INSTRUCTIONS FOR SECTION K: ARTS IN EDUCATION SUPPLEMENTAL INFORMATION
For further help, please contact the Arts in Education Program Manager: diana.green@arts.alabama.gov

ARTISTIC LITERACY CONSORTIUM GOALS
First, you are asked to identify an Artistic Literacy Consortium goal that best matches your objectives. A more detailed list of these goals follows. These goals are comprehensive and no one is expected to accomplish any one of these goals during the course of a project. The hope is that progress is made toward a goal. The bulleted listings are possible strategies that might be included under these goals. They are not intended to be all inclusive, but you may wish to use them as a guide to create your own more specific strategies.

Shared Mission:
To provide fully funded, high-quality arts education that enlightens, inspires, and develops in every Alabama student the creative and innovative thinking necessary to ensure college and career readiness.

Shared Goals	Strategies
1. Build expectations for the arts to enhance economy, community, and quality of life	• target messaging • strengthen advocacy efforts • develop public policy
2. Provide, both virtual and actual, access and equity to quality arts learning for all students	• provide sequential, standards-based arts instruction by qualified arts educators • train educators qualified in diverse fields of study to connect standards-based arts learning to their curriculum. • train community arts organizations and teaching artists in effective collaborations that provide standards-based learning
3. Advance arts education opportunities to facilitate college and career readiness	• align arts instruction to support non-arts college and career ready standards • balance instruction in the arts between creating, performing, and responding to foster the skills needed in a competitive workforce, including creativity, innovation, persistence, and the ability to take risk • provide opportunities for collaborations between teachers, programs, businesses, community organizations, and arts organizations to engage students in innovative, real world, multi-disciplinary learning
4. Employ the arts as a catalyst to create and maintain an engaged school and community environment	• create school and community visibility for the arts by sharing with and involving the entire school community as well as parents, local businesses, community organizations and policy makers • provide opportunities for community partners and schools to collaborate on the planning and implementation of comprehensive arts education programming • involve students in identifying and addressing community challenges and opportunities through problem solving in the arts

LOGIC MODEL PLANNING

SAMPLE PLANNING
Below is a sample logic model that might have been used by a private dance studio with a performing company applying for funding to establish a 4th grade dance program in a local school. Their primary consortium goal might be #4 above. Notice that although the planning is evidently being done by the private studio, a strong school perspective is included. There are two goals (#1-2) specifically for the studio, and two (#3-4) specifically for the school.

Intended Outcomes Specific Objectives	Inputs Resources	Planned Strategies Activities	Indicators What will you look for?	Pre-Project Assessment Where are you now?
What change do you intend to bring about with this project? What do you hope will happen as a result of the activities you are planning?	What will you be using in the way of staff, funding, space, time, art supplies, etc. to accomplish your activities.	What activities do you plan to accomplish your objectives?	How will you know you have been successful? How might you collect evidence and what will you look for?	What is the starting point? Describe what it is that you are hoping to change or impact.
Sample Intended Outcomes	Sample Inputs	Sample Strategies	Sample Indicators	Pre-Project Assessment
1. Students will become engaged in the "Magic of dance."	Teaching artist, gymnasium, one hour of dance class per week	Each fourth grade student will receive one dance class per week, taught by guest teaching artist.	Students will show enthusiasm, remain focused, and contribute ideas during dance classes as indicated on *class observation forms*.	Students are shy about moving, and are not eager to try new things that make them uncomfortable. They are also often noisy and off task.
2. Students and their families will attend our community performances	Chaperones, teaching artist, buses for field trip, dance performance at community theatre, company T-shirts for each student performer.	All students in fourth grade will perform with the company for a short showcase, and join the audience for the rest of the performance.	*Audience surveys*: We hope to see 10 new audience members from this community at performances other than the one planned in this project	No one from this school community comes to our organization's dance performances
3. Parents will take a greater interest in school activities	Teaching artist, gymnasium, evening meetings	Each PTA Meeting will include a 15 minute showcase with student performers from the weekly dance classes	PTA *Sign in Sheets* show increase of 25%	PTA participation is low (less than 25% of student body)
4. Teachers will see value in using dance to support learning in language arts	Teaching artist, English Language Arts teachers, gymnasium, one hour of class per week for 8 weeks	Teaching Artist will collaborate with Language arts teachers to design lessons that use dance to enhance reading comprehension.	*Teacher surveys* will indicate a perception of value, in that the dance classes have promoted positive change in student learning.	Students are not engaged readers and struggle understanding reading assignments. Teachers are looking for solutions.

SAMPLE FOLLOW UP LOGIC MODEL (To be included with Final Report)

Below is a sample follow up that could have been completed after meeting with the people involved in the program. Notice that this model is not focused so much on proving success, but more on learning for future planning. It is important to note that sometimes no objective is met with the actual implementation of a project. But with a logic model in place organizations and schools may gain information they need to change programming to increase opportunities for success in the future.

Actual vs Intended Outcomes	Actual Resources Used	Actual Strategies Implemented	Review and Evaluation	Recommendations Next Steps
1. Actually more boys were engaged than girls. Everyone gained ability to focus, but a few students remained shy and would not participate.	Teaching artist, gymnasium, one hour of dance class per week	Each fourth grade student had the opportunity to participate in one dance class per week, taught by guest teaching artist. Not all chose to participate.	Holding class in the large gymnasium made it difficult to keep student's focused, and for teaching artist to hear and be heard. Some girls were reluctant to "look silly" in front of boys.	Consider holding this class in a classroom next year and perhaps divide classes according to gender. Include everyone and do not allow students to choose. Challenge – getting school to find the time and space!
2. An average of 6 students and parents from this school community attended company dance performances throughout the year.	Chaperones, teaching artist, buses for field trip, dance performance at community theatre, company T-shirts for each student performer.	Most students in fourth grade performed with the company for a short showcase, and joined the audience for the rest of the performance.	One boy became so enthusiastic about this experience that we gave him a scholarship to attend classes at our studio. He is progressing quickly and should be ready as an apprentice in a few years if he stays with it.	We were hoping for more attendance at our performances, but expect that to grow as our program in the school becomes sustained. No change needed at this point. We would like to add more scholarships next year.
3. Parents have taken a greater interest in school activities. The school gets about 85% attendance now at PTA meetings, and parents are asking if they may make costumes next year for the main performance?	Teaching artist, gymnasium, evening meetings with parents	Each PTA meeting this year included a 15 minute showcase with student performers. Students introduced each dance and explained how it related to stories they were reading.	The school had hoped to double PTA attendance and it had more than tripled before Christmas. They are wondering why we did not involve students in their PTA meetings before?	The school will continue to showcase these students, but is also considering adding additional student showcases in other subjects to gain parental support. We want to encourage them to invite school board members as well.
4. Teachers have begun using dance in their own reading lessons.	Teaching artist, gymnasium, one hour of dance class per week	Teaching Artist collaborated with Language arts teachers one day a month to discover student learning goals. TA Also included teachers in teaching during dance classes.	This turned out to be very successful. Principal was able to consider this program as professional development for teachers.	We will continue to offer this integration model and may add other subjects as needed.