

# MAINE STATE LEGISLATURE

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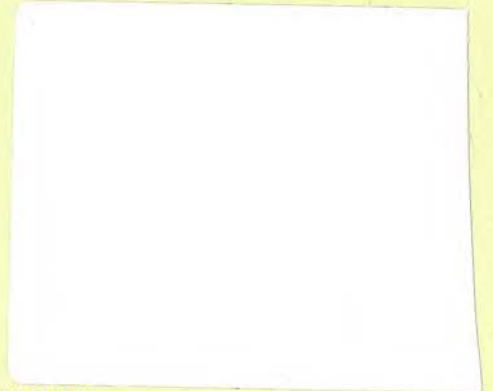
MAINE  
DOCS

# PARTNERS IN ARTS & LEARNING

Grant Program



*Looking at the success of the PAL program in Maine's schools*



MAINE ARTS COMMISSION

*building Maine communities through the arts*



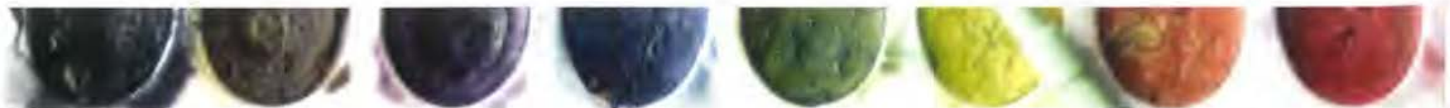
## Foreword

This brochure would not have been possible without the dedication and support of the many people who have participated in the PAL program over the years. But it is only a snapshot of the many vibrant, diverse arts education programs existing in school districts throughout Maine. From the smallest and most remote school districts to the large city districts, passionate teachers, administrators, students and community members have planted seeds. These seeds have taken root to ensure the long-term success for vital visual and performing arts programs in Maine schools. The Maine Arts Commission's PAL Grant Program has received national recognition. It serves as a model for school districts and organizations throughout the United States that are looking to increase support for the arts in schools.

"From its inception, the PAL program had the potential to bring strong sequential arts programming to all public school children in the state of Maine. This bold and innovative program was created to reflect the rich and diverse nature of the towns and cities in our state and to honor Maine's desire to center educational decision-making at the local level. PAL has exceeded my expectations. During my time as a school administrator in MSAD #16, I had the opportunity to put the PAL program into practice. PAL has received national recognition. But most important of all, it has allowed children throughout the state of Maine the opportunity to share the challenges and joys of the artistic experience."

— *Suzanne Olson*,  
Executive Director Children's Museum of Maine and  
Chair, Maine Arts Commission

*The Maine Arts Commission's PAL Grant Program serves as a model for school districts and organizations throughout the United States that are looking to increase support for the arts in schools.*



# Introduction to the PAL Program

*“Every child will participate in the arts each day of the school year in order to create meaning and understanding in her or his world.”*

– Nancy Salmon, former Arts in Education Associate, Maine Arts Commission

The PAL grant program is now beyond its fifth year. 253 out of 285 school districts or almost 90 % of all the districts in Maine have participated in the PAL program. Others have used the PAL planning process, creating plans for how they will increase arts education for all students. More than 200 school districts have viable plans for arts education – articulated visions, goals, action steps, and evaluation methods agreed upon by committees representative of the local school community.

There is a greater story than numbers alone can tell about the PAL program. It has succeeded in many expected and unexpected ways as revealed in the following pages.

## History of the PAL Program

In 1996, the Maine Arts Commission (MAC) evaluated the strengths and weaknesses of existing grant programs for arts education and researched alternatives. The Arts in Education (AIE) Committee decided upon a non-competitive, invitational program that rotated around the state every three years. MAC wanted to support long-term growth of arts education by supporting cooperative

planning among schools within a district. Thus whole school districts were invited to participate.

For two years MAC staff met with superintendents and principals to acquaint them with a grant program for which there was no formal application and with the

several steps that must be followed to receive the grant funds. More recently as school personnel have become more familiar with planning process, MAC staff have met with the local PAL teams to offer alternative program ideas, suggest appropriate artists and, occasionally, to facilitate planning meetings.

The three primary goals have been attained, and the budget for PAL has been increased to more than \$200,000. In addition, MAC has developed on-going relationships with arts educators and advocates across the state. More people are aware of how arts education provides a means of academic and social success for their children and how to work with local decision makers to increase arts education opportunities.

And, most importantly, more children and their educational leaders have a solid understanding of how the power of the arts helps us all create meaning and understanding in our sometimes confusing world.

*...more children and their educational leaders have a solid understanding of how the power of the arts helps us all create meaning and understanding in our sometimes confusing world.*

## Goals of the PAL Program

PAL was developed in response to federal budget cuts and MAC's need to consolidate many smaller AIE grant programs. The program needed to be more cost effective in terms of financial support for arts education and in staff time. Hence the consolidated grant program would need to work within the (then) budget of \$150,000, be truly statewide, and increase visibility of MAC and its programs. The AIE committee had two additional goals to increase learning opportunities in the arts for students and to increase opportunities for students and teachers to be in contact with professional artists.



## How the PAL Program Works

The program divides the state into three regions. Each region represents about a third of the total K-12 student population. In year one of the cycle, districts in Franklin, Oxford, Androscoggin, and York counties are funded. In year

two, Aroostook, Washington, Hancock and Cumberland counties; and in year three, Somerset, Piscataquis, Penobscot, Kennebec, Sagadahoc, Knox, Waldo, and Lincoln counties. FY 2003 marked the second year of the second round of funding. In FY 04, the PAL program will have completed two full cycles of funding.

Grants equal to a base dollar per student are given by MAC with a minimum grant of \$2,250 to the smallest districts. Grants range up to about \$17,000. PAL grant funds must be matched dollar for dollar by the school district. Ideally, new money will be committed for the arts from line-items in school budgets or fundraising by parent/community groups. However, money already used to support arts opportunities may be used as the match for MAC funds.

*PAL teams are encouraged to use their PAL funds for visiting artist programs, artists-in-residence, curriculum planning in the visual & performing arts, or professional development/staff development in arts education for all content area teachers.*

The PAL team decides how PAL funds will be used to accomplish goals stated in their 3-year PAL plan.

## The Three Requirements to Access PAL Funds

1 District superintendent agrees to match the grant and forms a PAL team to complete the other requirements.

2 PAL team completes an arts assessment survey of district's visual and performing arts resources and submits it to MAC.

3 PAL team creates a three-year plan with goals for the use of the funds along with evaluation criteria to monitor progress in achieving those goals and submits it to MAC in early May each year, (see [www.MaineArts.com](http://www.MaineArts.com) for specific deadlines).



*“How important is it to you that you have had access to visual and performing arts classes throughout your school years?”*

***Eric Peavey, Westbrook High School***

“I wouldn’t be me without art classes. They have changed me into someone who can express himself. I don’t know where I would be without art.”

***Bethany Stafford, Westbrook High School***

“Creating art is like getting an escape from the worries of life...Gives you something to be proud of and show off. Life is better when you feel good about yourself...Whether it is band or theater or drawing, everyone deserves to have a chance to feel good about themselves.”

***Nick D’Alfonso, Westbrook High School***

“It was vital to my whole learning experience when it came to art.”

***Leighann Gillis, Westbrook High School***

“Art and music improve brain development and are very important. Without art, we wouldn’t have buildings or clothing or footballs or a lot of everyday things. The world would be so silent and ignorant without music.”



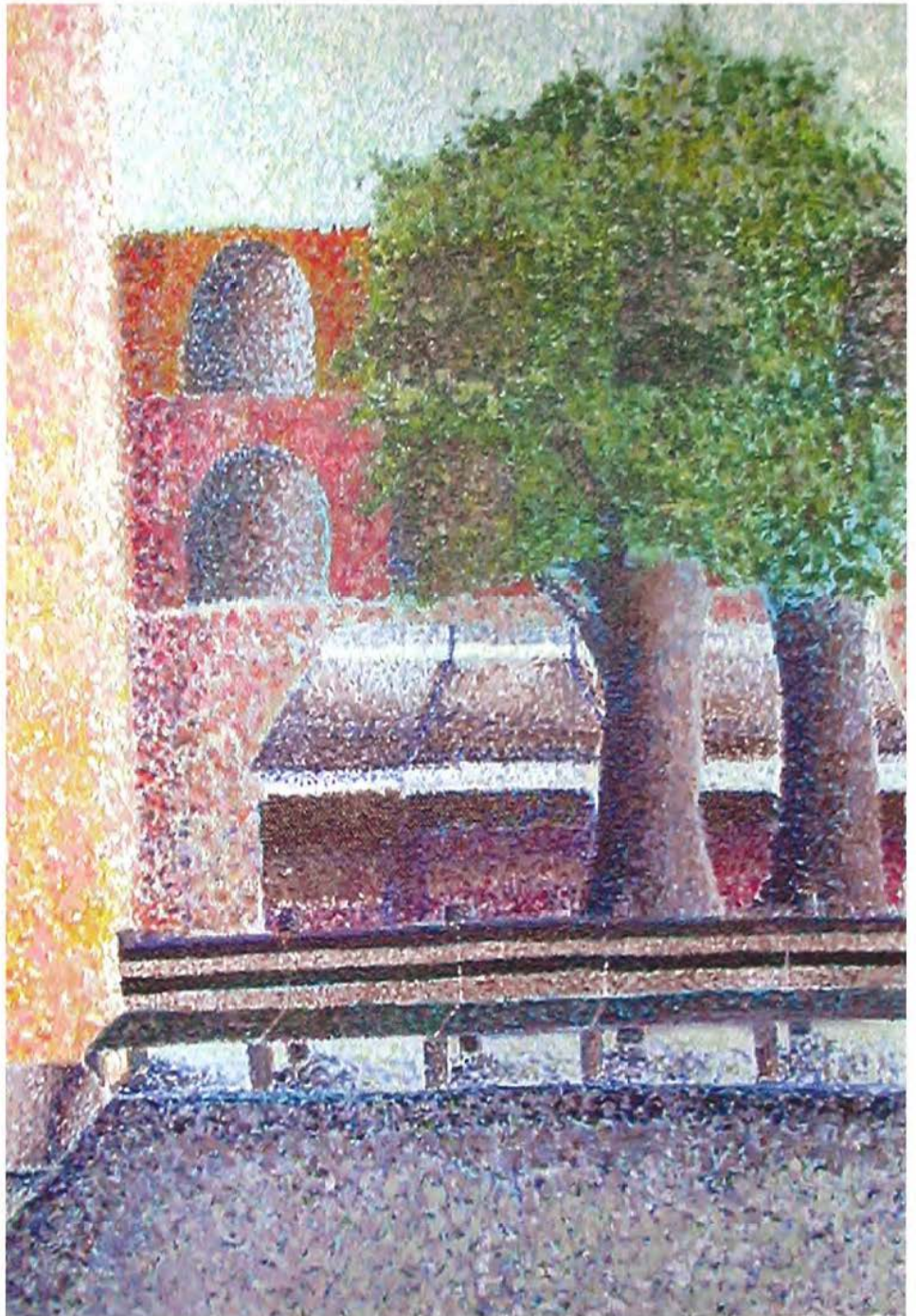


TOP LEFT:  
ERIC PEAVEY, GRADE 12

BOTTOM LEFT:  
LEIGHANN GILLIS, GRADE 12

TOP RIGHT:  
KARLA SCHULTZ, GRADE 10

FAR RIGHT:  
ANNE MARIE ROBINSON, GRADE 12





# BATH

SAGADAHOC COUNTY

PAL FUNDS: \$4,397 (FY02)

PAL Chair/Contacts: Vicki Moriarity, Parent Volunteer,  
Lynn Spivey, Elementary Teacher, Jackie McKeon, Art Teacher

*The PAL program had a huge impact on the tone, attitude, and activities in our schools.*

Before the PAL grant, the Fisher-Mitchell Elementary School, for example, used a small fund of less than \$1,000 to secure one or two performances for the year. The performances were nice, but left no lasting impression on the student.



Based on the results of an arts assessment survey, the PAL team developed a 3-year plan that targeted a drama program in the elementary schools. The PAL grant gave the seed money to begin working toward a vision. Teachers began to integrate drama with the classroom subject areas. Staff and faculty attitudes began to change in positive, supportive ways.

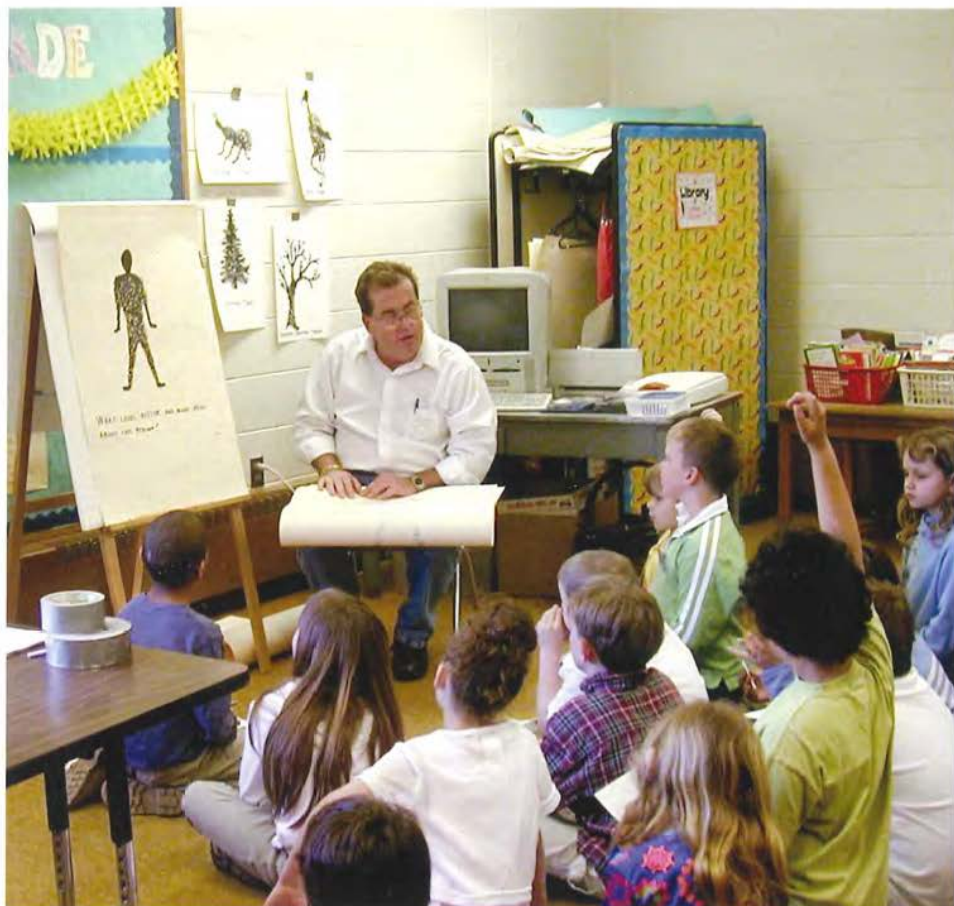
An example of this collaborative spirit can be found in the amazing support that the Fisher-Mitchell Elementary school PTA gave to the students and staff. In the first

year of the PAL plan, the Fisher-Mitchell PTA and the Huse Kindergarten Center PTA gave \$1,000 to the Fisher-Mitchell Fine Arts Committee to spend on extension programming. During the second year of the PAL plan, the PTA gave \$3,000 and in year three, they gave an amazing \$5,000 from fundraising projects in their school alone. The Bath School Board and the City Council

saw the resulting efforts of the PAL team's work and funded an Arts Coordinator position for both of Bath's elementary schools.

The greatest evidence of success of the PAL grant was the resulting impact on our student population in their enthusiasm for drama supported by the positive response of the community. Through the PAL grant, we have witnessed arts programming changing the whole climate of a school.

– Vicki Moriarity  
Parent Volunteer



OPPOSITE PAGE:  
2ND GRADE STUDENTS AT FISHER-MITCHELL  
SCHOOL, BATH

LEFT:  
TIM GAUDET, ARTIST, AT FISHER-MITCHELL  
SCHOOL, BATH

BELOW:  
TIM GAUDET, ARTIST, WITH 2ND GRADE STUDENT,  
ARRIANNA HAGENBUCH, FISHER-MITCHELL  
SCHOOL, BATH



# BUCKSPORT

HANCOCK COUNTY

PAL FUNDS: \$2,464 (FY01)

PAL Chair/Contact: Holly Bertrand, Art Teacher

*Bucksport is in the second year of its plan. As a result of the PAL grant, the PAL team hired Anne-Claude Cotty, a book artist from Stonington as an artist-in-residence for a week.*

The goal was to give approximately 60 high school students an opportunity to work with a professional artist for an extended period of time and to introduce them to an art form that they normally wouldn't be exposed to.

Using a starfish collection that was donated from a fisherman on Isle au Haute and found objects, students decorated large sheets of paper using a variety of media which would eventually become the pages of their book. Oil pastels, chalk pastels, glitter, colored pencils, watercolors, rubber stamps, and colored sand were but a few of the materials students chose to make the pages of their books come alive.

This year the PAL plan focus is on the fourth grade at the G. Hebert Jewett School. In February 2003, the school will be working in

conjunction with the Belfast Dance Studio to focus on an African music dance and art theme. Students will work with dance instructors and musicians to produce a musical performance that incorporates dances they have choreographed; music they have written; and costumes/masks they have designed and made.

Next year, the plan's focus will be on the middle school population with the introduction of ceramics to the middle schoolers.

—Holly Bertrand,  
Art Teacher

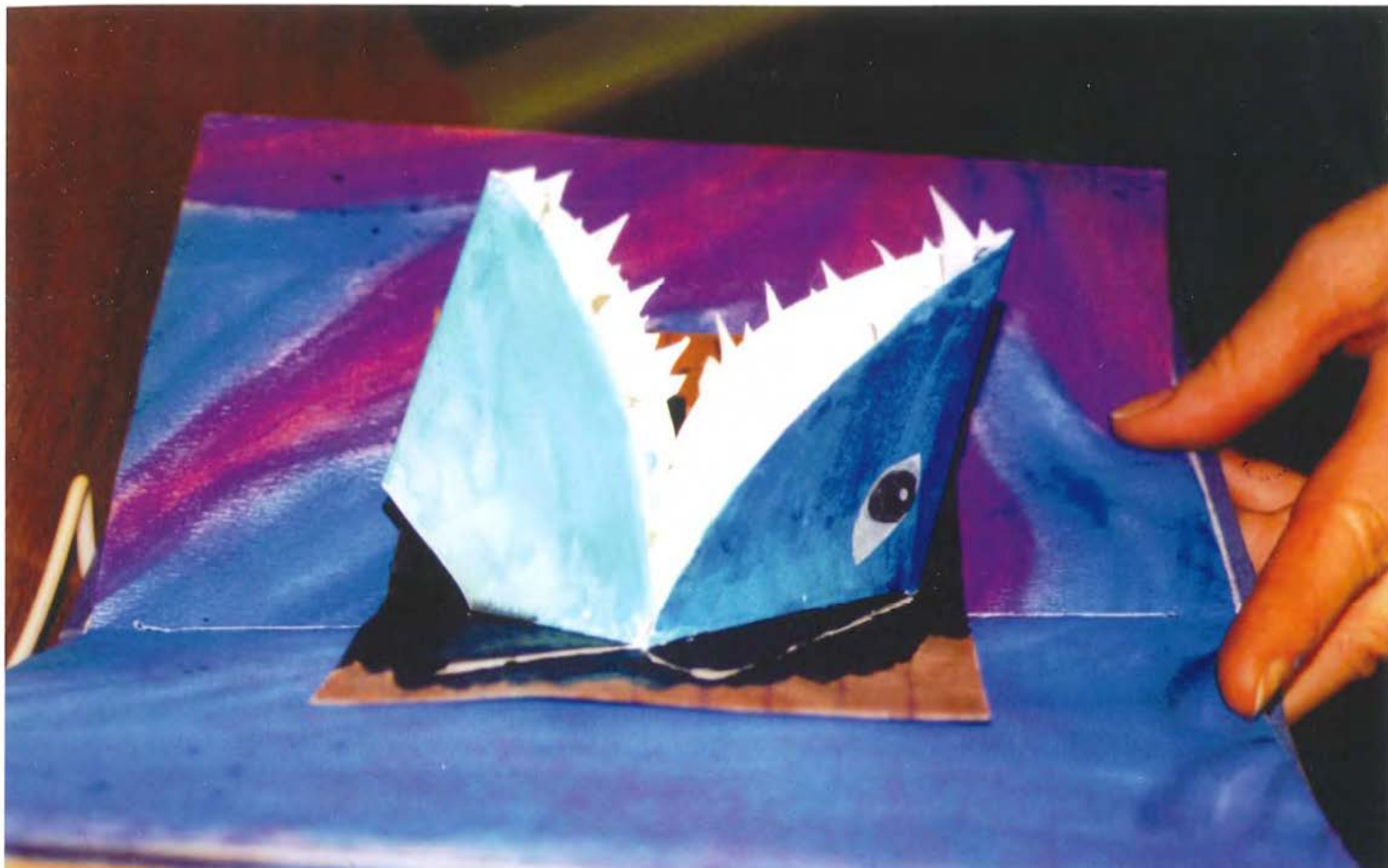


LEFT:  
MATT MILLS, GRADE 10  
MAKING A BOOK IN PROGRESS  
PHOTO BY HOLLY BERTRAND

OPPOSITE PAGE LEFT:  
"POP UP PAGE" BY DELMORE ADAMS, GRADE 10  
PHOTO BY JEANETTE TARDIF

OPPOSITE PAGE TOP RIGHT:  
"BOOK PAGE" BY VANESSA GRAY, GRADE 11  
PHOTO BY JEANETTE TARDIF

OPPOSITE PAGE BOTTOM RIGHT:  
"BOOK PAGE" BY KELLY WHITE, GRADE 12  
PHOTO BY JEANETTE TARDIF



## SAD#1 PRESQUE ISLE

AROOSTOOK COUNTY

PAL FUNDS: \$4,502 (FY01)

PAL Chair/Contact: Pam Hallett, Curriculum Coordinator

*This is the final year of our second 3-year PAL project (2002-03).* Using local funds, an MBNA Grant, the Aroostook Partners for the Arts and PTO funds, we contracted with Erma Colvin from Washington, Maine, to work with students in grades 3 and 6 integrating dance and the social studies curriculum. 6<sup>th</sup> grade students learned four Canadian dances and four South American dances. Erma will be back in April for the final five days of her residency to work with 3rd grade students. Their theme is also social studies so they will be learning early American and Native American dances. There will also be an

after school workshop for teachers on how to continue integrating the arts into the regular classroom.

Concentrating on the arts in the past six years has helped us to keep people aware of the importance of arts in our curriculum, that it can be integrated into the regular classroom experience, and that it can be done with very limited funds if you have willing and dedicated staff who believe in the importance of the arts. And it has gained us two new art teacher positions in SAD #1!

– Pam Hallett  
Curriculum Coordinator

## SAD#40

LINCOLN AND KNOX COUNTY

PAL FUNDS: \$4,990 (FY02)

PAL Chair/Contact: Argy Nestor, Art Teacher

*Part of our PAL funds is being used for an arts advocacy brochure.* This tri-fold brochure contains an overview of MSAD #40 arts programs. This will be given to school board members, new families to the district and given out at our Arts 2004. Arts 2004 is a once-every-four-year celebration

including visual art exhibits, music and theater performances. About 4,000 students, parents and community members attend. This brochure will serve as a model for other districts wanting to put something similar together.

– Argy Nestor  
Art Teacher

# SAD#6 BUXTON / BAR MILLS

YORK COUNTY

PAL FUNDS: \$9,046 (FY03)

PAL Chair/Contact:

MaryEllen Schaper, Physical Education Teacher

*The focus of SAD #6 PAL grant is dance in grades 2,5,7, and 10. Targeting these particular grades provides participatory dance experiences that could be tied to each grade's social studies curriculum.*

For grade 2, the Sea Slugs and The Old Grey Goose came to teach contra dance as a link to early American culture. In two of the four towns in the district, the parent-teacher organizations picked up on the PAL activities and held follow-up family potluck supper contra dances for the community.

In grade 5, Mestre Beck taught capoeira as a link to Latin American (Brazil) studies. In grade 7, the PAL team has planned different activities: Scottish music by Castlebay to link early American immigrants and the school's Scottish links (the Bonny Eagle Scots); Old Grey Goose with Arcadian dances to link with Maine's early heritage and another period of American history, dancing during the Civil War era.

Another type of dance was explored with a workshop entitled "Make a Little More Noise." The PAL chair, who is also a veteran dance and physical education educator will be working with classroom teachers to link some of the concepts of percussion and polyrhythm with African music patterns and the music of Civil War slaves.

In grade 10, dancer Ann Ross worked with English and social studies classes on an overview of American social dance in the 20<sup>th</sup> century. The high schools students

under Ann's guidance also gave dance workshops to classes at the middle school.

As a result, dance has a much more visible presence in the district and it's clear by the follow-up comments that both students and teachers alike appreciate dance more and see its value in school. One of the unintended outcomes from the success of the district's PAL plan is that the Assistant Superintendent has scheduled the physical education teacher/PAL chair to work weekly with each 5<sup>th</sup> grade class and offer a trimester of dance classes.

– *MaryEllen Schaper*

Physical Education Teacher

*“PAL has allowed Portland schools to unify our art teachers around a common vision of arts education and build a strong rationale for keeping arts at the center of the curriculum.”*

Glenn Cummings,  
State Representative, Portland  
Education & Cultural Affairs Committee  
Partnership Director

*“The PAL process has helped our arts teachers work together with new energy and with a collaborative spirit toward a common goal of increasing arts opportunities for students.”*

Janet Crawford,  
Fine Arts Coordinator Westbrook  
Public Schools



*“The PAL program has allowed many schools to include theater performances that otherwise would never be available to these students. PAL has provided an equal arts educational opportunity for students and teachers in the most rural parts of our state. Small schools lacking funds to include the arts have found the PAL program to be a most rewarding resource.”*

Mabel Desmond,  
Former State Legislator Representing District  
146: Ashland, Castle Hill, Mapleton, New  
Sweden, Wales, Washburn and Woodland



*“Maranacook’s PAL grant provided unique opportunities for our elementary school students to experience the “performing arts” as they never have before. It also enabled several school districts to combine our resources and expose more children to a wonderful cadre of events. PAL truly has made a remarkable difference for our students.”*

Rich Abramson,  
Superintendent, Union #42 Maranacook/CSD #10  
Et Maine Alliance for Arts Educators Awardee for  
“Outstanding School Administrator of the Year 2000”

*“The PAL program is the best thing that ever happened to the visual and performing arts in MSAD 35. It forced us to look at what we have been doing, identify the gaps, and plan for the future.”*

Jeff Keene,  
Vice Principal Marshwood Middle School, SAD #35

*“The PAL program reaches into every area of the state, not just to the districts with grant writers to find funding for arts programs. It provides support for arts education which gives people the skills to think creatively and to solve problems or challenges in the workplace and in their everyday lives.”*

Alden Wilson,  
Director, Maine Arts Commission





**MAINEARTS.com**

**GENERAL OFFICE NUMBERS**

207/287-2724 - Direct Auto Attendant

207/287-2725 - Fax

207/287-2360 - ☎

[www.MaineArts.com](http://www.MaineArts.com)

**MAILING ADDRESS**

Maine Arts Commission

193 State Street

25 State House Station

Augusta, ME 04333-0025



**Maine Arts Commission Mission**

The Maine Arts Commission shall encourage and stimulate public interest and participation in the cultural heritage and programs of our state; shall encourage and assist freedom of artistic expression for the well being of the arts, to meet the legitimate needs and aspirations of persons in all parts of the state.



**NATIONAL  
ENDOWMENT  
FOR THE ARTS**