Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) on the federal System for Award Management (SAM) at www.sam.gov (formerly CCR.gov; if applicable).

Authorized Official (should be CEO of organization or superintendent of district)

Name:	
Position:	E-mail:
Telephone:	Fax:

Signature of Superintendent:	Signature of Principal:
Date Signed:	Date Signed:
Signature of Grant Manager:	Signature of Financial Official:
Date Signed:	Date Signed:

Please complete, print, and obtain signatures prior to submission. Upload the signed, scanned form as an attachment (in appendix section as indicated) in the final submission package.



Timeline of Activities and Strategic Planning Template

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

Type of grant: <input type="checkbox"/> Strategic Planning/Special Project <input type="checkbox"/> Distinguished Arts Program	
Mission Statement (DAP only):	
Vision Statements (DAP only):	
District:	Project Title:
School:	
Goal:	
Objective:	

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



Final Report Cover Page

Type of grant: <input type="checkbox"/> Strategic Planning <input type="checkbox"/> Special Project <input type="checkbox"/> Distinguished Arts Program			
Arts Area(s) Addressed: <input type="checkbox"/> Dance <input type="checkbox"/> Theatre <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts	Type of Grantee: <input type="checkbox"/> District <input type="checkbox"/> School ___ elementary ___ middle ___ high		
Grantee Information			
Name of Grantee (district or school):			
Grantee Address (street, city, state, and zip code):			
Descriptive Title of Project:			
Contact Information for the Arts Curricular Innovation Grant Manager to be contacted regarding the report. Please contact the SCDE if the grant manager changes during the grant period.			
Name:	Phone:		
Title:	E-mail:		
Years grantee has received Arts Curricular Innovation Grants:			
___ 2000–01	___ 2004–05	___ 2007–08	___ 2010–11
___ 2001–02	___ 2005–06	___ 2008–09	___ 2011–12
___ 2002–03	___ 2006–07	___ 2009–10	___ 2012–13
___ 2003–04			
Business Official/Financial Officer	BUDGET BREAKDOWN Funds expended for 2013–14:		
Title:	Salaries (100)		\$
Phone:	Employee Benefits (200)		\$
E-mail:	Purchased Services (300)		\$
	Supplies and Materials (400)		\$
	Capital Outlay (500)		\$
	TOTAL		\$
Print or Type Name of Superintendent:			
Final Reports are due to the South Carolina Department of Education by 5:00 p.m. on June 30, 2014 , and must be received by this date in order for any application from this grantee to be considered for the 2014–15 funding cycle.			



CLIA Lesson Plan Format

Each teacher who is affected by this grant must submit a lesson plan to be submitted with the applicant’s **final report**. You may add lines as needed.

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	
SC Academic Standards for the Visual and Performing Arts Implemented	
Instructional Objectives	
Description of Instruction	
Teacher Procedures	
Student Tasks	
Assessment	
Materials	
Resources	
Attachments	
Curriculum Connections and Content Area Standards	

Notes: