



March 26, 2019

Pima County Amphitheater Schools  
701 W. Wetmore Rd.  
Tucson, AZ 85705

RE: Enclosed Check: 21-9156898, \$2,500.00; Amphitheater High School

Greetings,

The enclosed check in the amount of \$2,500.00 is payment for Arizona Commission on the Arts ALC Grant 10468286, awarded to Amphitheater High School. Our records show the school's contact for this grant is Kimberley Dickinson, [kdickins@amphi.com](mailto:kdickins@amphi.com).

The Employer Identification Number on file with the State of Arizona General Accounting Office used to process this payment indicates that the check is to be made payable to the Pima County Amphitheater Schools and mailed to the address above.

It is our understanding you will process this check and notify the grantee their funds have been received.

Thank you for your assistance in processing this payment to the intended recipients in a timely manner.

Warm Regards,

Kimilee D. McCreary-Bourin  
Director of Fiscal Operations  
Arizona Commission on the Arts  
[kdmccreary@azarts.gov](mailto:kdmccreary@azarts.gov)  
602-771-6533



Vendor Number:  
 Address Code:  
 Fiscal Sponsor:   
 See bottom for additional corrections:

Okay to Pay  
 Corrected Award Amount:  
 Program Manager:  
 Date:

## Arts Learning Collaboration Grant Award Agreement

Amphitheater High School (grantee) has been awarded a grant by the Arizona Commission on the Arts for the following programming which is to take place between July 1, 2018 and June 30, 2019.

Amphitheater High School  
 Kimberly Dickinson  
**Street:** 125 West Yavapai Road  
**City:** Tucson  
**State:** AZ                      **Zip:** 85705

**ALC GRANT ID:** 10468286  
**Maximum Award up to:** \$ 2500.00  
**Grant Cycle:** Cycle A  
**Payment Window 3:** January 1st, 2019 - March 31st, 2019

**By signing this Arts Learning Collaboration Grant Award Agreement, the grantee certifies that they will:**

- JL **Comply with all terms and conditions** outlined herein and in the document titled "General Grant Conditions."
- JL **Complete and return this Award Agreement and associated State W9 Form**, signed and dated by an authorizing official, by **Monday, October 15, 2018.**
- JL **Complete Payment Form** no later than **Monday, May 13, 2019.** Information about this Form will be sent via email to the Submitter's email address.
- JL **Submit Fiscal Year 2019 Final Report** directly through Submittable by **Monday, September 9, 2019.**
- JL **Keep record of and maintain contact information** for your application in Submittable.
- JL **Request in writing any changes in project format, scope, expenditures, or personnel.** Proposed changes must be approved by the Arts Commission prior to the expenditure of grant award funds. To request changes, contact Anastasia Freyermuth, Arts Learning and Evaluation Coordinator, (602) 771-6529, [afreyermuth@azarts.gov](mailto:afreyermuth@azarts.gov).
- JL **Credit (with logos and credit lines) the funders of the awarded grant** per instructions outlined in the document titled "Arizona Commission on the Arts Grant Credit and Publicity."
- JL **Build public value for the arts in Arizona** by communicating the impact of your grant award to Arizona State Legislators and the Governor-appointed Commissioners of the Arizona Commission on the Arts.
- JL **Assume sole responsibility for meeting all grant-related deadlines.** All grant-related materials must be received by the Arizona Commission on the Arts by **close of the business day on the deadline date.** Without exception, organizations that neglect to submit required materials by the published deadlines will forfeit their grant award and/or be ineligible for future funding.

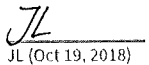

This grant is made subject to the availability of funds from the National Endowment for the Arts and the State of Arizona. **If at any time during the fiscal year the Arizona Commission on the Arts' overall funding is reduced for any reason, this grant may be reduced, canceled, and/or paid out in installments.**

**ARIZONA**   
COMMISSION  
ON THE ARTS

The Arizona Commission on the Arts requires the organization *receiving* the grant funds to complete and submit a state substitute W9 form. Select one of the options below:

- We, the grantee organization, will receive the awarded grant funds directly. We have completed the W9 form found on the next page of this packet.
- Another organization/institution will receive the awarded grant funds on our behalf. Please send the W9 form to the following email address:  
  
Holly Holmes Assistant to the Director Outreach, UA College

Sign to indicate that you have read, understood, and agree to comply with the Grant Award Agreement.

Jon Lansa		
_____ Taxpayer Identification Number (FEIN)		
Jon Lansa	 <small>JL (Oct 19, 2018)</small>	Oct 19, 2018
_____ Print Name/Title of Authorizing Official	_____ Authorizing Official Signature	_____ Date
Jaime Dempsey, Executive Director		08 /20/2018
_____ Print Name/Title of Grantor Authorizing Official	_____ Authorizing Official Signature	_____ Date

After you submit this Award Agreement, you will be given the option to download a copy for your reference.

**Arts Commission Use Only**

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**Corrected Street Name**

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**Corrected City** **Corrected State**

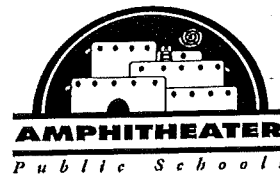
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**Corrected Zip Code** **Corrected Organization Name**

**GRANTS PROJECT COORDINATION**

**PROJECT PROFILE**

\*Forms should be submitted to Mike Bejarano, School Operations  
Executive Director Student Services



<b>Working title:</b>	Step Up Dance Grant								
<b>Target population:</b> <i>(Which schools, grades, staff, etc. are impacted?)</i>	9-12 <sup>th</sup> grade students enrolled in Dance classes at Amphi High School.								
<b>General problem addressed by the project:</b>	The level of skill and experience available to students in the Amphi High dance classes is at a basic to moderate level.								
<b>Project Synopsis:</b> <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i>	The Step Up Dance grant would bring a dance instructor from the University of Arizona to two preexisting dance courses, in which the Amphi dance teacher will deepen exposure to ballet technique and broaden dance styles and choreography through modern, jazz, and lyrical music.								
<b>Source and amount of funding requested:</b>	Arizona Commission on the Arts - \$2,500 COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO								
<b>Funding will pay for:</b> <i>(People, equipment, materials, training, services, supplies, etc.)</i>	Two hours of instruction each week from a University of Arizona dance instructor. Professional development for the Amphi dance teacher. Access to multiple dance performances at the University of Arizona for Amphi students.								
<b>District contribution(s):</b>	\$0								
<b>Potential partners &amp; their contributions:</b>	To establish this program and pay for the dance instructor from the University of Arizona, the total cost is \$7,600. This grant will bring in \$2,500 to meet this cost. An additional \$5,100 will be provided by the University of Arizona.								
<b>Sustainability plan:</b> <i>(Explain how the project will be sustained without committing district funds)</i>	The technical skills, experience, and professional development will be used by the Amphi Dance teacher in dance classes after the program ends.								
<b>Principal/Department Authorization:</b>	<i>Jon Lansa</i> <i>Signature</i>	Jon Lansa <i>Name, printed</i>	10/8/18 <i>Date</i>						
<b>Submitted by:</b>	<table border="0" style="width:100%"> <tr> <td style="border-bottom: 1px solid black; width: 33%;"></td> <td style="border-bottom: 1px solid black; width: 33%;"></td> <td style="border-bottom: 1px solid black; width: 33%;"></td> </tr> <tr> <td style="text-align: center;"><i>Signature</i></td> <td style="text-align: center;"><i>Name, printed</i></td> <td style="text-align: center;"><i>Date</i></td> </tr> </table> <p>By signing this document, I acknowledge that purchases must follow the district's required bidding/purchasing process and will adhere to USFR* regulations and any other reporting requirements of the funder. <i>All fixtures, equipment and instructional materials (or other improvements) received under this grant will become the property of the Amphitheater School District and not the applicant.</i></p>						<i>Signature</i>	<i>Name, printed</i>	<i>Date</i>
<i>Signature</i>	<i>Name, printed</i>	<i>Date</i>							
<b>Phone &amp; Email:</b>	520-696-5372, <a href="mailto:jlansa@amphi.com">jlansa@amphi.com</a>		<b>Date:</b> 10/8/18						

\*USFR = Uniform System of Financial Records required by ADE and the Auditor General's office for bookkeeping & reporting methods on expenditures.

*ok s.w. 10/17/18*

Name of School

Amphitheater High School

School Information

Provide information about the school applying for the grant. Information provided in this section is for internal and reporting purposes only and will not be used in the panel review process.

School District (if applicable)

Amphitheater Unified School District

County

Pima

Secondary Contact Name

Jon Lansa

Secondary Contact Title

Principal

Secondary Contact Phone

520-696-5372

Secondary Contact E-mail

[jlansa@amphi.com](mailto:jlansa@amphi.com)

Authorizing Official

Jon Lansa

Are You a First Time Applicant?

No

Is Your School applying with a Fiscal Sponsor?

No

Are you a public school or unit of government?

Yes

Schools should select all options that comprise 25% or more of their Staff and Faculty

Hispanic/Latino

Project Overview

Please provide the following important information about your project.

Proposed Start and End Date of Project

Please enter the date range your project will take place in.

Cycle A: For projects taking place between July 1, 2018 and June 30, 2019

Cycle B: For projects taking place between November 1, 2018 and June, 30 2019

Cycle C: For projects taking place between March 1, 2019 and June 30, 2019

Proposed Start Date of Project

08/13/2018

Proposed End Date of Project

05/19/2019

Mission Statement

At AHS we build upon a tradition of excellence by developing students through rigorous, relevant, and flexible learning opportunities. We build confidence, perseverance, and creativity in students to prepare them to become caring, successful, and committed members of their community.

Project Category

Student Learning

## Collaborators Names/Titles

Jon Lansa, Principal, Amphitheater High School  
Kim Dickinson, Dance Instructor, Amphitheater High School  
Erika Colombi, Step Up coordinator  
Marquez Johnson, Step Up instructor

## Project Title and One Sentence Description

Step Up at Amphi High would bring dance expertise from the University of Arizona to two pre-existing dance courses, in which teacher Kim Dickinson seeks to deepen exposure to ballet technique and broaden dance styles and choreography through modern, jazz, and lyrical.

## Narrative Questions

n/a

## 1) Project Description

Amphitheater High School (AHS) is excited to be writing this grant to help us start a dance program with the University of Arizona's College of Fine Arts (CFA) next school year. CFA has designed a dance curriculum in collaboration with the UA School of Dance called 'Step Up' (SU), to establish and support dance classes in low-income public schools.

AHS is a comprehensive urban high school with an enrollment of 1,250. The student population is very diverse with 26 languages spoken. 83% of students are from low-income families and potential first-generation college-goers. This makes the University exposure SU provides particularly valuable.

Next year we will establish two dance classes that serve approximately 50 students in grades 9-12. The Intermediate dance class will have around 20 students and the beginning class will have around 30. There ages range from 14-18. The two classes meet every day.

SU's curriculum focuses on increasing students' body awareness and physicality through



concepts of time, space, and music. Beginning students learn basic classical technique in the ballet, jazz, and modern disciplines. There is also a choreography component through which students use movement to tell their own stories.

Each week, SU curriculum developer and instructor Marquez Johnson will visit AHS for two hours to co-teach dance classes alongside our teacher-of-record, Kim Dickinson. During these sessions Ms. Dickinson will be present and engaged, assisting with classroom management and participating actively. Classes will also meet four times per week without Marquez, during which time Ms. Dickinson will guide dance practice using the model Marquez has established for that week's lesson. Marquez will also be available for private lessons with Kim and the Step Up curriculum will be accessible online for Ms. Dickinson and our students.

A typical class involves warming up major muscle groups and isolating body parts, practicing classical ballet positioning and technique, moving across the floor working on level changes and creative improvisational movement, a game or activity, and learning a piece of choreography either instructor- or student-designed.

The entire student body at AHS will see a performance by a touring dance company held at AHS, as well as being invited to UA Presents matinees featuring world-class dancers at no cost to our school. SU will also help facilitate student performances at AHS and organize a Showcase Concert at the UA, giving our students a chance to show their peers and families what they have learned.

## 2) Collaborators

UA's Step Up dance program was inspired by the 'Lead Guitar model' in terms of how it collaborates with schools and teachers to build sustainable arts programs. We had previously worked with the Lead Guitar program through as a way to provide additional subject area experience and professional training to our guitar program. Our dance program is at a similar stage of development as guitar was then – students are interested, but we have limited teacher training in the area of dance. In addition to direct instruction for our students and on-campus experiences Step Up will provide expert instructor training that will help strengthen the program and sustain it.

Kim Dickinson has been teaching at Amphi High School since 1999. She teaches Aerobics, Stunts and Tumbling, Dance and Adaptive PE. Kim's has a B.S in Kinesiology with an option in Teaching/coaching. She recently received her National Board Certification in Teaching.

Step Up master instructor Marquez Johnson holds an MFA in Dance from the University of Arizona as well as a BFA in Dance and a BA in Communications. While working at Flowing Wells High School in Tucson, Marquez served as the director of the National and State Hip-Hop Champion Pulse Dance Company for five years teaching ballet, jazz, hip-hop, modern, and contemporary. He also directed an after-school youth dance program giving students

performance opportunities in a variety of dance styles. Marquez worked for the summer arts program in Flowing Wells USD teaching elementary students elements of hip-hop and jazz.

### 3) Premise and Benefit

This collaborative project will dramatically enhance Dance instruction at Amphi. While Kim is an excellent, experienced teacher, she has only basic knowledge of dance. Kim would love an expert in the field to help her and her students learn technique and choreography in a variety of styles.

The UA School of Dance is consistently ranked among the top five Dance Schools in the nation. That level of expertise along with their three-pronged approach, which combines ballet, modern and jazz, will provide a strong foundation for Amphi dancers. The unique way in which Step Up sets that instruction to hip-hop music and connects traditional styles to contemporary dance makes the curriculum relatable for our students and will encourage a broader swath of students to join a dance class.

Dance classes check so many boxes for Amphi in terms of student needs and enhancement of arts teaching and learning. In the middle of their academically rigorous day dance students will have an hour of burning pent-up energy, building coordination, thinking creatively and discovering new means of self-expression. Step Up classes give students who haven't yet connected with an arts class an additional chance to shine, to express themselves in the way that best suits them. We have so many talented students at Amphi, many of whom are naturally interested in dance but because of difficult socioeconomic situations do not have access to dance classes outside of school. Dance offers students a healthy relationship with their bodies and lets them get to know themselves physically and emotionally. It allows students who are kinesthetic learners to learn in a way that's more applicable to them than what's going on in their other classes. We also see opportunities for integration and connection with other subjects in school through dance.

The end result of this project is that our students learn a new way to express themselves creatively. SU classes teach our students the basics of ballet, modern and jazz, but perhaps more importantly it teaches them to feel proud and accomplished at the end of the school year. Everyone has a different method of self-expression with which they feel most comfortable, and opportunities for kinesthetic expression are lacking in the traditional American education system. Step Up will provide an avenue for dozens of Amphi students to find their talent and comfort zone and to see that they can be successful at something.

### 4) Student Learning Projects

The primary learning objectives of the Step Up program are well aligned with the new AZ Arts Standards for Dance. High schoolers in Step Up programs will understand changes in body, effort, shape and space. Students will explore various movements in a group setting but will also add a choreographic component through which they will make movement choices to make up a sequence using the techniques they have learned. Their choreography will use music, text, natural phenomena, and other stimuli. Focus will be put on the interdisciplinary nature of dance by integrating concepts of science, music, literature, and history into the curriculum.

Step Up classes will be largely participatory, but some formal assessments will be given. Students will be traditionally tested on vocabulary, terms, and technique concepts with grades assigned. Choreographic projects will be assessed based on their incorporation of techniques learned in class and students' ability to organize those techniques into a sequence while connecting artistic ideas with their own personal stories. Once again the emphasis in assessment will be on completing the assignment enthusiastically rather than a focus on accuracy or artistic finesse. Students' movement will be evaluated on how well they incorporate the concepts of body shape and effort they have learned.

Self-evaluation will be an important component. We will discuss learning objectives and how they are being executed in the classroom, and we will also ask students to write a narrative response to their experience. Our students will participate in the CFA in Schools Showcase Concert on the UA campus, which will give them a chance to share what they have learned with their families, peers, and the community at large.

5) Baseline Information: is this an ongoing project?

No

### Project Budget

Enter the following information related to your project's budget using the boxes and tables provided.

### Budget Narrative

The Arts Standards-based curriculum, Marquez Johnson's time teaching our students and training our teacher, and all auxiliary performances and campus visits are included in Step Up's total fee/cost of \$7,600. We already have a well-equipped Dance Studio so the Step Up fee will

be our only expense for dance classes.

We do not have any earned income. The socioeconomic situation of our school qualifies us for a free Step Up program, so we will not pay for this program with funds from the school's budget. \$5,100 will be donated to the University of Arizona by private individual donors who wish to support the Step Up program at Amphi. If we receive the ACA grant for \$2,500, this brings us to \$7,600 in income.

#### Project Expenses

**7600**

#### Cash Match Amount and Sources

**5100**

#### In-Kind Contributions (if any)

#### Total Match (Cash Match + In Kind Contributions)

5100

#### Budget Overview

**7b03dd3c-86e0-46cf-9c98-134686c0ef61.xlsx**

#### Grant Amount Requested

2500

Certification/Signature

I certify that all information contained in this application and attachments is true and accurate. All funded activities must provide equal access and equal opportunity in employment and services and may not discriminate on the basis of disability, color, creed or religion.

I Certify

true

Name of person completing application

Kimberly Dickinson