

File No. 101399

Committee Item No. _____
Board Item No. 49

COMMITTEE/BOARD OF SUPERVISORS
AGENDA PACKET CONTENTS LIST

Board of Supervisors Meeting

Date November 16, 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 checked="" 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 checked="" 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

(Use back side if additional space is needed)

- | | | |
|--------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Artists in Schools Application</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Completed by: Andrea Ausberry Date 11/12/10

Completed by: _____ Date _____

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



1 [Accept and Expend Grant - WritersCorps Program - \$10,200]

2
3 **Resolution authorizing the San Francisco Arts Commission to retroactively accept and**
4 **expend a grant in the amount of \$10,200 from the California Arts Council's Artists in**
5 **Schools Program to help support the cost of a WritersCorps contracted teaching artist**
6 **at Mission High School in San Francisco.**

7
8 WHEREAS, WritersCorps celebrated its 16th anniversary in 2010 teaching creative
9 writing to 450 San Francisco's at-risk youth in public schools, detention facilities, libraries and
10 after-school programs each year by placing professional writers in these community settings;
11 and,

12 WHEREAS, This program has been proven to develop creativity and foster academic
13 success; and,

14 WHEREAS, WritersCorps publications have received the New York Public Library's
15 Best of Teen Books award and were featured in the *New York Times Review of Books*; and,

16 WHEREAS, This California Arts Council Artist in Schools grant specifically supports
17 Meg Day's residency at Mission High School; therefore be it

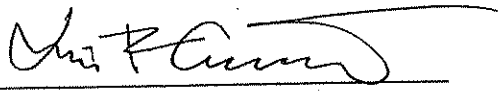
18 RESOLVED, That the Board of Supervisors allows for the retroactive accepting and
19 expending of this awarded one to one match \$10,200 California Arts Council Artists in
20 Schools grant to the San Francisco Arts Commission, with a grant cycle of 10/1/2010-
21 6/30/2011, waiving inclusion of indirect costs in the grant budget; and be it

22 FURTHER RESOLVED, That the Arts Commission's request, which has been funded,
23 has satisfied all matching grant requirements and involves no ASO amendments, be carried
24 out in accordance with all grant requirements and may be spent accordingly.

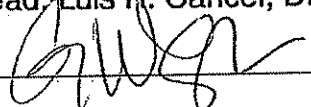
FILE NO.

RESOLUTION NO.

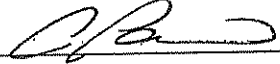
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Recommended: 

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

Approved: 

Mayor Gavin Newsom

Approved: 

Controller

File Number: 101399
(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 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: **\$10,200**

6a. Matching Funds Required: **\$10,200**

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

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

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

8. Proposed Grant Project Summary:

The San Francisco WritersCorps will place an accomplished writer, at Mission High School in San Francisco. This teaching artist will conduct weekly creative writing programs for a minimum of 28 weeks with 75 students throughout the school year. WritersCorps will produce a site project featuring writing by the students of Mission High School.

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

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

End-Date: **6/30/11**

10a. Amount budgeted for contractual services: **\$10,200**

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.**

c2. If no indirect costs are included, what would have been the indirect costs?

Administrative staff time

12. Any other significant grant requirements or comments:

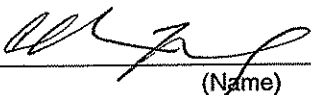
****Disability Access Checklist****

13. This Grant is intended for activities at (check all that apply):

- | | | |
|------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Existing Site(s) | <input checked="" type="checkbox"/> Existing Structure(s) | <input checked="" type="checkbox"/> Existing Program(s) or Service(s) |
| <input type="checkbox"/> Rehabilitated Site(s) | <input type="checkbox"/> Rehabilitated Structure(s) | <input type="checkbox"/> New Program(s) or Service(s) |
| <input type="checkbox"/> New Site(s) | <input type="checkbox"/> New Structure(s) | |


14. The Departmental ADA Coordinator and/or the Mayor's Office on Disability have reviewed the proposal and concluded that the project as proposed will be in compliance with the Americans with Disabilities Act and all other Federal, State and local access laws and regulations and will allow the full inclusion of persons with disabilities, or will require unreasonable hardship exceptions, as described in the comments section:

Comments:

Departmental or Mayor's Office of Disability Reviewer:  ELEANOR FAN SAN WONG
(Name) Dir of grants + HR.

Date Reviewed: 3 Nov 2010

Department Approval: Luis R. Cancel Director of Cultural Affairs
(Name) (Title)


(Signature)

**California Arts Council
Grant Description and Budget**

Program Staff Approval _____

Organization: San Francisco Arts Commission

Contract Number: AS-10-0602

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 for a minimum of 28 weeks with 75 students throughout the school year. WritersCorps will produce a site project featuring writing by the students of Mission High School. Students will also work on public speaking skills and will be invited to perform their work at the WritersCorps WordStorm Literary Festival at the San Francisco Public Library in May 2010 and at other events.

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	\$10,200	\$10,200
	<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)				\$10,200	\$10,200
5. Operating/Production Expense				\$	\$
6. TOTAL BUDGET				\$10,200	\$10,200

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

Government	\$ 10,200
Foundation/Corporate Contributions	\$
Private Contributions	\$
Earned Income	\$
Other (specify)	\$
TOTAL MATCH	\$ 10,200

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

STATE OF CALIFORNIA
STANDARD AGREEMENT
 STD 213 (Rev 06/03)

AGREEMENT NUMBER AS-10-0602
REGISTRATION NUMBER

1. 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

2. The term of this Agreement is: 10/01/10 through 6/30/11

3. The maximum amount of this Agreement is: \$ 10,200

4. 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-610 |

Exhibit D - Special Terms and Conditions with Appendix A: Program and 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

California Department of General Services Use Only

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.)

San Francisco Arts Commission

BY (Authorized Signature)

[Signature]

DATE SIGNED (Do not type)

Oct. 21 / 2010

PRINTED NAME AND TITLE OF PERSON SIGNING

Luis R. Cancel, Director of Cultural Affairs

ADDRESS

25 Van Ness Avenue, Suite 240
 San Francisco, CA 94102

STATE OF CALIFORNIA

AGENCY NAME

California Arts Council

BY (Authorized Signature)

[Signature]

DATE SIGNED (Do not type)

PRINTED NAME AND TITLE OF PERSON SIGNING
 Scott Heckes, Chief of Administration

ADDRESS

1300 I St., Ste. 930, Sacramento, CA 95814

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

Lucy G. Mabejika Contracts Administrator

DATE SIGNED

October 12, 2010

**California Arts Council
Artists in Schools Program
2010-2011 Application**



**Project Dates are October 1, 2010 through June 30, 2011
Deadline: Thursday, March 18, 2010 (Postmarked & Electronic)**

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

Name of Organization (legal): San Francisco Arts Commission

Request: \$12,000

Popular name: San Francisco Arts Commission

Federal Employer ID: 94-6000417

Address: 25 Van Ness Avenue, Suite 240

City: San Francisco, CA

ZIP Code: 94102

County: San Francisco

Executive Director: Luis R. Cancel

Contact Person: Rachelle Axel

Title: Development Director

Telephone: (415) 252-2564

FAX: (415) 252-2595

Email: rachelle.axel@sfgov.org

Website:

www.sfartscommission.org

Applicant Discipline: Literature

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

	2008-09 or 08 (actual)	2009-10 or 09 (current)	2010-11 or 10 (projected)
A. Income	\$11,279,980	\$10,661,430	\$10,261,430
B. Expenses	\$11,279,980	\$10,661,430	\$10,261,430
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: [Signature] Title: Director of Cultural Affairs Date: 3/18/10

H. PROJECT SUMMARY: (maximum 600 characters)

WritersCorps, a joint project of the Arts Commission and the Public Library, works to transform and strengthen individuals and communities through the written and spoken word. WritersCorps hires experienced artists -- published poets, fiction writers and performers -- who work long-term (3 years) and in-depth in communities to build lasting relationships, serving as positive role models for young people. WritersCorps will employ a total of 6 teaching artists at 9 sites and will serve 450 students. This application requests support for one of those 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.

J. Project Narrative

1. How does this residency address the artistic goals of the organization? (maximum 1,000 characters)

The San Francisco Arts Commission's (SFAC) goals to ensure that quality arts are accessible to everyone in San Francisco is ideally addressed by WritersCorps' residencies. SFAC strives to reach all San Franciscans, especially those underserved or hard to reach. WritersCorps teaching artist Carrie Leilam Love will be working with approximately 115 students in 6 classes who have minimal exposure to the arts and literature (ascertained from previous years' assessments). We believe it is a right for everyone to access arts and cultural activities, and this program helps the agency meet this goal of serving our citizens with the highest-quality cultural programs and creative engagement. WritersCorps -- now 16 years old and the recipient of numerous national awards -- exemplifies the SFAC's high standards, and this agency stands firmly behind WritersCorps and the value of its learning and literary arts activities which inner-city students are engaged in.

2. How will students with disabilities be incorporated into the residency? (include input from by both school and arts organization) (maximum 1,000 characters)

Carrie Leilam Love's residency at Mission High School, 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. Leilam Love will also work with classes of ESL students (as Carrie is bilingual), many of whom are classified as having learning disabilities. She will be working one-on-one, doing small group work and providing individual tutoring with students, with the help of an advisory teacher and special education specialist. In order to facilitate learning and provide strategies that address multiple intelligences, Carrie will for her special education-only class incorporate visual arts that help promote language arts comprehension and proficiency. It is also noteworthy that Mission High School and our other sites with special education students advocate strongly for those students to engage in the WritersCorps program.

3. Identify the Visual and Performing Arts Standards(VAPA) addressed in this project (maximum 1,000 characters)

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 the WritersCorps curriculum (Jump Write In!) is enclosed. Also, the SFUSD Arts Education Master Plan includes literary arts as one of the five required arts curricula, and WritersCorps has offered assistance to district VAPA staff in crafting curriculum standards and guidelines. With San Francisco's rich literary arts history, establishing it as a core curriculum in the public schools is a district priority. All WritersCorps resident artists work with their respective sites to expand upon the schools' language arts curriculum; they also meet regularly with classroom teachers to ensure their lessons are aligned with and complement the other curriculum being taught.

4. Describe the Activities: Describe the activities that address each of the VAPA Standards you identified above. (maximum 1,000 characters)

WritersCorps will place 6 resident artists at 9 schools who integrate into the school community and help students achieve their academic and personal goals. In Carrie Leilam Love's classrooms, students will learn the many dimensions of writing, including mechanics, voice and style. Nearly 50% of Mission students are English learners, and she will teach all ESL students, helping them find their creative voices while cultivating their writing to express their personal experiences. In her classes (2 of which have Spanish-speaking students) Carrie will teach poetry by writers addressing bicultural and newcomer issues, as well as other English-translated Latina/o poets. Students will study Spoken Word

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. However, WritersCorps writes curriculum that addresses both the National Council for Teachers of English Standards 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 school-wide assembly and then at the venues outside school (public libraries, theaters, museums).	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 rubric scale of 1 (emergent) to 4 (exceptional). 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 residency. These improvement outcomes are reported in June to the site (classroom teachers and principal), to all WritersCorps teachers during the monthly all-day training meetings and to all funders at the end of each grant cycle. 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 1/2 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. However, WritersCorps writes curriculum that addresses both the National Council for Teachers of English Standards and the Language Arts Standards for the State of California.			
The CA State Visual and Performing Arts Content Standards do not include literary arts. However, WritersCorps writes curriculum that addresses both the National Council for Teachers of English Standards and the Language Arts Standards for the State of California.			
What is the Activity?	Desired Outcome?	How will you measure?	
Students will be given poems and books from contemporary literature, in addition to works written by Mission High School students to study, discuss and critique. Students	100% of students will create original work. This writing will be displayed and/or performed through anthologies,	WritersCorps teachers collect student work throughout the year. Anthologies are published in May and individual poems are published through broadsides or through the WritersCorps web site throughout the year. (This includes the Monthly Poem distributed to all WritersCorps	

7. Voice of the School

School representative - How does this residency address the goals of the school.
(Should be addressed by the school)
(maximum 1,000 characters)

School 1 Name: Mission High School

Grade Level: 9-12

Mission High School is pleased to welcome back WritersCorps for another year of creative writing, especially for our 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 creativity through the written word, while meeting State and National Standards. WritersCorps has helped Mission High School 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, being introduced to cultural venues and community organizations (including library branches and museums) and performing in public venues inside and outside of school, are also extremely valuable learning opportunities for our students.

School 2 Name:

Grade Level:

School 3 Name:

Grade Level:

School 4 Name:

Grade Level:

<p>Students will learn the process of editing and revising their own writing. Students will be given time in class to discuss corrections and revise their own work. Students 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. Students will also learn to workshop their writing, receiving peer feedback on their poems and stories. 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 how to identify their own mistakes and correct 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 criticism and encouragement, they will learn to use stronger imagery, stronger detail, and develop a stronger understanding of their audience.</p>	<p>Student writing is reviewed and tracked after each assignment and they receive regular feedback from Carrie Leilam Love and their teachers after each new writing is completed. Student self assessment will also measure their ability to gauge their own improvement and opinions of the WritersCorps program. These findings are tallied in mid 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 parties involved report back on the year's successes and challenges.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Evaluation Plan: Discussion

As a way to gauge the effectiveness of 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 extensive qualitative and quantitative surveys which also allows students to respond narratively. Each year WritersCorps reports on these results to all stakeholders. As examples, here are two survey results from two WritersCorps youth: "It takes hard work to 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 struggles over language and performance." WritersCorps is dedicated to getting student work "out there" in the public realm, so that their writing and their perspectives are more available and accessible to everyone. This also instills in students the belief their thoughts, experiences and feelings have value. Once published and distributed, and (as WritersCorps has experienced many times over the years) given prestigious awards to signal the quality of their work, students begin to see themselves and artists and writers.



SAN FRANCISCO ARTS COMMISSION

GAVIN NEWSOM
MAYOR

LUIS R. CANCEL
DIRECTOR OF
CULTURAL AFFAIRS

October 28, 2010

Assemblyman Tom Ammiano
State Capitol Office
P.O. Box 942849
Sacramento, CA 94249

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

Dear Assemblyman Ammiano:

The San Francisco Arts Commission recently received a grant from the California Arts Council to support WritersCorps, a program that places professional writers in communities to teach creative writing to youth. WritersCorps will serve 600 young people in your district this school year. The support we receive through the California Arts Council will enable us to support one teaching artist's salary at Mission High School, a public school.

Over the past 16 years, WritersCorps has become a national model of how a public agency can effectively integrate the arts into the lives of its community members, particularly those who are underserved.

This month, WritersCorps was honored by First Lady Michelle Obama at the White House as it was presented with a 2010 National Arts and Humanities Youth Program Award, the highest honor a program like ours can receive in the United States. The award honors WritersCorps for its effectiveness in developing creativity and fostering academic success by engaging young people in the arts. Our results show that 90% of students who participate in WritersCorps demonstrate improvements in their writing skills.

WritersCorps teaching artists, youth, families and sites are your constituents, and we appreciate your support of the arts. The legislature's continued financial investment in the arts is critical to San Francisco and our entire state.

We welcome you to attend our activities or speak on the phone about our organization. We would be extremely honored if you would be willing to say a few words at one of our events. With the state of our economic affairs foremost on everyone's mind, we thank you for keeping the arts a part of our every day world.

Sincerely,

Melissa Hung
Program Manager, WritersCorps
San Francisco Arts Commission



CITY AND COUNTY OF
SAN FRANCISCO



SAN FRANCISCO ARTS COMMISSION

GAVIN NEWSOM
MAYOR

LUIS R. CANCEL
DIRECTOR OF
CULTURAL AFFAIRS

October 28, 2010

Governor Arnold Schwarzenegger
State Capitol Building
Sacramento, CA 95814

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

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Melissa Hung
Program Manager, WritersCorps
San Francisco Arts Commission



CITY AND COUNTY OF
SAN FRANCISCO



Memorandum

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

To: San Francisco Arts Commission
From: Wayne D. Cook
Date: June, 2010
Re: **Panel Scores & Money**

Congratulations on receiving an Artist in Schools grant for the upcoming 2010-2011 school year. Your organization received a (4-) out of a possible 4 in the panel and will receive \$10,200.

The California Arts Council (CAC) is looking forward to collaborating with you this year.

The Artists in Schools Program results were officially approved on at the June 10, 2010 council meeting in Los Angeles. Unfortunately, we cannot send you an official awards letter or contract until the budget is signed into law by the Governor.

The Peer Review Panel instructed the staff to prepare notes as technical assistance for everyone who applied to the program. Once those notes are prepared, the CAC will send them to you. If you have any questions, feel free to call Wayne Cook at (916) 322-6344



Application Checklist

- M. CHECKLIST OF REQUIRED ATTACHMENTS FOR:**
- ① Effective Arts Organization and School Partnerships &
 - ② K-12 Standards-Based Arts in After-School Programs

Required Attachment	Check Box
1. Proof of nonprofit status: Arts organizations must include a current copy of their proof of nonprofit status under section 501 (c) (3) of the Internal Revenue Code or under section 23701d of the California Revenue and Taxation code. (Government agencies & public school districts need not supply this documentation.)	Yes <input type="checkbox"/> N/A
2. Arts Organization Project Coordinator's Bio. (The Project Coordinator cannot be an artist in the project.)	Yes <input checked="" type="checkbox"/>
3. List of Artists Form: On the provided form, please list ALL the artists who will participate in this project. Indicate artist's discipline.	Yes <input checked="" type="checkbox"/>
4. Artist's Documentation: Assemble all artist's documentation materials in the order in which the artist's names appear on the List of Artists.	Yes <input checked="" type="checkbox"/>
For each artist, include (in the following order):	Yes <input checked="" type="checkbox"/>
a. Resume: List all relevant professional activity and achievements chronologically beginning with the most recent. Include dates of all activities, as this is applicable to eligibility. (2 page limit)	
b. Reviews: Must be copied onto 8½"x11" format or they will not be reviewed. (3 page limit and Optional)	Yes <input type="checkbox"/>
5. List of School(s) Form: On the provided form, please list ALL the school(s) names, addresses, telephone numbers, emails and name of contact person for each school. (Minimum Of One, Maximum Of Four).	Yes <input checked="" type="checkbox"/>
6. Sample Proposed Schedule for each school residency.	Yes <input checked="" type="checkbox"/>
7. Log Sheets for applicable discipline:	
a. Log Sheets for Samples of Artists' Work	Yes <input checked="" type="checkbox"/>
b. If Returning AIS Applicant or applicable, Log Sheets for Samples of Students work (Duplicate Log Sheets for a & b above as needed)	Yes <input checked="" type="checkbox"/>
8. Work Samples:	
□ First Time AIS Applicants:	Yes <input type="checkbox"/>
a. First time AIS applicants must include:	Yes <input type="checkbox"/>
• Samples of residency artists' professional work.	
b. First time AIS applicants may include	
• Samples of students' work reflecting the processes used in teaching.	
• Samples reflecting artists teaching and interacting with the students.	
✓ Returning AIS Applicants:	Yes <input checked="" type="checkbox"/>
c. Returning AIS applicants must have both artist and student samples.	

O. INSTRUCTIONS FOR MAILING AND EMAILING THE APPLICATION

- ~ Deadline: Thursday, March 18, 2010 (Postmarked and Electronic)
- ~ Email the CAC one (1) electronic copy of ONLY the sections listed in Section J. number 1-10
- ~ Mail the entire application as explained in the instructions in Section N.

SEND TO:

**CALIFORNIA ARTS COUNCIL
ARTISTS IN SCHOOLS PROGRAM
1300 I STREET, SUITE 930
SACRAMENTO, CA 95814**

EMAIL TO:

AIS@cac.ca.gov

You must put your organization's name in the subject line of the email.

P. CAC CONTACTS FOR THE AIS PROGRAM**Arts Program Specialists:**

❖ **Wayne Cook: (916) 322-6344**

Emailed questions about the AIS program should be sent to AIS@cac.ca.gov
Please put your organization's name in the subject line.

Q. REFERENCES & RESOURCES**California Visual and Performing Arts Content Standards**

Skills, knowledge, and abilities in dance, music, theatre, and the visual arts that all students should be able to master from pre-kindergarten to grade 12:

NOTE:

Be certain to keep an additional copy for your own records. The CAC cannot make copies of applications for applicants who did not keep a copy for their own records.



Application Checklist

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For each artist, include (in the following order):	Yes <input type="checkbox"/>
a. Resume: List all relevant professional activity and achievements chronologically beginning with the most recent. Include dates of all activities, as this is applicable to eligibility. (2 page limit)	Yes <input type="checkbox"/>
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• Samples of students' work reflecting the processes used in teaching.	Yes <input type="checkbox"/>
• Samples reflecting artists teaching and interacting with the students.	Yes <input type="checkbox"/>
□ Returning AIS Applicants:	
c. Returning AIS applicants must have <u>both</u> artist and student samples.	

N. ASSEMBLING THE APPLICATION

Email the CAC, one (1) completed electronic copy of only the sections listed in number three (#3) below and mail the entire application as explained in the instructions below.
(Do not duplicate samples of work, unless they are written samples.)

Order of Assembly of Application	Check Box
1. Proof of nonprofit status – if applicable (one copy only)	Yes <input type="checkbox"/>
2. Checklist of Required Attachments (Section M)	Yes <input type="checkbox"/>
3. Original & Eight (8) Copies of Application Forms (Sections A- J (1-10)) (Remember to make one copy for your own records.) <ul style="list-style-type: none"> ▪ A: Organization's Contact Information ▪ B: Grant Category ▪ C: Organizational Total Fiscal Activity ▪ D: Fiscal Receiver ▪ E: Certification ▪ F: Project Details ▪ G: Mission Statement ▪ H: Project Summary Explanation ▪ I: Budget ▪ J. Project Narrative <ul style="list-style-type: none"> ○ 1. Arts Organization Purpose & Goals of Residency ○ 2. Disabilities ○ 3. Describe how VAPA Standards are used ○ 4. Describe the activities ○ 5. Project Design ○ 6. Skills and Knowledge ○ 7. Voice of the School ○ 8. Project Evaluation ○ 9. Financial Planning Process ○ 10. Facilities 	Yes <input type="checkbox"/>
4. Original & Eight (8) Copies of Arts Organization Project Coordinator's Bio.	Yes <input type="checkbox"/>
5. Original & Eight (8) Copies of List of Artists Form (Section K).	Yes <input type="checkbox"/>
6. Original & Eight (8) Copies of Artists' Documentation: <ul style="list-style-type: none"> a. Resume (2 page limit) b. Reviews (3 page limit) (Optional) 	Yes <input type="checkbox"/> Yes <input type="checkbox"/>
7. Original & Eight (8) Copies of List of Schools Form (Section L).	Yes <input type="checkbox"/>
8. Original & Eight (8) Copies of the Sample Proposed Schedule for each school residency (J- 7) & the Log sheets for Samples of Artists' Work & if <u>Returning AIS applicant</u> or applicable, sample of students work.	Yes <input type="checkbox"/>
9. Samples of Work: <ul style="list-style-type: none"> a. One (1) Copy of Audio/visual samples of work for artists and, if <u>Returning AIS applicant</u> or applicable, sample of students' work. b. Original & Eight (8) Copies of writing samples – for Literary Artists and, if applicable, of students' work. 	Yes <input type="checkbox"/> Yes <input type="checkbox"/>

California Arts Council / Artists in Schools 2010-2011 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. Under her leadership, WritersCorps has received the following awards: In 2009, *Tell the World* was reviewed in the New York Times Book Review and awarded the Best of Teen Books Award from the New York Public Library; in 2004, WritersCorps' anthology *City of One* received the Book of the Year Award from *ForeWord Magazine*; and the Allende Foundation's Espiritu Award for Peace and the Written Word was bestowed on WritersCorps (2003); and another WritersCorps publication received Best Book for Teens from the Young Adult Library Services Association (2003).



List of Artists / List of Schools

Applicant San Francisco Arts Commission / WritersCorps

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

ARTIST NAME	DISCIPLINE
Carrie Leilam Love	Literary Arts -- the focus of this request
Aracely Gonzalez	Literary Arts
Rick D'Elia	Literary Arts
Neelanjana Banerjee	Literary Arts
Two other artists have yet to be selected	

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
Mission High School	<p><u>Address:</u> 3750 18th Street, CA.</p> <p><u>City:</u> San Francisco <u>Zip Code:</u> 94114</p> <p>(415)241-6240 <u>ext.</u></p>	GuthertzE@sfusd.edu	Eric Guthertz, Principal
	<p><u>Address:</u> , CA.</p> <p><u>City:</u> <u>Zip Code:</u></p> <p>() - <u>ext.</u></p>		

CARRIE LEILAM LOVE

Selected Publications

- “Slide Show” in *Race, Poverty, and the Environment*, 2009
- “Suffrage” in *Flick of my Tongue*, Intersection for the Arts, 2009
- “Love Sick” in *Types of Screws*, Drunk N Sailor Press, 2006

Readings

- Claim the Block Reading Series, Contemporary Jewish Museum, March 2010, Featured Writer
- Oakland Word Inaugural Reading, Oakland Public Library, January 2010, Featured Writer
- Litquake, Mission Comics, November 2009, Featured Writer
- Intergenerational Writers Lab Reading, Intersection for the Arts, July 2009, Featured Writer
- Velvet Revolution, The Poetry Center at San Francisco State University, April 2009, Featured Writer
- “Voices of Resistance” Anthology Reading, Bird & Beckett Bookstore, July 2007, Guest Writer
- Commencement Reading, Eugene Lang College, May 2003, Featured Writer

Distinctions and Accomplishments

- 2009: Selected for the Intergenerational Writers Lab
- 2008 – 2009: Awarded competitive Graduate Teaching Assistantship at San Francisco State University
- 2008: Selected for Voices of Our Nation (VONA) workshops
- 2004 – 2006: Founder and Facilitator of Colored Paper, a bi-monthly women’s writing workshop
- 2002 – 2003: Workshop Leader at Young Writer’s Conference, Eugene Lang College (New York City)

Community Work

- 2009 to present, Teaching Artist, WritersCorps
Teach year-long creative writing workshops in schools and libraries.
Produce publications and events featuring students and their work.

- 2007-2009, Student Life Instructor, College Track Oakland
Design curriculum. Teach semester-long expository essay writing class to high school students. Co-facilitate the Sisterhood for College Track group, which aims to provide a safe platform to young women for personal and academic growth.
- 2003-2007, Teacher, Hayward Unified School District
Write and teach curriculum for a variety of subjects, including language arts.

Education and Degrees

- December 2009, Master of Fine Arts in Creative Writing: San Francisco State University
- May 2003, Bachelor of Arts in Writing, Minor in Education: Eugene Lang College
- June 1997, High School Diploma: Phillips Academy at Andover



Sample Proposed Schedule for each school residency

Applicant San Francisco Arts Commission

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
Carrie Leilam Love/Literary Arts/Mission High School/Ms. Riechel's class	9	26	1x week/28 weeks	1.75 hours	49 hours
Carrie Leilam Love/Literary Arts/Mission High School/Ms. Anusasananan's class	9	26	1x week/28 weeks	1.75 hours	49 hours
Carrie Leilam Love/Literary Arts/Mission High School/ Ms. Scott's class	12	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/Mr. Mckamey's class	9	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/ Mr. Wagner's class	9-12	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/Lunchtime drop in hours	9-12	20	2x week/28 weeks	1 hour	56 hours

**California Arts Council | Artists in the Schools 2010-2011 Application
San Francisco Arts Commission | WritersCorps**

Artist's Work Sample

Artist in Residence at Mission High School

Artist's Name: Carrie Leilam Love

Discipline: Literary Arts

Work #1: Slide Show

Publication: Race, Poverty and the Environment

Date: February 2009

Work #2: Foie Gras

Date: March 2010

Slide now

San Francisco Arts Commission | WritersCorps
Carrie Leilam Love
Race, Poverty & the Environment
February 2009

Slide Show (January 2009) by Carrie Leilam Love
It can be read in rows left-to-right or in columns top-to-bottom.

this is Oscar Grant
bending. being bent.

this is me waiting at the
window for her to come home,
heart elephant. weighing down
one side, teaching the other
what empty is.

this the biggest boss that we have
seen thus far, with the baddest bitch
in the game, dancing to an old song,
at last love, at last love, at last at last
thank god almighty we are president
at least.

this is Oscar Grant, bent
and headed to the ground.
hit and head to the ground.

this is me waiting at her
heart for the window to
open.

this is Palestine. these are the dead
weighing down one side, holding
up the lighter dead. this is the bad
math of mass murder, equation
un-justified.

here we go laughin, cause on a
MTV cribs re-run, only thing in
Missy Elliot's bedroom sides a
Ferrari bed is a life-size cut-out of
Janet Jackson half-naked.

this Annette Garcia, this the Sheriff
who shot her in the back. These are
her children, and this is just how
they looked, shocked not surprised,
this just how they looked: tough and
into the distance.

these are my dead: bowler hat
and big belly, bowed legs and
bright smile, big hands &
mad to the marrow.

this my grandmama mean as
vinegar and pickled through,
preserved against men in the
bone-yard calling: dear wife, dear
mother, dear mother, dear
grandmother come join us in the
loam.

here we are underground,
swinging on bulb roots, waiting
for the lilies to tell us it's July.

this is Oscar Grant's heart,
opened and filling his empty.
this is his back, softer, in this
case, than his belly.

this is her back. she welts
easily when I scratch.

this is a speckled brown egg,
narrow end down, yolk
weighing into the point.
This is my back.

this is me, learning empty is
full of breath, shoutin: Please
don't shoot! Please don't
shoot!

**California Arts Council | Artists in the Schools 2010-2011 Application
San Francisco Arts Commission | WritersCorps**

Students' Work Samples

Students at Mission High School

Lead Artist: Carrie Leilam Love

Discipline: Literary Arts

Publication: My Name is to Grow: WritersCorps at Mission High School

Date: May 2009

Samples:

Page 1: My Name is to Grow front and back cover

Page 2: "Looking for Happiness" by Julia Barroso, p. 12; "The Quetzal Inside Me" by Nery Martinez, p.13

Page 3: "Dear Friend" by Irene Noh, p. 14

Page 4: "I Am Who I Am" by Jenny Zhou, p. 20

Page 5: "Mi Patria Mexicana" by Steven Morales, p. 29

Page 6: "Class of 2010" by Bayaraa Baterdene, Mayra Becerra, Sovik Dutta, Maria Figueroa, Sandra Herrera, Tin Le, Selene Limon, Nery Martinez, Oscar Ortiz, Maritza Supulveda, Brandon Xu, p. 46-47

My Name Is To Grow

My Name Is To Grow

WRITERSCORPS AT MISSION HIGH SCHOOL

Writers Corps



Writers Corps

SAN FRANCISCO
ARTS COMMISSION



Looking for Happiness

Julia Barroso, age 14

I am an immigrant with hopes and dreams
dreams that come by, go by, and pass by
I'm an immigrant crossing borders
looking for happiness
I struggle with my family
there's no equality
I struggle about money in the family
I struggle about brothers and sisters
I struggle to be me

The Quetzal Inside Me

Nery Martinez, age 15

I am the Quetzal
flying with liberty in this life
who landed in the USA
just to find some food
and water to survive
here they call me Popotio
because I am skinny
this place is my new nest full of my goals
fighting with the wind
that doesn't let me fly to them
but I am still that humble bird
that came from a beautiful country

Dear Friend

Irene Noh, age 17

I always think about you my friend
I always felt guilty about you
But I still keep our promise
I miss you and I know you miss me too
I'm really sorry my friend
I know you don't have a lot of time
but I'm selfish, you know that
I want to be with you but my thirst for more
wouldn't let me stay there
you know here
America has more chances than there
I hope you can understand
here is more challenging for me
but I always get power from this ring
for me this ring is
our promise and memories
I feel we're always together
because of this ring.
I miss you
Can you wait for me my friend

827

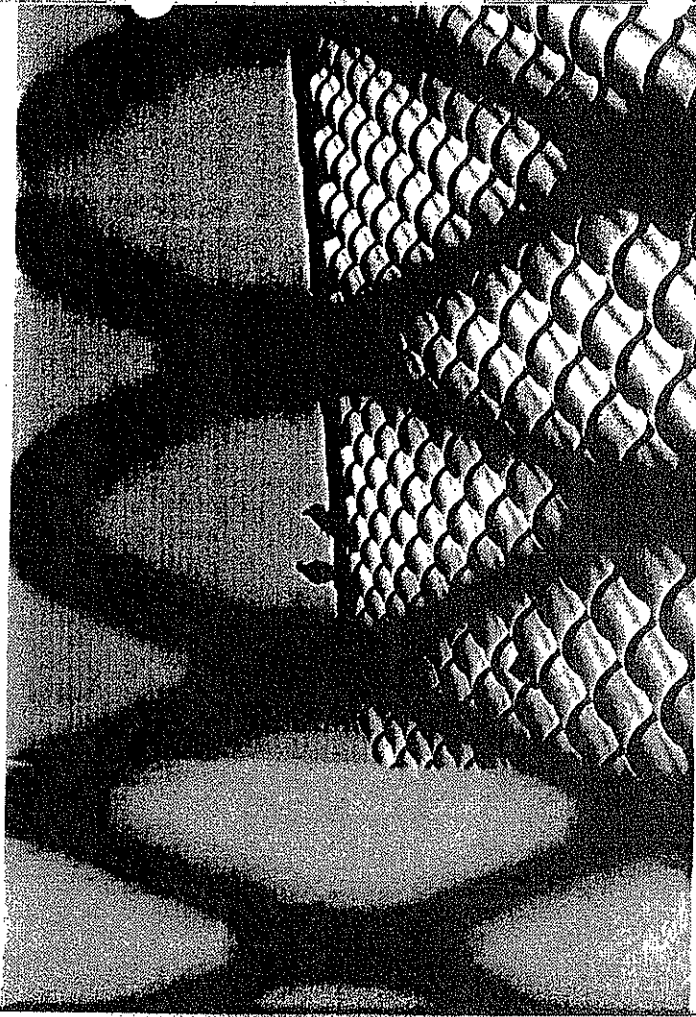


Photo by: Ertzak Ismail

I AM WHO I AM

Jenny Zhou, age 15

Don't put me in a box
I am not geeky, goth, punk, skater, preppy, whatever,
I am in my own world and go at my own flow, and nothing can
change that
because I am who I am.

Things aren't what they seem
You take a glance and I am a nerd,
you hear a phrase and I am heartless,
you see me for who I am and I knock you off your feet;
because I am who I am.

Soon you'll see
I am not born with a hunger for rice
I am born with a hunger for experience
because I am who I am.

I say I am okay when people know I am not,
I dream and dream, but never do,
I try and try, yet still cannot do;

I hope for change,
Like a mosaic.

I am a million things in one
because I am who I am,
I am one person,
one dreamer,
and one girl who will make change
because I am who I am.

Mi Patria Mexicana

Steven Morales, age 16

I am the Aztec Calendar
Because this represents all of Mexico
And all my people
Viva Mexico!

I am a jaguar that came running
and jumped the wall
between Mexico and the United States
in the desert running with thirst
but I never stop

Here they call me
the legendary jaguar
that jumped the wall between Mexico and the United States
but I am still
the Aztec Calendar because
I will never forget my country

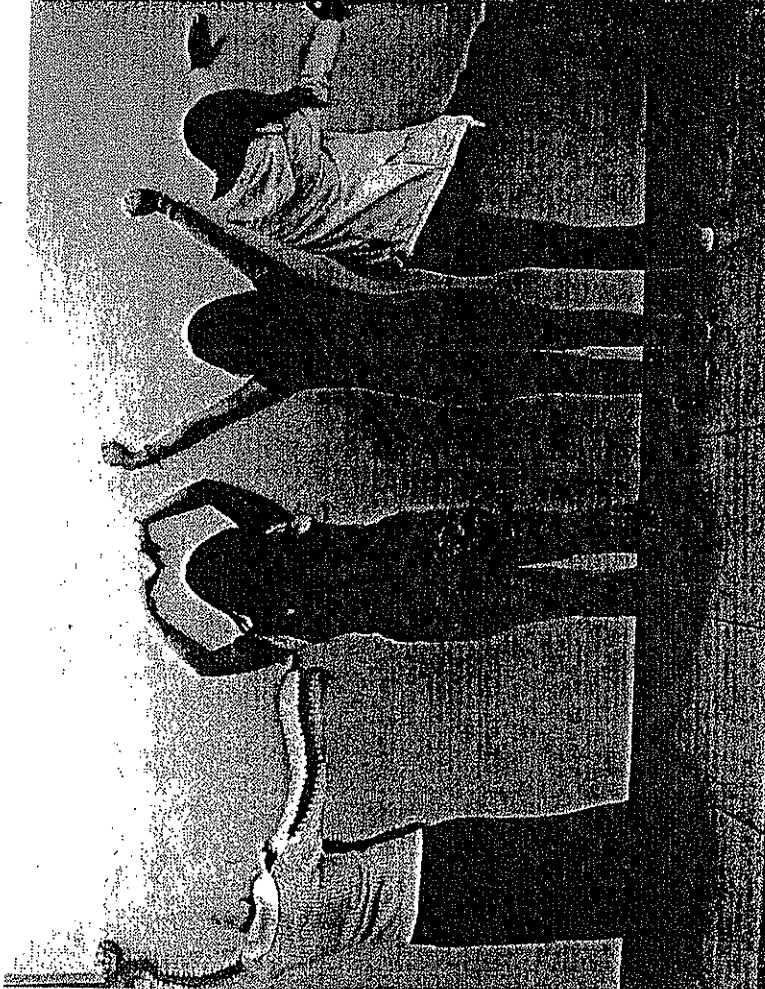


Photo by: Tian Yang (Jessica) Chen

Bayaraa (Joshua) Baterdene, age 15; Mayra Becerra, age 14; Sovik Dutta, age 14;
 Maria Figueroa, age 15; Sandra Herrera, age 14; Tim Le, age 14; Selene Limon, age 15;
 Nery Martinez, age 15; Oscar Ortiz, age 15; Maritza Sepulveda, age 15; Brandon Xu, age 14

I am the rhythm of your music
 I am your angel when you're in the darkness
 I want to be like an airplane to travel around the world
 I dream to be like a fairy to fly and never come back again
 I want to be like a good witch to make magic
 I think like the smartest computer in the world
 I am the movie of your mind,
 I am the smile of your face,
 I want to be like a rose in your garden
 I am a bird learning to fly away
 I am a broken bridge that connects my family
 My happiness is like a full moon that appears once every month
 My sadness like the sun rises everyday
 My life is like a ball that is kicked, over and over
 My mind is like a raft in the middle of the Pacific Ocean
 I am thin like a pencil
 I am like a cat sneaking around
 I am like a mountain standing straight
 I am like time always moving
 I am the devil of your laughs,
 I am the laughing of your happiness
 I am the melody that makes you sing
 I am the happiness of your life
 I am the tears of your sadness
 I am the monster of fear
 I am notes of music

I am happy like a clown
 I am fat like an elephant
 I am skinny like a noodle
 I am crazy like the man in the crazy house
 I am like the star that's always bright in the middle of the night
 I am a crazy girl that is always happy
 I am the one that shines with the sky
 I am a *chica* that never is sad
 I am the earth that walks in space
 I am a person who loves art
 I am the *loca* who never looks back
 I am the kind of person that promises that whenever you look back
 I will be always there
 That's what I am



List of Artists / List of Schools

Applicant San Francisco Arts Commission / WritersCorps

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

ARTIST NAME	DISCIPLINE
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Neelanjana Banerjee	Literary Arts
Two other artists have yet to be selected	

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
Mission High School	<p>Address: 3750 18th Street, CA.</p> <p><u>City:</u> San Francisco <u>Zip Code:</u> 94114</p> <p>(415)241-6240 <u>ext.</u></p>	GuthertzE@sfusd.edu	Eric Guthertz, Principal
	<p>Address: , CA.</p> <p><u>City:</u> <u>Zip Code:</u></p> <p>() - <u>ext.</u></p>		



Sample Proposed Schedule for each school residency

Applicant San Francisco Arts Commission

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
Carrie Leilam Love/Literary Arts/Mission High School/Ms. Riechel's class	9	26	1x week/28 weeks	1.75 hours	49 hours
Carrie Leilam Love/Literary Arts/Mission High School/Ms. Anusasananan's class	9	26	1x week/28 weeks	1.75 hours	49 hours
Carrie Leilam Love/Literary Arts/Mission High School/ Ms. Scott's class	12	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/Mr. Mckamey's class	9	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/ Mr. Wagner's class	9-12	15	1x week/28 weeks	1.25 hours	35 hours
Carrie Leilam Love/Literary Arts/Mission High School/Lunchtime drop in hours	9-12	20	2x week/28 weeks	1 hour	56 hours

Sample Proposed Schedule

MS
Carrie Leilam Love/ Literary Arts/ Mission HS/ Riechel's Class

ethnic studies

Grade: 9

Class size: 26

Frequency: 1 time a wk/28 wks

Class Duration: 1.75 hour

Total hrs: 49 hours

MS
Carrie Leilam Love/ Literary Arts/ Mission HS/ Anusasananan's Class

english

Grade: 9

Class size: 26

Frequency

Frequency: 1 time a wk/28 wks

Class Duration: 1.75 hour

Total hrs: 49 hours

~~Carrie Leilam Love/ Literary Arts/ Mission HS/ Advisory 1~~

~~Lawson~~ Scott

Grade: 12

Class size: 15

Frequency

Frequency: 1 time a wk/28 wks

Class Duration: 1.16 hour

Total hrs: 32 hours=

~~Carrie Leilam Love/ Literary Arts/ Mission HS/ Advisory 2~~

~~Harold~~ McKamey

Grade: 9

Class size: 15

Frequency

Frequency: 1 time a wk/28 wks

Class Duration: 1.16 hour

Total hrs: 32 hours

~~Carrie Leilam Love/ Literary Arts/ Mission HS/ Advisory 3~~

Mr.
Wagner

Grade: Mixed 9 -12

Class size: 15

Frequency: 1 time a wk/28 wks

Class Duration: 1.16 hour

Total hrs: 32 hours

~~Carrie Leilam Love/ Literary Arts/ Mission HS/ Lunch-Time Drop In~~

Grade: Mixed 9 -12

Class size: 20

Frequency: 2 time a wk/28 wks

Class Duration: .75 hour

Total hrs: 42 hours

these are specific ways in which we measure skill acquisition

WritersCorps Writing Rubric

Dimensions	Mechanics	Voice	Style
4 Exceptional	<ul style="list-style-type: none"> • Grammar (punctuation, spelling, capitalization) • Sentence structure • Organization (form and clarity) • Word Usage 	<ul style="list-style-type: none"> • Creativity and originality of Ideas: imagination • Risk-taking (sense of self as writer) • Purpose 	<ul style="list-style-type: none"> • Imagery • Details/examples • Word choice • Awareness of audience • Engaging the reader
3 Accomplished	<ul style="list-style-type: none"> • No misspelled words • Correct capitalization and punctuation • Consistently uses varied sentence structure in interesting ways • Ideas consistently presented in an organized and coherent form; remarkable and innovative transitions • Consistently uses correct word agreement 	<ul style="list-style-type: none"> • Fully developed and innovative ideas • Divulges oneself as a writer whether it be socially, emotionally or culturally • Writer's purpose is clear, insightful, and multi-layered 	<ul style="list-style-type: none"> • Sophisticated use of imagery • Varied and vivid details • Extraordinary and precise word choice • Engages reader through strong understanding of audience.
2 Developing	<ul style="list-style-type: none"> • Almost all words spelled and capitalized correctly; punctuation nearly perfect • Often uses varied sentence structure • Clear narrative flow; effective use of transitions • Almost always uses correct word agreement 	<ul style="list-style-type: none"> • Somewhat developed original ideas • Willing to break new ground • Writer has clearly expressed his/her purpose 	<ul style="list-style-type: none"> • Adept use of imagery • Strong and consistent use of details/examples • Imaginative word choice • Aware of audience
1 Emergent	<ul style="list-style-type: none"> • Some misspelled words; some understanding of capitalization and punctuation • Begins to use varied and correct sentence structure • Begins to present ideas in an organized fashion but still lacking an effective overall structure • Begins to use correct word agreement 	<ul style="list-style-type: none"> • A sparkle of an original idea but still somewhat cliché • Begins to move outside of self-created comfort zone in terms of subject matter and sense of self • Awareness of a purpose but not communicated clearly 	<ul style="list-style-type: none"> • Some imagery • Some use of details/examples but still general • Inconsistent use of effective word choice • Beginning to be aware of audience
1 Emergent	<ul style="list-style-type: none"> • Frequent misspellings; little or no understanding of capitalization and punctuation • Sentence structure inappropriate or repetitive • Difficult to derive meaning from text in the order written; no transitions; disorganized. • Consistently uses incorrect word agreement and placement 	<ul style="list-style-type: none"> • No distinct ideas; writing seems rote or cliché; lack of imagination • Does not take risks as a writer; keeps to safe subjects • No clear purpose; writing is rambling and distracted 	<ul style="list-style-type: none"> • Rare or no use of imagery • Few, inappropriate, or no details/examples • Unimaginative word choice • Unaware of audience

communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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CALIFORNIA ARTS COUNCIL INVOICE FOR GRANT PAYMENTS

PART A - GRANT INFORMATION:

DATE: 10/28/2010

GRANT NUMBER: AS-10-0602

GRANTEE'S NAME/ADDRESS:

GRANT PERIOD: 10/1/10 - 6/30/11

San Francisco Arts Commission
25 Van Ness Ave Ste 240
San Francisco CA 94102

TYPE OF REQUEST:

90% PAYMENT

FINAL 10% PAYMENT

PART B - 90% PAYMENT:

GRANT AWARD \$ 10,200 X 90% = TOTAL PAYMENT REQUEST \$ 9,180

PART C - FINAL 10% PAYMENT:

To qualify for release of the final 10% payment, you must have completed ALL of the following:

- Submitted (or attached) a final report. (Reporting requirements are outlined in the Grant Agreement, Exhibit-D Special Terms and Conditions)
- Submitted (or attached) the "CAC/NEA Grants Activity Survey".

FINAL PAYMENT AMOUNT REQUESTED

\$ _____

CERTIFICATION:

"I hereby certify under penalty of perjury that this report is in accordance with the grant approved by and the standards of the California Arts Council, and that payment has not been previously received for the amount claimed herein."

Luis R. Cancel
AUTHORIZED OFFICER (PRINT)

Rachelle Axel
PREPARER'S PRINTED NAME

[Signature]
AUTHORIZED OFFICER (SIGNATURE)***
***DO NOT USE BLACK INK

415.252.2564
PHONE NUMBER

FOR CAC ACCOUNTING USE ONLY:

FY _____ FUND _____ CODING _____ SCHEDULE _____
FY _____ FUND _____ CODING _____ SCHEDULE _____

PROGRAM SIGNATURE _____ DATE _____
(Final payment only)

ACCOUNTING SIGNATURE _____ DATE _____



CALIFORNIA ARTS COUNCIL

CELEBRATING EXCELLENCE IN THE ARTS SINCE 1976

ARNOLD SCHWARZENEGGER, GOVERNOR

MUKIEL JOHNSON, DIRECTOR

October 12, 2010

Rachelle Axel
San Francisco Arts Commission
25 Van Ness Avenue, Suite 240
San Francisco, CA 94102

AS-10-0602

Dear Rachelle Axel:

I am pleased to inform you that the California Arts Council (CAC), at its June 10, 2010 public meeting, awarded your organization an Artists in Schools (AIS) grant for fiscal year 2010-11. This funding is effective October 1, 2010 through June 30, 2011. Your organizations' rank and grant amount are: 4-/\$10,200.

Enclosed are three copies of the **Standard Agreement**, which indicate award amount and grant period. Please note that the **Special Terms and Conditions (Exhibit D)** and **Program and Reporting Requirements (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:

- Grant Description and Budget Form, Exhibit A & B Must reflect your award and proposed project (see instructions on website);
- Invoice Form and Instructions;
- Payee Data Record Form;
- Sample Thank You Letters to Governor and State Legislators;
- California Arts Council/NEA Grants Activity Survey Form;
- Final Report 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.

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

- Sign all three copies of the Standard Agreement;
- Fill out Grant Description and Budget Form, Exhibits A and B restating your approved grant (3 copies)
- Complete the State of California Payee Data Record (one copy) ← not for gov.
- Prepare an invoice for the 90% advance (one copy);

INTRODUCTION FORM

By a member of the Board of Supervisors or the Mayor

Time Stamp or
Meeting Date

I hereby submit the following item for introduction:

- _____ 1. For reference to Committee:
An ordinance, resolution, motion, or charter amendment.
- X 2. Request for next printed agenda without reference to Committee
- _____ 3. Request for Committee hearing on a subject matter.
- _____ 4. Request for letter beginning "Supervisor _____ inquires...".
- _____ 5. City Attorney request.
- _____ 6. Call file from Committee.
- _____ 7. Budget Analyst request (attach written motion).
- _____ 8. Substitute Legislation File Nos.
- _____ 9. Request for Closed Session
- _____ 10. Board to Sit as A Committee of the Whole

Please check the appropriate boxes. The proposed legislation should be forwarded to the following:

- | | |
|---------------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Small Business Commission | <input type="checkbox"/> Youth Commission |
| <input type="checkbox"/> Ethics Commission | <input type="checkbox"/> Planning Commission |
| <input type="checkbox"/> Building Inspection Commission | |

Note: For the Imperative Agenda (a resolution not on the printed agenda), use a different form.]

Sponsor(s): Supervisor Carmen Chu

SUBJECT: Artists-in-Schools grant of \$10,200 for WritersCorps Program

The text is listed below or attached:

Signature of Sponsoring Supervisor: _____



For Clerk's Use Only: