

Initiate Infusion Proposal Forms and Outline

Partnership Information

Educator: _____

Email Address: _____

Home Address: _____

Home Phone: _____

Other phone: _____

School: _____

Content area of project: _____

Grade of students: _____

Teaching Artist: _____

Email Address: _____

Home Address: _____

Home Phone: _____

Other phone: _____

Art expertise for project: _____

The Atlanta Partnership for Arts in Learning Mission Statement

The Atlanta Partnership for Arts in Learning (APAL) is an artist run laboratory committed to sustained, innovative partnerships between teaching artists and educators with an enlightened trust in artists. Our goals are to enhance both academic and arts education through a flexible, arts infused classroom experience, and to nurture a teaching model for profound learning and thought.

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Proposal Components and Questions

1st Key Component - Metaphorical thinking **To facilitate connections, relationships, and depth of thought**

Describe your project. Include the academic goals and artistic goals of the project. Please include any state/national standards as well as any essential questions that will be addressed. Discuss how the academic aspects and artistic aspects of the project support and influence one another, and how the project enhances conceptual, metaphorical, and higher-level thinking skills. Consider APAL's mission statement and describe how your project and partnership meet that mission.

2nd Key Component - Co-teaching **To create genuine partnerships between the educator and the teaching artist**

Describe the educator's role in the planning and implementation process. Describe the teaching artist's role in the planning and implementation process. Explain how the two roles support and complement one another. Include information about past experiences working together and working in successful partnerships with others.

3rd Key Component – Equity **To foster contribution, choice, and development of unique and collective voices**

Describe the student role in the planning and implementation process. Highlight aspects of the project that allow students to make creative and independent choices as well as any aspects that require students to take on leadership or collaborative roles. Describe how students will be able to provide their feedback on the project for the educator and teaching artist. Describe how this project will increase students' awareness of issues of equity in their lives and in the world at large.

4th Key Component - Research **To explore learning in its linear, non-linear, and lateral leaping pathways**

Outline your planning, implementation, and assessment timeline. Describe your projected assessment tools and strategies, which should include both quantitative and qualitative components. Brainstorm about ways in which this project may grow and develop for the educator, teaching artist, and students. State how you expect this project to inspire/feed the educator, the teaching artist, and the students, and how you plan to measure and evaluate that growth. Describe ways in which you plan to capture the new directions, thoughts, and ideas that spring forward during the implementation of the project.

5th Key Component - Witnessing **To appreciate and share through a process of sound boarding, documentation, presentation, and acknowledgement**

Describe how you plan to document the project thoroughly. Incorporate a plan to showcase, display, or celebrate the student work outside the classroom, and to engage in dialogue about the work in arts and arts education communities. Describe what you plan on submitting for the final, professional documentation of the project. Remember to include final documentation costs in the budget.

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Proposal Budget Form

BUDGET – EXPENSE DESCRIPTION	AMOUNT
Teaching Artist fees (APAL recommends and hourly rates of \$50 for teaching artist planning time and \$75 for teaching artist implementation/documentation time)	
Educator Stipend (APAL recommends a \$200 stipend for the educators collaboration)	
Materials/supplies/costs of project implementation (please take the time to list specifics)	
Documentation (this will be your final report that will be shared with funders, stakeholders, and other interested parties so be sure to include enough funds and time for this)	
TOTAL EXPENSES	

POSSIBLE IN-KIND DONATIONS	ESTIMATED VALUE
List any possible items or supplies that could be supplied through in-kind donations. These items cannot be in the budget. They can be additional resources that would benefit the project. For example, food and prizes for a gallery showing or performance of student work could go in this category. If the project is selected for funding, then APAL will actively work with the partners to secure these donations.	