

File No. 100531

Committee Item No. _____

Board Item No. 29

COMMITTEE/BOARD OF SUPERVISORS

AGENDA PACKET CONTENTS LIST

Board of Supervisors Meeting

Date May 11, 2010

Cmte Board

- | | | |
|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Motion |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
| <input type="checkbox"/> | <input type="checkbox"/> | Budget Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Youth Commission Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Introduction Form (for hearings) |
| <input type="checkbox"/> | <input type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Grant Information Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Subcontract Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input type="checkbox"/> | <input type="checkbox"/> | Application |
| <input type="checkbox"/> | <input type="checkbox"/> | Public Correspondence |

OTHER

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<input type="checkbox"/>	<input type="checkbox"/>	_____
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Completed by: Annette Lonich Date May 6, 2010

Completed by: _____ Date _____

An asterisked item represents the cover sheet to a document that exceeds 25 pages.
The complete document is in the file.



TO: Angela Calvillo, Clerk of the Board of Supervisors
FROM: *GC* Mayor Gavin Newsom *GC*
RE: Accept-Expend Resolution for the San Francisco Arts Commission's
WritersCorps Grant from the California Arts Council's Artists-in-Schools
Program
DATE: May 4, 2010

Dear Madame Clerk:

Attached for introduction to the Board of Supervisors is the resolution authorizing the San Francisco Arts Commission to retroactively accept and expend a grant totaling \$9,600 from the California Arts Council's Artists-in-Schools Program to help support the cost of a contracted teaching artist working at Mission High School.

I request that this item be calendared without committee reference at the next full Board meeting.

Should you have any questions, please contact Starr Terrell (415) 554-5262.

100531

1 [Accept-Expend Resolution for the San Francisco Arts Commission's WritersCorps Grant from
2 the California Arts Council's Artists-in-Schools Program]

3
4 **Resolution authorizing the San Francisco Arts Commission to retroactively accept and**
5 **expend a grant totaling \$9,600 from the California Arts Council's Artists-in-Schools**
6 **Program to help support the cost of a contracted teaching artist working at Mission**
7 **High School.**

8 WHEREAS, The award-winning WritersCorps program of the San Francisco Arts
9 Commission celebrated its 15th anniversary in 2009 teaching creative writing to 450 San
10 Francisco's at-risk youth in public schools, detention facilities, libraries and after-school
11 programs each year by placing professional writers in these community settings; and

12 WHEREAS, WritersCorps publications also in 2009 received the New York Public
13 Library's Best of Teen Books award and was featured in the *New York Times Review of*
14 *Books*; and

15 WHEREAS, WritersCorps has received a grant award from the California Arts Council
16 (dated 10/1/09-6/30/10) to help support the teaching artists working in community settings;
17 and,

18 WHEREAS, this WritersCorps grant from the California Arts Council Artists in Schools
19 Program does not require an ASO amendment, and;

20 WHEREAS, This grant specifically supports Milta Ortiz's residency at Mission High
21 School; now therefore be it

22 RESOLVED, That that the Board of Supervisors allows for the retroactive accepting
23 and expending of this awarded CAC grant to the Arts Commission, waiving inclusion of
24 indirect costs in the grant budget; now, therefore, let it be

25

1 Further RESOLVED that the Arts Commission's request, which has been funded, be
2 carried out in accordance with all grant requirements and may be spent and reported upon
3 accordingly.

4
5 Recommended: _____

6 Department Head: Luis R. Cancel, Director of Cultural Affairs

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8 Approved: _____

9 Mayor Gavin Newsom

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11 Approved: _____

12 Controller

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SAN FRANCISCO ARTS COMMISSION

TO: Angela Calvillo, Clerk of the Board of Supervisors
FROM: Luis Cancel, Director of Cultural Affairs
DATE: April 27, 2010
SUBJECT: Accept and Expend Resolution for Subject Grant

GAVIN NEWSOM
MAYOR

LUIS R. CANCEL
DIRECTOR OF
CULTURAL AFFAIRS

GRANT TITLE: California Arts Council Artists in Schools Program

PROGRAMS

CIVIC ART COLLECTION
CIVIC DESIGN REVIEW
COMMUNITY ARTS
& EDUCATION
CULTURAL EQUITY GRANTS
PERFORMING ARTS
PUBLIC ART
STREET ARTISTS LICENSES

ARTS COMMISSION GALLERY
401 VAN NESS AVENUE
415.554.6080

WWW.SFARTSCOMMISSION.ORG

ARTSCOMMISSION@SFGOV.ORG

Attached please find the original and 4 copies of each of the following:

- x Proposed grant resolution; original signed by Department, Mayor, Controller
x Grant information form, including disability checklist
x Grant budget
x Grant application
x Grant award letter from funding agency
Other (Explain):

Special Timeline Requirements: Please expedite approval of these materials.

Departmental representative to receive a copy of the adopted resolution:

Name: Robynn Takayama Phone: (415) 252-2598

Interoffice Mail Address: 25 Van Ness Ave., Suite 240, SF, 94102

Certified copy required Yes [] No [x]

(Note: certified copies have the seal of the City/County affixed and are occasionally required by funding agencies. In most cases ordinary copies without the seal are sufficient).



CITY AND COUNTY OF
SAN FRANCISCO

File Number: _____
(Provided by Clerk of Board of Supervisors)

Grant Information Form
(Effective March 2005)

Purpose: Accompanies proposed Board of Supervisors resolutions authorizing a Department to accept and expend grant funds.

The following describes the grant referred to in the accompanying resolution:

1. Grant Title: **California Arts Council Artists in the Schools Program**

2. Department: **San Francisco Arts Commission**

3. Contact Person: **Rachelle Axel** Telephone: **415.252.2564**

4. Grant Approval Status (check one):

Approved by funding agency Not yet approved

5. Amount of Grant Funding Approved or Applied for: **\$9,600**

6a. Matching Funds Required: **\$9,600**

b. Source(s) of matching funds (if applicable): **SF Library**

7a. Grant Source Agency: **California Arts Council**

b. Grant Pass-Through Agency (if applicable):

8. Proposed Grant Project Summary:

The SFAC's grant from the California Arts Council Artist in Schools Program will help support a contracted teacher to work with students at Mission High School.

9. Grant Project Schedule, as allowed in approval documents, or as proposed:

Start-Date: **10/1/09**

End-Date: **6/30/10**

10a. Amount budgeted for contractual services: **\$9,600**

b. Will contractual services be put out to bid? **Yes**

c. If so, will contract services help to further the goals of the department's MBE/WBE requirements? **Yes**

d. Is this likely to be a one-time or ongoing request for contracting out? **One-time**

11a. Does the budget include indirect costs? Yes No

b1. If yes, how much? \$

b2. How was the amount calculated?

c. If no, why are indirect costs not included?

Not allowed by granting agency To maximize use of grant funds on direct services
 Other (please explain): **Funds requested were for direct contractor fees only.**

**I. Budget (Only submit CAC request and match. Please do not show a match exceeding 1 to 1)
(One to One Match)**

Project Budget:	Column A CAC Request	Column B Applicant Match	Column C Total Artists Fees
1. Artists' Fees			
a. Residency Artists	12,000	233,760	245,760
b. Performances	0	0	0
c. Guest Artists	0	0	0
d. Total Artists' Fees	12,000	233,760	245,760
2. Project Administration and Support Staff (Should not exceed 25%)			
a. Project Coordinator	0	77,609	77,609
b. Technical/Production	0	2,000	2,000
Other			
c. Program Manager (@ 80%)	0	71,386	71,386
d. Training Coordinator	0	0	0
e. Total Project	0	150,995	150,995
Other Project Costs			
f. Rentals	0	5,000	5,000
g. Travel	0	500	500
h. Supplies	0	1,500	1,500
i. Other:			
Marketing/PR/Printing/Publications/Video & Photo Documentation	0	24,750	24,750
Postage/Web Development/Royalties/Fiscal Sponsorship Fees	0	17,000	17,000
3. Total Other Project Costs	0	48,750	48,750
4. Total CAC Request			
Column A (Not to exceed \$12,000)	12,000		
5. Total Applicant Match			
Column B (one to one match)		433,505	
Grand Total			445,505

**California Arts Council
Artists in Schools Program
2009-2010 Application**

**Project Dates are October 1 through May 30, 2009-10
Deadline: March 9, 2009 (Postmarked & Electronic)**



A. Organization's Contact Information (Request up to \$12,000)

Name of Organization (legal): San Francisco Arts Commission
 Popular name: San Francisco Arts Commission
 Address: 25 Van Ness Avenue, Suite 240
 ZIP Code: 94110
 Contact Person: Rachelle Axel
 Telephone: (415) 252-2564
 Email: rachelle.axel@sfgov.org
 Applicant Discipline: Multidisciplinary

Request: \$12,000
 Federal Employer ID: 94-6000417
 City: San Francisco, CA
 County: San Francisco
 Title: Development Director
 FAX: (415) 252-2595
 Website: sfartscommission.org

B. Grant Category

- Effective Arts Organization and School Partnerships
- K-12 Standards-Based Arts in After-School Program
- Planning Grant application

C. Organization's Total Fiscal Activity

Operating budget only, exclude In-Kind Pass and Through Funds

	2007-08 or 07 (actual)	2008-09 or 08 (current)	2009-10 or 09 (projected)
A. Income	\$10,947,495	\$11,279,980	\$10,385,723
B. Expenses	\$10,947,495	\$11,279,980	\$10,385,723
C. Surplus (Deficit)	\$0	\$0	\$0

D. Fiscal Receiver (If you are not a tax-exempt organization, fill out the fiscal receiver section.)

1. Name of Fiscal Receiver:

Popular name:	Legal name:
Federal employer ID#:	Date of incorporation:
Address:	City:
ZIP Code:	County:
Contact Person:	Title:
Telephone:	FAX:
Email:	Website:

E. Certification

This certification and release must be signed by the individual applicant or principal officer of the organization with the knowledge of the matters contained herein and with legal authority to obligate the organization. The undersigned certifies: That all information contained herein is accurate or represents a reasonable estimate of future operations based on data available at the time of application; and that there are no misstatements or misrepresentations contained herein or attachment. The organization will comply with the federal laws that regulate Fair Labor, Civil Rights, Accessibility, and any other regulations in this application. The undersigned hereby releases the California Arts Council (CAC) and the State of California, their employee & agents, from any liability and/or responsibility concerning damage to or loss of materials submitted to the CAC and the State of California, whether or not such damage of loss is caused by the negligence of the CAC, the State of California, their employees & agents.

Name: Luis Cancel Title: Director Date: 3-9-09
 NG

F. Project Details:

Project start date:	October 1, 2009	End date:	May 30, 2010
Project length in weeks: (minimum 12; maximum 32)	28		
Project coordinator:	Janet Heller, WritersCorp Manager	Phone:	(415) 252-2546
		Email:	janet.heller@sfgov.org
Number of years arts organization has been in operation:	77		
Year arts organization was legally incorporated:	77		
Organization personnel. Provide the numbers who are:			
Full-Time paid:	31	Full-Time volunteers:	0
Part-Time paid:	2	Part-Time volunteers:	65
Total number of staff:	33		
Number of school sites in the residency (maximum of 4):	1		
Number of artists to be employed in residency project:	1		
Students grade levels:	9-12		

City/Town population of Applicant Organization (check one):

- a. Under 10,000
- b. 10,000 - 50,000
- c. 50,000 - 250,000
- d. Over 250,000

G. Mission Statement (No more than 120 words; published in report to the Council)

Established by charter in 1932, the San Francisco Arts Commission (SFAC) is a public agency of the City and County championing the arts throughout San Francisco and believing that a creative cultural environment is essential to the City's well-being. Eight programs integrate the arts into all aspects of City life: Civic Art Collection, Civic Design Review, Community Arts & Education (including seven cultural centers, the Arts Education Program, WritersCorps and two community granting programs), the Cultural Equity Grants Program, the Public Art Program, the SFAC Gallery, the Street Artists Program and the Summer in the City Concert Series.

H. PROJECT SUMMARY: (maximum 120 words)

WritersCorps, a project of the SF Arts Commission, works to transform and strengthen individuals and communities through the written and spoken word. WritersCorps hires experienced teachers--published poets, fiction writers, and performers. These writers-in-service work long-term and in-depth in communities to build lasting relationships and to provide positive role models for young people. In addition to teaching creative writing, the WritersCorps work together as a team producing special projects and supporting each other as resources in the field of community arts. During the 2009-2010 FY, WritersCorps will employ a total of 6 professional writers at 9 sites and will serve 450 students. (These are listed later in the proposal.) This application requests support for one of those 9 residencies.

Project Budget Instructions (Request up to \$12,000)

- Submit Budget for CAC request and match only
- Grant request may not exceed 30% of applicant organization's operating budget from the last completed fiscal year.
- A minimum of 75% of both the project funds and the match must be paid to artists for residency.
- A dollar-for-dollar match, line item by line item, per budget category (artists, administrative, support staff and project costs) is required.
- No in-kind match is allowed.
- No capital expenditures (permanent equipment, buildings, and building improvements) or purchases of food or beverages are allowed.
- Panelists highly encourage the match to be a combination of school and arts organization.

Rentals

May include space, equipment, business machines, etc.

Travel

Must be for the project. The CAC will fund in-state travel only.

Supplies

Must be for the project. May include art supplies, administrative or office supplies, or production materials.

Hourly Rate

- Indicate minimum and maximum hourly rates paid to artists.
- Organizations are encouraged to meet or exceed current professional artists fees for contact hours and preparation time.

I. Budget (Only submit CAC request and match. Please do not show a match exceeding 1 to 1)
 (One to One Match)

Project Budget:	Column A CAC Request	Column B Applicant Match	Column C Total Artists Fees
1. Artists' Fees			
a. Residency Artists	12,000	233,760	245,760
b. Performances	0	0	0
c. Guest Artists	0	0	0
d. Total Artists' Fees	12,000	233,760	245,760
2. Project Administration and Support Staff (Should not exceed 25%)			
a. Project Coordinator	0	77,609	77,609
b. Technical/Production	0	2,000	2,000
Other			
c. Program Manager (@ 80%)	0	71,386	71,386
d. Training Coordinator	0	0	0
e. Total Project	0	150,995	150,995
Other Project Costs			
f. Rentals	0	5,000	5,000
g. Travel	0	500	500
h. Supplies	0	1,500	1,500
i. Other:			
Marketing/PR/Printing/Publications/Video & Photo Documentation	0	24,750	24,750
Postage/Web Development/Royalties/Fiscal Sponsorship Fees	0	17,000	17,000
3. Total Other Project Costs	0	48,750	48,750
4. Total CAC Request Column A (Not to exceed \$12,000)	12,000		
5. Total Applicant Match Column B (one to one match)		433,505	
Grand Total			445,505

6. Column C
(Combine A and B)

7.

Hourly Rate of Pay for Artists

0/hr
Flat

0 to 0
Range

J. Project Narrative

1. How does this residency address the artistic goals of the organization? (maximum 200 words)

The Arts Commission's goal to ensure that quality arts are accessible to everyone in San Francisco is well-addressed by the WritersCorps residencies. SFAC strives to reach all San Franciscans, especially those who are typically underserved or hard to reach. WritersCorps artist Milta Ortiz will be working with a group of young people who (based on assessments in previous years) have minimal exposure to the arts and literature. We believe it is a right for everyone to access arts and cultural activities, and this program helps the agency meet its goals. WritersCorps has extremely high standards and the Arts Commission stands firmly behind WritersCorps because of the value of the learning and literary arts activities and exposure the students are receiving.

2. How will students with disabilities be incorporated into the residency?
(include input from by both school and arts organization) (maximum 200 words)

Milta Ortiz's residency at Mission High School, the the focus of this request, is one of two sites where a teacher has a full class of special education students in addition to the other mixed-ability groups. Additionally, she works with a full class of ESL students, many of whom are classified as having learning disabilities. Milta will be working one-on-one and also do small group work with the help of an advisory teacher and special education specialist with her students. In order to facilitate learning and provide strategies that address multiple intelligences, Milta will for her special education-only class incorporate visual arts that will help promote language arts proficiency. It is also noteworthy that Mission High School and other sites with special education students advocate for those students to engage in the WritersCorps program.

3. Identify the Visual and Performing Arts Standards(VAPA) addressed in this project (maximum 200 words)

The CA State Visual and Performing Arts Content Standards do not include literary arts. WritersCorps does, however, write curriculum that is aligned with both the National Council for Teachers of English and the Language Arts standards for the State of California. A copy of Jump Write In! is enclosed. (Also, since the SFUSD Arts Education Master Plan includes literary arts as one of the five required curricula in the arts, WritersCorps has been providing assistance to district VAPA staff in crafting curriculum standards and guidelines. This is most appropriate as San Francisco has a rich literary arts history, and establishing it as a core curriculum in the public schools is a priority.) All WritersCorps resident artists work with their respective site to expand upon the school's language arts curriculum; they also meet regularly with classroom teachers to ensure their lessons are aligned with other curriculum.

4. Describe the Activities: Describe the activities that address each of the VAPA Standards you identified above. (maximum 200 words)

WritersCorps places 6 resident artists at 9 schools to integrate into the school community and help students achieve their academic and personal goals. Milta Ortiz's residency at Mission HS is the focus of this request. Nearly 50% of Mission HSers are English learners, and she will teach all ESL students, helping them find their "American voice" while cultivating their voices about experiences from their homelands. In her 6 classes (3 of which have all Latino students), Milta will discuss poetry by Chicano and Nuyorican writers who address bicultural issues, as well as other English-translated Latina/o poets. Milta will teach the plays of Teatro Campesino as an introduction to writing their own plays. Other international writers will be studied to communicate to newcomer students that their voices are to be valued, nurtured, and that their experiences are worthy of creative expression and sharing. She will teach the Mayan concept of "Mi Otro Yo" (My Other Self) which helps students feel safer articulating their stories. Students will study Spoken Word from both

contemporary and historical contexts and she will conduct field trips to local bookstores, libraries and other neighborhood organizations. Additionally, her workplan includes taking students to a play or spoken word/literary event. She will be working with approximately 80 students in these 6 classes.

5. What skills and knowledge will the students acquire? (maximum 200 words)

Seventy percent of participating students will improve their writing skills, will make strides towards establishing their own voice as writers and will learn works of noted authors, the process of editing one's work and creating a publication. The resident artists -- all professional writers themselves -- will teach students the mechanics and creative process required for good writing. Resident artists work closely with each student to identify and cultivate his/her voice, helping students to become more keenly aware of the creative possibilities chronicling their own lives, thoughts and experiences. They work closely with classroom teachers to support and expand upon lesson plans. Reading publicly in the classroom and performing in front of audiences will develop students' oratory and elocution skills, their poise and concentration, and will increase confidence and their sense of value and worth of their own words and ideas. Specific end projects include creating chapbooks, writing short plays, displaying student writing on school and neighborhood library bulletin boards. Students will also perform for other classes. WritersCorps selects student work for its annual anthology (most recently published by Harper Collins).

6. Project Design

Based on your project narrative, how will you assess the student learning? Provide 3 examples. (If more than one discipline, provide one example per discipline.)

EXAMPLE ONE

Grade Level:9		Discipline:Literary Arts/Creative Writing
Visual and Performing Arts Standard:		
The CA State Visual and Performing Arts Content Standards do not include literary arts. WritersCorps does, however, write curriculum that is aligned with both the National Council for Teachers of English and the Language Arts standards for the State of California.		
What is the Activity?	Desired Outcome?	How will you measure?
Students will write every week over the course of 28 weeks, working in multiple writing genres, producing poetry, short fiction and writing for performance. Students will be given opportunities to perform their work and/or have it published. Student work will be shared with the entire school and the majority will also display and perform it at community venues outside the school. All of the students--100%--will read their work publicly, at minimum in their classes, but more likely at a schoolwide assembly and then at outside venues.	75-85% of students demonstrate improvement in their writing skills.	Student writing is assessed twice during the year; WritersCorps teachers score writing samples to assess mechanics, voice and style (on a scale of 1-4). Scores are entered into a database and periodically synthesized to measure the effectiveness of the program for each student, each class, each site and the entire WritersCorps program at all the residencies. These improvement outcomes are reported in June each year to the site (classroom teachers and the principal) to all the WritersCorps teachers during the monthly training meeting and to all funders. Additionally, classroom teachers submit full reports on each student's performance in the areas of vocabulary, spelling, grammar and overall confidence (reflecting their abilities performing and speaking in public). These are gathered every June at the end of the 8.5 month program.

EXAMPLE TWO

Grade Level:10		Discipline:Literary Arts/Creative Writing
Visual and Performing Arts Standard:		
The CA State Visual and Performing Arts Content Standards do not include literary arts. WritersCorps		

<p>does, however, write curriculum that is aligned with both the National Council for Teachers of English and the Language Arts standards for the State of California.</p>		
<p>The CA State Visual and Performing Arts Content Standards do not include literary arts. WritersCorps does, however, write curriculum that is aligned with both the National Council for Teachers of English and the Language Arts standards for the State of California.</p>		
What is the Activity?	Desired Outcome?	How will you measure?
<p>Students will be given model poems and books from contemporary literature and writing created from previous Mission High School students. Students will take field trips to literary venues and public readings, book stores and meet practicing writers. No less than ten contemporary writers will be studied.</p>	<p>100% of students will create original work. This original work will be displayed and/or performed through anthologies, broadsides, audio recordings and the web in addition to the in- and out-of-school venues mentioned above.</p>	<p>WritersCorps teachers collect student work throughout the year. Anthologies are published in May and individual poems are published through broadsides or through the WritersCorps website throughout the year. Student poems are recorded in the spring with each artists-in-residence.</p>

EXAMPLE THREE

Grade Level: 11		Discipline: Literary Arts/Creative Writing
Visual and Performing Arts Standard:		
<p>The CA State Visual and Performing Arts Content Standards do not include literary arts. WritersCorps does, however, write curriculum that is aligned with both the National Council for Teachers of English and the Language Arts standards for the State of California.</p>		
What is the Activity?	Desired Outcome?	How will you measure?
<p>Students will learn the process of editing and revising their own writing. They receive regular feedback from Milta Ortiz after each reading assignment. Students will be given time in class to discuss corrections and revise their own work. They will be given opportunities to submit multiple drafts of the same work, and will have conferences with the WritersCorps teacher to support the evolution of their writing assignments. An average of 20 writing assignments are given over the course of the 28 weeks.</p>	<p>Students will learn to refine their own creative voice, learn the process of identifying their own mistakes and correcting them independently. They will learn to read their own writing critically and determine if their words accurately and creatively reflect their thoughts, stories and the messages they want to convey. Through constructive encouragement, they will learn to use stronger imagery, stronger detail, and develop a stronger understanding of their audience.</p>	<p>Youth report on their progress by submitting surveys which collect their WritersCorps experiences. Surveys also gauge their self confidence after participating in the program. Findings are tallied by late June. Sites also report back on student progress in the context of their overall curricular goals. These reports are submitted in late May at the last of the site representatives meetings where all the site reps report back on the year.</p>

7. Voice of the School

School representative - How does this residency address the goals of the school. (Should be addressed by the school)

(maximum 200 words)

School 1 Name: Mission High School

Grade Level: 9-12

MHS is pleased to welcome back WC for another year of creative writing, especially for ESL students who need more than basic dexterity with the language. Students need to speak and write with confidence, trusting

their own voices and exploring their creative imagination through the written word, while meeting State and National Standards. WC has helped MHS students achieve their best academically and personally, helping close the achievement gap among under-performing students of color. We will continue their programs (especially when we see high-achieving 9th graders who were in WritersCorps in middle school). Publishing anthologies, and the public performances are also valuable learning opportunities for our students.

School 2 Name: _____ Grade Level: _____
 School 3 Name: _____ Grade Level: _____
 School 4 Name: _____ Grade Level: _____

8. Evaluation

Describe how you will assess and evaluate student progress and program effectiveness. Choose at least two of the outcomes you described in the Project Design section of this application, and for each, describe how you will measure whether or not the program achieved the outcome.

While you should not expect to attain statistically valid findings, you may set benchmark goals such as "At least two thirds of the students will achieve the standard according to our measurement."

Then discuss how, or to what extent, the overall effectiveness of the program can be demonstrated by such measures. You may also include discussion of other likely effects of the program with benefits beyond student achievement of VAPA standards.

EXAMPLE ONE

What is the Activity?	Desired Outcome?	How will you measure?
Students will write every week over the course of 28 weeks, working in multiple writing genres, producing poetry, short fiction and writing for performance. Students will be given opportunities to perform their work and/or have it published. Student work will be shared with the entire school and the majority will also display and perform it at community venues outside the school. All of the students--100%--will read their work publicly, at minimum in their classes, but more likely at a schoolwide assembly and then at outside venues.	75-85% of students demonstrate improvement in their writing skills.	Student writing is assessed twice during the year; WritersCorps teachers score writing samples to assess mechanics, voice and style (on a scale of 1-4). Scores are entered into a database and periodically synthesized to measure the effectiveness of the program for each student, each class, each site and the entire WritersCorps program at all the residencies. These improvement outcomes are reported in June each year to the site (classroom teachers and the principal) to all the WritersCorps teachers during the monthly training meeting and to all funders. Additionally, classroom teachers submit full reports on each student's performance in the areas of vocabulary, spelling, grammar and overall confidence (reflecting their abilities performing and speaking in public). These are gathered every June at the end of the 8.5 month program.

Evaluation Plan: Discussion

WritersCorps has a comprehensive approach to determine its impact on youth and the site. At the beginning and at end of the school year, teachers submit participants' writing samples with confidential rubric scores. An increase in scores (1-4) will represent participants' improvement in writing mechanics, voice and style. WritersCorps also collects in-depth surveys from youth, site representatives and WritersCorps teachers. The information collected will be used to hone the lessons for the coming year in our in-depth teacher trainings. These assessment tools will also be used to help identify youth who are falling behind and work with the schools to offer them supplementary support to increase their literary arts achievement. All of these processes are linked to the NTCE standards and insure that youth are meeting their educational goals for success within the public school system.

As an example, one High School Teacher whose students were in WritersCorps said the following in a site survey: *WritersCorps helped my students grow in numerous ways. Of course, students' writing improved as they gradually became more willing to take risks with their work and experiment with new [ly learned] writing tools.*

EXAMPLE TWO

What is the Activity?	Desired Outcome?	How will you measure?
<p>Students will learn the process of editing and revising their own writing. They receive regular feedback from Milta Ortiz after each reading assignment. Students will be given time in class to discuss corrections and revise their own work. They will be given opportunities to submit multiple drafts of the same work, and will have conferences with the WritersCorps teacher to support the evolution of their writing assignments. An average of 20 writing assignments are given over the course of the 28 weeks.</p>	<p>Students will learn to refine their own creative voice, learn the process of identifying their own mistakes and correcting them independently. They will learn to read their own writing critically and determine if their words accurately and creatively reflect their thoughts, stories and the messages they want to convey. Through constructive encouragement, they will learn to use stronger imagery, stronger detail, and develop a stronger understanding of their audience.</p>	<p>Youth report on their progress by submitting surveys which collect their WritersCorps experiences. Surveys also gauge their self confidence after participating in the program. Findings are tallied by late June.</p> <p>Sites also report back on student progress in the context of their overall curricular goals. These reports are submitted in late May at the last of the site representatives meetings where all the site reps report back on the year.</p>

Evaluation Plan: Discussion

As a way to gauge the effectiveness of the WritersCorps teaching methodology and the impact of working with youth--academically and personally--WritersCorps collects data from youth writing throughout the year. Also at the end of the workshops, students (and site representatives as described in Example One) fill out surveys. Each year WritersCorps reports on these results to all parties.

As examples, here are survey results from two WritersCorps youth: *It takes hard work ot develop and maintain a craft, but writing should never stop being fun. I learned that my work was valuable and I should take time to edit it. I learned to always be ready, to take criticism (and not take criticism) and to never stop writing.*

and

In WritersCorps, I learned to find my own voice, and develop the ability to write and share my inner thoughts and feelings. I also learned to overcome my stuggles over language and performance.

9. Describe the Financial Planning process.

- How much and in what ways will the arts organization and/or the school site(s) assume support for the project?
- How will you develop ways to sustain the project?

(maximum 200 words)

WritersCorps has been providing programs at Mission High School for more than 10 years. In the last two

years, the school contributed \$2,500 to the program expenses specific to their site. This support helped underwrite the cost of printing the Mission High School WritersCorps anthologies ("Happiness and Hunger", "Standing in the Sky", and "A Curve in the Road"). Mission High School has also scheduled WritersCorps to provide professional development to all the ELL and language arts staff. Additional time has been allocated to do trainings with MHS's Teachers of Color Caucus and the ESL teachers. The WritersCorps curriculum guide "Jump Write In!" is also used school-wide. With new arts education funding coming from the State of California, WritersCorps staff is working with MHS's principal to earmark some of that allocation to the WritersCorps program in the coming years.

10. Describe the Facilities. (maximum 200 words)

The facility which is the focus of this request is Mission High School (MHS), located on the border of the primarily Latino Mission District and the diversely populated Eureka Valley neighborhood. MHS enrollment hovers at 1,000 with approximately 500 students being ELL (LEP/NEP). The school's population is very ethnically diverse, with 50% Latino; 17% African American; 12% Caucasian; 1% Japanese; 1% Korean; 6% Filipino; 6% Other White; and 7% Other Non-White. The building was erected in 1924 and is 225,000 square feet. It is ADA compliant and all classrooms are located on the ground level or second floor, all equipped with natural light. Milta Ortiz, the artist-in-residence at Mission High School is bilingual and will be able to converse with and teach the ESL student in both Spanish and English.



California Arts Council Artists in Schools

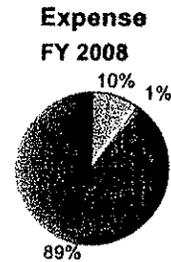
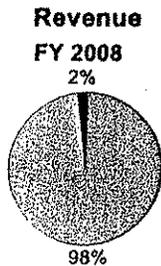


ORGANIZATION INFORMATION

Organization Name: San Francisco Arts Commission
Address: 25 Van Ness Avenue, Suite 240, San Francisco, CA 94102-6053
County: San Francisco
Year Organization Founded: 1932
Fiscal Year End Date: 06/30

FINANCIAL SUMMARY

Financial Activity	FY 2008
Unrestricted Activity	
Revenue	
Earned	
Program	\$202,421
Non-program	\$0
Total Earned	\$202,421
Investment	\$0
Contributed	\$9,651,368
Total Unrestricted Revenue	\$9,853,789
Total Unrestricted Revenue Less In-Kind	\$9,853,789
Expenses	
Program	\$8,497,992
Fundraising	\$103,733
General & Administrative	\$967,569
Total Expenses	\$9,569,294
Total Expenses Less In-Kind	\$9,569,294
Net Unrestricted Activity	\$284,495
Net Temporarily Restricted Activity	\$1,383,930
Net Permanently Restricted Activity	\$0
Change in Total Net Assets	\$1,668,425



■ Earned ■ Investment ■ Contributed

■ Program ■ Fundraising ■ G & A



California Arts Council Artists in Schools

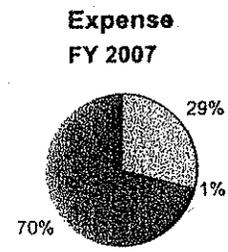
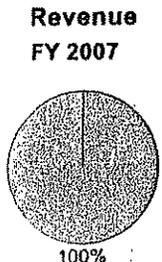


ORGANIZATION INFORMATION

Organization Name: San Francisco Arts Commission
Address: 25 Van Ness Avenue, Suite 240, San Francisco, CA 94102-6053
County: San Francisco
Year Organization Founded: 1932
Fiscal Year End Date: 06/30

FINANCIAL SUMMARY

Financial Activity	FY 2007
Unrestricted Activity	
Revenue	
Earned	
Program	\$4
Non-program	\$0
Total Earned	\$4
Investment	\$0
Contributed	\$8,796,216
Total Unrestricted Revenue	\$8,796,220
Total Unrestricted Revenue Less In-Kind	\$8,796,220
Expenses	
Program	\$6,752,560
Fundraising	\$48,332
General & Administrative	\$2,794,631
Total Expenses	\$9,595,523
Total Expenses Less In-Kind	\$9,595,523
Net Unrestricted Activity	(\$799,303)
Net Temporarily Restricted Activity	\$1,244,058
Net Permanently Restricted Activity	\$0
Change In Total Net Assets	\$444,755



Earned
 Investment
 Contributed
 Program
 Fundraising
 G & A

California Arts Council / Artists in Schools 2009 – 2010 Application

Project Coordinator Bio

Janet Heller, *Program Manager, WritersCorps*

Janet Heller is the founding director of the San Francisco WritersCorps. She has taught English in high schools, colleges, and community settings in Louisiana and Florida, and co-founded Runaway with Words, a creative writing program for runaway and homeless youth. She graduated with an MA in creative writing from Florida State University, and is a co-author of a chapbook of poetry, *Back to Front*, published in 1993 by Red Window Press. Her poems and essays have been published in *Florida in Poetry: A History of the Imagination*, *Apalachee Quarterly*, and the *Southeast Review*. In 1994, she received an Arts Administration Fellowship from the National Endowment for the Arts.



List of Artists / List of Schools

Applicant

K List All the Artists on the provided form who will participate in this project. Indicate artist's discipline.

ARTIST NAME	DISCIPLINE
Milta Ortiz	Literary Arts
Katharine Gin	Literary Arts
Myron Hardy	Literary Arts
Cindy Je	Literary Arts
Aracely Gonzalez	Literary Arts

L List All the Schools on the provided form including: school(s) names, addresses, telephone numbers, emails and name of contact person for each school.

*Note Minimum Of One, Maximum Of Four

SCHOOL NAME	ADDRESS/ TELEPHONE	EMAIL	CONTACT
Misson HS	Address: 3750 18 th Street, CA. City: San Francisco Zip Code: 94114 (415) 241-6240 ext.	sch725@muse. sfusd.edu	Eric Guthertz
	Address: , CA. City: Zip Code: () - ext.		
	Address: , CA. City: Zip Code: () - ext.		
	Address: , CA. City: Zip Code: () - ext.		
	Address: , CA. City: Zip Code: () - ext.		
	Address: , CA. City: Zip Code: () - ext.		

Milta Ortiz

2183 Courtland Ave #G

Oakland, Ca 94601

(510) 853-1199

Accomplishments:

August, 2008- M.C.C.L.A./S.F, Ca- "Scatter My Red Underwear: the Goddess Remix"/ Writer, producer, actor -reworked existing one-woman show into an ensemble hybrid theater piece with live music.

July, 2008- Galeria de la Raza & M.C.C.L.A./S.F., Ca- "International Poetry Festival: Flor y Canto en el Barrio" /Performance poet- featured artist as one third of Las Manas Tres at Galeria and as individual poet at Mission Cultural Center.

June, 2008- La Peña/Berkeley, Ca—"Paradox"/ Actor- La Peña Hybrid Experimental Performance Ensemble opens first full length play.

June, 2008- BRAVA alley/SF, CA- "Our Lady of Infermities"/ Actor- workshop performance of ongoing collaboration: ritual theater, performance art, music and visual art. Actor

May, 2008- La Peña/Berkeley, Ca- "Hip Hop Theater Festival" /Performance poet- performed as one third of Las Manas Tres "Commitment".

September 2007- La Peña/Berkeley, Ca- "Scatter My Red Underwear" /Writer, producer, actor – a one-woman hybrid theater piece- workshop production-

September 2007- La Peña/Berkeley, Ca- La Peña Hybrid Experimental Performance Ensemble/ Actor-- founding member of La Peña's new theater troupe; what started out as a class under Marc Pinate has grown into a theater troupe performing guerilla theater around the East Bay, on BART and La Peña.

August, 2007- Galeria de la Raza/SF, Ca- "Alarma"/Hybrid Actor- a multimedia movement/theater/music/poetry collaboration of 7 artists directed by Sarah Shelton Mann.

August, 2007- Galeria de la Raza/SF, Ca- "Pinta Tu Propio Mundo" /Performance poet-Las Manas Tres an all women a hybrid Spoken Word Troupe, performs " This is Myspace".

June 2, 2007- Malonga Arts/Oakland, Ca- "Scatter My Red Underwear" /Writer, producer, actor – – a one-woman hybrid theater piece- workshop production.

May 26, 2007- M.A.C.L.A./San Jose, CA- "Scatter My Red Underwear" /Writer, producer, actor – a one-woman hybrid theater piece- work in progress.

March, 2007- Scottish Rite Center/Oakland, Ca- "Oakland Has Spoken II" /Performance poet- 12 Bay Area Poets with live jazz music, performed two poems.

February, 2007- Poetry Mission at Dhalva/S.F., Ca/Performance poet- featured poet (20 minutes set).

October, 2006- De Young Museum/S.F., Ca- "Chicanopalooza" /Performance poet- 15 minute Spoken Word set part of artist explosion, poetry, theater & music.

September, 2006- Soma Arts/S.F., Ca- "What Are You Doing Tonight: La Princesa Blanca" /Actor – conceptualized and performed as main actress 30 minute video segment piece of live theater show.

August, 2006- La Pena/Berkeley, Ca- Work in Progress Night/ Hybrid Actor - presented two pieces: Staged Reading with movement, scene 1 of "Scatter My Red Underwear"; performed Spoken Word and interpretative dance in "Dancing with the Truth".

March, 2006- Oakland Museum Theater/Oakland, Ca - "Oakland Has Spoken" /Performance poet- - 12 Bay Area Poets with live jazz music, performed two poems.

February, 2006- LMC Theater/Pittsburg, Ca - "The Vagina Monologues" /Actor- acted in theater piece.

February, 2006- at San Jose Museum of Art /San Jose, CA- "Art Explosion" /Performance poet- - featured poet 15 minute set.

October 2005- Modesto Junior College/Modesto, Ca/Performance poet- - "Pablo Neruda Festival"- interpreted a few Neruda poems and one of my own with band Qjerma.

August, 2005- Modesto Slam/Modesto, Ca/Performance poet- - featured Poet 20 minute set.

2004-2005- Slam league, Bay Area, CA- "Slam Competitions" /Performance poet- - weekly and monthly Slam competitions for 2005-slam year team: San Jose, Berkeley, Oakland and San Francisco. Made it to semi-finals in San Jose, finals in Oakland and San Francisco.

Awards:

December 2007 awarded individual Artist grant by Zellerbach Family Foundation.

June 2006 awarded Individual Artist grant by City of Oakland Cultural Funding Program.

Community Work:

2007-present- teaching Artist/Writers Corps- facilitate yearlong Creative Writing/Performance classes at Mission High school.

2005-2007- teaching Artist/ Opera Piccola- facilitate theater and Spoken Word workshops

2005-present- Bay Area, CA-facilitate and/or co-facilitate Spoken Word, Theater, Forum & Image Theater workshops at local high schools, colleges, universities and community centers: such as Skyline High, San Francisco Junior College, Berkeley University and Mayfair Community Center.

2005-present- Bay Area, CA- perform guerilla theater and teatro skits at local venues and locations with various collaborations.

Training

- **Summer, 2007- "Picturing Immigration"**- intensive movement theater, multidisciplinary workshop facilitated by Sarah Shelton-Mann, two-month commitment.
- **October, 2006- "Body in Action"**- Six-week performance art workshop facilitated by Violeta Luna.
- **Summer 2005- Instituto de Teatro** – intensive two week in-house Chicano Theater history, Technique, mask making, Image & Forum Theater Workshop facilitated by Teatro Vision, Teatro Campesino & Lina De Guevara.
- **Summer 2004 Vona Voices** – intensive one week Performance Poetry Workshop for writers of color facilitated by Willie Perdomo.
- ****All workshops culminate with a performance****

Education

**2004 San Francisco State University San Francisco, CA
Bachelor of Arts in Creative Writing**

References Available Upon Request



Sample Proposed Schedule for each school residency

Applicant

The idea behind this schedule is to assure the panel that your residency is long-term in-depth. As an example, Ms. Bennet's class should see the residency artist no less than 12 times during the residency. If more than one artist is going to work with Ms. Bennet's class, a minimum of 12 visits is mandatory.

Artist / Discipline / School	Grade	Class Size	Frequency # of class visits /week & # of weeks	Class Duration	Total Class Hours
SAMPLE: Pat Artista/Music/Hope Elementary School, Ms. Bennet's class	5	20	2x wk/20 wks	1 hr	40 hrs
Milta Ortiz/Literary Arts/Mission HS Ms. Ramirez's Class #1—ESL class	9	10	1/week x 28 weeks	1 hour	28
Milta Ortiz/Literary Arts/Mission HS Ms. Ramirez's Class #2—ESL class	10	10	1/week x 28 weeks	1 hour	28
Milta Ortiz/Literary Arts/Mission HS, Mr. Aceves's Class #1—ESL class	11	10	2/week x 28 weeks	1 hour	56
Milta Ortiz/Literary Arts/Mission HS, Mr. Aceves's Class #2—ESL class	12	10	2/week x 28 weeks	1 hour	56
Milta Ortiz/Literary Arts/Mission HS, Ms. Kerns' Class—ESL class	Special Education	20	1-2 / week / 28 weeks	1 hour	48
Milta Ortiz/Literary Arts/Mission HS, Mr. Wagner's Class—ESL class	mixed 9 - 12	20	1-2 /week / 28 weeks	1 hour	48

*Duplicate as Needed

ARTIST'S WORK SAMPLE LOG

San Francisco Arts Commission WritersCorps Program

ARTIST-IN-RESIDENCE @ Mission High School

Artist's Name: Milta Ortiz

Discipline: Literary Arts

Publication: *Days I Moved Through Ordinary Sounds: The Teachers of WritersCorps in Poetry and Prose*

Date: 2009

STUDENTS' WORK SAMPLE LOG

San Francisco Arts Commission WritersCorps Program

Students @ Mission High School

Lead Artist: Milta Ortiz

Discipline: Literary Arts

Publication: *Mangos Have No Borders: WritersCorps at Mission High School*

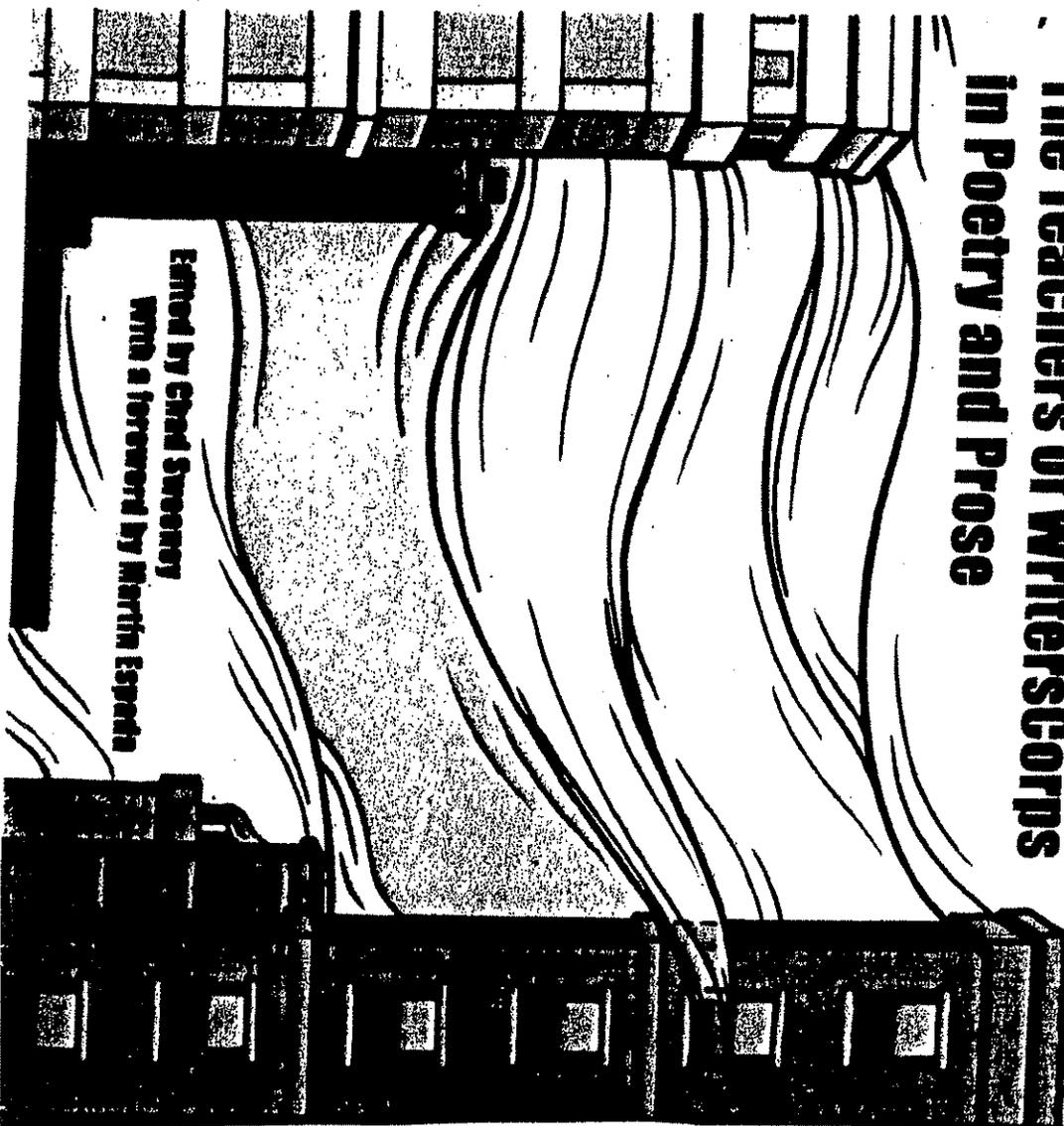
Date: 2008

Sample Order:

- 1st Page: *Mangos Have No Borders* front and back cover
- 2nd Page: *I'm So Cool* by Jonathan de la Cruz, p. 22; *True Love* and *Mango* by Dalia Esparza, p. 23
- 3rd Page: *You Are My Heart* by Rogelio Galacia, p. 30; *A Day in the Beach* by Saul Garcia, p. 31
- 4th Page: *The Apple*, p. 70; and *Right Now I Feel*, p. 71, both by Karla Poot-Polanco
- 5th Page: *Immigrants*, p. 80; and *They Don't Have Borders*, p. 81, both by Cesar Rosales
- 6th Page: *Immigrants vs. Ice* by Marco Avalos, Ulises Valencia, Zuleyma Santiago, p. 108;
24th Street & Mission by Dalia Esparza, Luis Serrano, Raul Hernandez, p. 109
- 7th Page: *24th Street & Mission* continued by Dalia Esparza, Luis Serrano, Raul Hernandez, p. 110;
Looks Can be Deceiving by Ana Gabriela Avalos Tizol, Jose Herrera, Edilzer Juarez, p. 111
- 8th Page: *I Want to Send*, p. 104; and *Me Gustaría*, p. 105, both by Maria Zapotecas

DAYS I MOVED THROUGH ORDINARY SOUNDS

The Teachers of WritersCorps in Poetry and Prose



Edited by Chad Sweeney
with a foreword by Martín Espada



Milta Ortiz

I write because I have to, out of a basic need to stay sane. As a little girl, I discovered journal writing as a way to deal with my bi-cultural reality, having moved from El Salvador at the age of eight. I knew things were different for me, and that it went beyond the language barrier. I knew enough English to get by—yet not enough to understand the customs, the sense of humor, the overwhelming liberties we have in this country. As a girl it was too complex for me to grasp, so my diary became my best friend, and I began to shape an identity for myself on paper. When I learned that my mother's uncle in El Salvador was murdered for sharing political ideas that were in opposition to the government, I would never again take lightly my ability to formulate a critical opinion. The first story I wrote came out with the fury of a whirlwind and I titled it "Speak Your Mind."

There aren't many Latinas writing today, not at the slams, not in creative writing departments, not in the literary world. This urgency motivates me to keep writing and performing. I can't tell you how many young women thank me for reaching out to them, for speaking their stories, their disappointments, their hopes. I've been blessed with the power of words, and I speak loudly for my grandmother, my cousins, all the women who for some reason or other don't have the option of writing. For me it is about reclaiming our myths, harnessing their power, and asserting our birthright to take up space in the world.

Writing is a vehicle for finding self, freeing self, and building community. I have so much joy to give, because I do what I love and remain true to myself. So in my teaching with WritersCorps, I urge my students to trust in their inner voice. In all, I learn from them as much as they learn from me, and they leave me feeling inspired and grateful.

Always In Between

my mind burns like a country in civil war

while Paris Hilton and Niki Rich
hit 50 K in a shopping spree
the Colon is overthrown
by American green

a family in El Salvador struggles
to eat beans
and tortillas
making meals with what's left

I sling
Shirley Temples for two-fifty apiece
hope my customers drink
enough martinis to leave me
a 20% tip
for my college degree

my mind breathes like a country in civil war
half consumer, half visionary
my heart pumps the echoes of FMLN
Farabundo Marti Liberacion Nacional
modern day robin hoods
descendants of Che

my mind breaks like a country in civil war
thirteen years of primo against primo
cousin killing cousin in El Salvador
then ten years more

the country kneels to mass production
today's sermon—PROGRESS—
factories and malls anchor in
and the dollar reigns
but most Salvadorians only window shop
sometimes it feels like I'm on a bridge
all I want to do is stop
but I have to keep going
70 miles per hour

so I sing to myself
the Our Father in a soulful melody
I'm not even Catholic anymore
but I pray

in English and Spanish
how Mami taught me

I'm a Loroco flower
uprooted and replanted
in star-spangled soil

I'm American and Salvadorean
both and neither
my purgatory on this bridge

it takes all I am
to withstand
the fog
of this place

Milita Ortiz is one third of Las Manas Tres, an all women spoken word troupe, and a member of La Peña's Hybrid Experimental Performance Ensemble. She holds a B.A. in creative writing from San Francisco State University and her poetry has been published in *Coyolxauhqui*, *Opoti* and *Propergandamag.com*. She wrote, produced and performs *Scatter My Red Underwear*, a hybrid play. She teaches for WritersCorps at Mission High School in the Mission District of San Francisco.



CALIFORNIA ARTS COUNCIL

CELEBRATING EXCELLENCE IN THE ARTS SINCE 1976

ARNOLD SCHWARZENEGGER, GOVERNOR

MURIEL JOHNSON, DIRECTOR

September 17, 2009

AS-09-0327

Rachelle Axel
San Francisco Arts Commission
25 Van Ness Avenue, Suite 240
San Francisco, CA 94110

Dear Rachelle Axel:

I am pleased to inform you that the California Arts Council (CAC), at its June 3, 2009 public meeting, awarded your organization a *Artists In Schools Program* (AIS) grant for FY 2009-10. This funding is effective October 1, 2009 through June 30, 2010. Your organization's rank and grant amount are: 3+/\$9,600.

Enclosed are three copies of the Standard Agreement. Please note that the Special Terms and Conditions (Exhibit D, Appendix A) are available for review on the CAC website at <http://www.cac.ca.gov/files/forms.php> and are hereby incorporated by reference and made part of this agreement.

In addition, the following required documents are accessible from the same CAC webpage that we mentioned above:

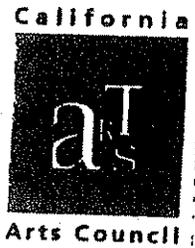
- Grant Description and Budget Form, Exhibit A & B (must reflect your award and include four copies when returning your signed contracts and other materials).
- Invoice for Grant Payment Form and Instructions;
- Payee Data Record Form, and;
- California Arts Council/NEA Grants Activity Survey Form.

If you need hard copies of any of the above documents, please contact Lucy Mochizuki, Contracts Administrator at (916) 322-6337 or send an e-mail to lmochizuki@cac.ca.gov.

A Final Report is a requirement of this AIS contract, please see Exhibit D, Appendix A for the self-evaluation questions that must be responded to and submitted. If you have any questions regarding this award letter, please call Wayne D. Cook, Arts Programs Specialist at (916) 322-6344.

Please review the **Standard Agreement**, **Grant Agreement Special Terms and Conditions** (Exhibit D), and **Reporting Requirements** (Exhibit D, Appendix A). If the terms and conditions are acceptable, please do the following:

- Sign all three copies of the Standard Agreement
- Prepare the Project Description and Project Budget, Exhibits A and B (four copies) Complete the State of California Payee Data Record (one copy)
- Prepare an invoice for the 90% advance (one copy)
- Prepare and mail thank you letters to your state legislative representatives; submit one copy of each letter to the CAC (sample of letter attached).



Memorandum

California Arts Council
1300 I Street, Suite 930
Sacramento, CA 95814
916.322.6555

To: Artists In Schools Grantees
From: Wayne D. Cook 
Date: September 2009
Re: Future Notes

Congratulations on receiving an Artist in Schools grant for the upcoming 2009-2010 school year. The California Arts Council (CAC) is looking forward to collaborating with you this year. In the next couple of weeks, the staff will forward to you the notes from the last panel as technical assistance in advance of your next application. You should receive the notes in a few weeks, but staff did not want to hold up on sending out your contract.

The Peer Review Panel instructed the staff to prepare notes for everyone who applied in hopes your organization may improve your application in the next round. Tentatively the next application for the 2010-11 school year will be available in November 2009. Look for it at the end of November on our website at www.cac.ca.gov. Feel free to call Wayne Cook at (916) 322-6344 if you have questions concerning your notes or the new application. You can email Wayne at Wcook@cac.ca.gov.

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 08/03)

AGREEMENT NUMBER AS-09-0327
REGISTRATION NUMBER

- This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME California Arts Council
CONTRACTOR'S NAME San Francisco Arts Commission
- The term of this Agreement is: **10/01/09** through **6/30/10**
- The maximum amount of this Agreement is: **\$ 9,600**
- The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

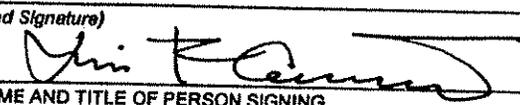
Exhibit A – Scope of Work	1 page
Exhibit B – Budget Detail and Payment Provisions	1 page
Exhibit C* – General Terms and Conditions	GTC-307

Exhibit - D Special Terms and Conditions with Appendix A: Reporting Requirements located at www.cac.ca.gov/files/forms.php

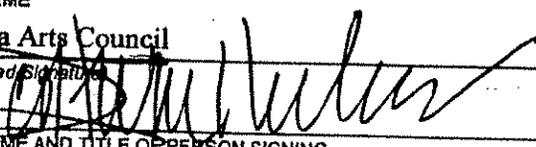
Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at www.ols.dgs.ca.gov/Standard+Language

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.) San Francisco Arts Commission	
BY (Authorized Signature) 	DATE SIGNED (Do not type) Nov. 3 2009
PRINTED NAME AND TITLE OF PERSON SIGNING LUIS R. CANCEL, DIRECTOR OF CULTURAL AFFAIRS	
ADDRESS 25 Van Ness Avenue, Suite 240 San Francisco, CA 94110	

STATE OF CALIFORNIA

AGENCY NAME California Arts Council	
BY (Authorized Signature) 	DATE SIGNED (Do not type) 11-23-09
PRINTED NAME AND TITLE OF PERSON SIGNING Scott Heckes, Chief of Administration	
ADDRESS 1300 I St., Ste. 930, Sacramento, CA 95814	

California Department of General Services Use Only

Exempt per:

AGREEMENT SUMMARY

STD. 215 (Rev 04/2002)

13. BIDDING METHOD USED:

- REQUEST FOR PROPOSAL (RFP) INVITATION FOR BID (IFB) USE OF MASTER SERVICE AGREEMENT
(Attach justification if secondary method is used)
- SOLE SOURCE CONTRACT EXEMPT FROM BIDDING OTHER *(Explain)* Subvention
(Attach STD. 821) *(Give authority for exempt status)* SCM 3.17 and SCM 5.80 B.2.d

NOTE: Proof of advertisement in the State Contracts Register or an approved form STD. 821, Contract Advertising Exemption Request, must be attached

14. SUMMARY OF BIDS *(List of bidders, bid amount and small business status) (If an amendment, sole source, or exempt, leave blank)*

N/A

15. IF AWARD OF AGREEMENT IS TO OTHER THAN THE LOWER BIDDER, PLEASE EXPLAIN REASON(S) *(If an amendment, sole source, or exempt, leave blank)*

N/A

16. WHAT IS THE BASIS FOR DETERMINING THAT THE PRICE OR RATE IS REASONABLE?

N/A

17. JUSTIFICATION FOR CONTRACTING OUT *(Check one)*

- Contracting out is based on cost savings per Government Code 19130(a). The State Personnel Board has been so notified. Contracting out is justified based on Government Code 19130(b). Justification for the Agreement is described below.

Justification:

N/A

18. FOR AGREEMENTS IN EXCESS OF \$5,000, HAS THE LETTING OF THE AGREEMENT BEEN REPORTED TO THE DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING?

NO YES N/A

19. HAVE CONFLICT OF INTEREST ISSUES BEEN IDENTIFIED AND RESOLVED AS REQUIRED BY THE STATE CONTRACT MANUAL SECTION 7.10?

NO YES N/A

20. FOR CONSULTING AGREEMENTS, DID YOU REVIEW ANY CONTRACTOR EVALUATIONS ON FILE WITH THE DGS LEGAL OFFICE?

NO YES NONE ON FILE N/A

21. IS A SIGNED COPY OF THE FOLLOWING ON FILE AT YOUR AGENCY FOR THIS CONTRACTOR?

- A. CONTRACTOR CERTIFICATION CLAUSES NO YES N/A
 B. STD. 204, VENDOR DATA RECORD NO YES N/A

22. REQUIRED RESOLUTIONS ARE ATTACHED

NO YES N/A

23. ARE DISABLED VETERANS BUSINESS ENTERPRISE GOALS REQUIRED? *(If an amendment, explain changes, if any)*

- NO *(Explain below)* YES *(If YES complete the following)*

DISABLED VETERAN BUSINESS ENTERPRISES: _____ % OF AGREEMENT

- Good faith effort documentation attached if 3% goal is not reached.
 We have determined that the contractor has made a sincere good faith effort to meet the goal.

Explain:

N/A

24. IS THIS A SMALL BUSINESS CERTIFIED BY OSBCR?

- NO YES *(Indicate Industry Group)*

SMALL BUSINESS REFERENCE NUMBER

25. IS THIS AGREEMENT (WITH AMENDMENTS) FOR A PERIOD OF TIME LONGER THAN ONE YEAR? *(If YES, provide justification)*

- NO YES

I certify that all copies of the referenced Agreement will conform to the original Agreement sent to the Department of General Services.

SIGNATURE/TITLE

[Signature] Contracts Administrator

DATE SIGNED

September 17, 2009

**California Arts Council
Grant Description and Budget**

Organization: San Francisco Arts Commission

Contract Number: AS-09-0327

EXHIBIT A – SCOPE OF WORK (See instructions)

WritersCorps will place an accomplished writer at Mission High School in San Francisco. This teaching artist will conduct weekly creative writing classes with 75 English Language Learners throughout the school year. WritersCorps will produce a site project featuring writing by the students of Mission High school. Students will be invited to perform their work at the Annual WritersCorps Literary Festival at the San Francisco Public Library in May 2010.

EXHIBIT B

I. BUDGET DETAIL (See instructions)

Personnel Expense	New?	Job Title	Rate of Pay	CAC Award	Grantee Match
1. Artistic	<input type="checkbox"/>	Teaching Artist	\$45/hr	\$9,600	\$9,600
	<input type="checkbox"/>			\$	\$
	<input type="checkbox"/>			\$	\$
2. Administrative	<input type="checkbox"/>			\$	\$
	<input type="checkbox"/>			\$	\$
	<input type="checkbox"/>			\$	\$
3. Technical	<input type="checkbox"/>			\$	\$
	<input type="checkbox"/>			\$	\$
	<input type="checkbox"/>			\$	\$
4. Total Personnel Expenses (Add 1+2+3)				\$9,600	\$9,600
5. Operating/Production Expense				\$	\$
6. TOTAL BUDGET				\$9,600	\$9,600

C. SOURCE OF MATCH (Identify income sources of Grantee Match)

Government	\$ 9,600
Foundation/Corporate Contributions	\$
Private Contributions	\$
Earned Income	\$
Other (specify)	\$
TOTAL MATCH	\$ 9,600

II. PAYMENT PROVISIONS

Payment provisions for this grant are addressed in Exhibit D-Special Terms and Conditions #4 located at www.cac.ca.gov/files/forms.php