

FUNDING TIGER

We know that securing funding for high-quality arts programming is a challenge for many schools – but we also know just how vital the arts are to a 21st century education. By engaging and empowering young people, **TIGER** teaches them prosocial skills, the importance of inclusion and respect, and how to become resilient. **TIGER** performances and workshops emphasize the skills we know youth need to succeed – in the classroom, in their communities, and in life.

Luckily, there is a growing body of research and funding opportunities to support what we know about the impact of the arts on youth development!

We encourage you to use these guidance documents to leverage the fiscal resources available to your school and community, thus ensuring that **TIGER** is part your students' educational experience.

**CONTACT US WITH QUESTIONS:
TIGER**

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ESSA FUNDING

using Title funds to support TIGER programming

The Every Student Succeeds Act, a 2015 reauthorization of the Elementary and Secondary Education Act, is the primary Federal grant funding source that supports equal opportunities for students.

If your district has identified any of the following priorities, there is a **TIGER** program to help support your work!

- bully prevention and intervention (upstander) skills
- pro-social skills, including empathy and respect
- resilience, self-care, responsibility, empowerment
- substance misuse education
- overall school climate and culture improvement to create kinder, safer, and more caring learning environments

TIGER Tip: Convene a meeting with school/district administration, Title program managers, grants administrators, and your school business administrator. Take stock of your Title funding under ESSA and consider the ways that TIGER programming aligns with your LEA's ESSA grant proposal, its objectives, and your needs.



TITLE IV-A FUNDING

TIGER supports Well-Rounded Education initiatives

TIGER performances and student workshops are prime examples of Title IV-A in action! **TIGER** utilizes the engaging power of theatre, music, and dance to teach young people how to make their schools and communities better places to live and learn.

Title IV-A funding under ESSA 4107(a)(3)(B) allows for "programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution."

Use the following sample grant narrative to craft Title IV-A activities to bring **TIGER** to your school community!

TIGER Tip: Reflect on the immense value of integrated arts programming in well-rounded education, and consider including activities in your grant narrative that "integrate multiple disciplines," which is allowable under ESSA 4107(a)(3)(I).

SAMPLE TITLE IV-A GRANT ACTIVITY NARRATIVE



This sample language was developed in consultation with the NH DOE and serves as a model for use with TIGER's "Kindness Counts," "Brand New Day," and/or "Bystander: A Portrait in Apathy" programming, an allowable activity under Title IV-A, Well-Rounded Education. To best meet the needs of your LEA, GMS managers should consult school/district leadership as well as the LEA's strategic plan and/or needs assessment before tailoring this grant activity template and submitting for approval.

Category: Well-Rounded Education

Priority: Based on [name of needs assessment or data source] that illustrated a need to improve school culture and climate, our LEA's priority is to leverage community bullying prevention resources in order to educate students about the negative impact of bullying behavior and lower the number of bullying incidents. Programming will allow our LEA to use the arts as a vehicle for investing and engaging in social and emotional learning.

Activities: Plymouth State University's Theatre Integrating Guidance, Education, and Responsibility (TIGER) program provides engaging, high-quality, interactive performances and workshops centered around positive school climate, bullying prevention, resilience, pro-social behavior, and substance misuse education that empower students and adults to make positive changes in their school communities (<https://campus.plymouth.edu/tiger/>).

- School-wide performance of ["Kindness Counts" / "Brand New Day," / "Bystander: A Portrait in Apathy"] held in the [season] through the TIGER program

- 30-minute student workshops for [*grade-level*] following the performance to support the themes and objectives presented in the TIGER performance. Through these actor-led workshops, students are given the chance to debrief the performance, reiterating its themes, establishing common language, and encouraging ongoing, student-centered discussion about the subject matter.

Performance Measurement(s):

- Pre-performance student assessment that addresses students' prior knowledge around TIGER programming terms and concepts
- Post-performance student assessment that addresses students' understanding of common language, major themes of the performances, and steps they can take to put their learning into action
- School data comparisons, e.g.:
 - Office discipline referrals (ODRs) flagged as bullying incidents before TIGER programming, 1 month after TIGER programming, and 6 months after TIGER programming
 - School climate survey data provided by staff at the beginning of the year vs. after TIGER programming
 - District Youth Risk Behavior Survey data
 - Aggregated quantitative and/or qualitative data from teacher surveys around student behavior taken before TIGER programming, 1 month after TIGER programming, and 6 months after TIGER programming

Outcomes:

- School data will show a positive impact on school culture and climate through [*fewer ODRs / higher percentage of students reporting safety at school / higher percentage of teachers reporting positive student interactions / etc.*]
- Immediately following TIGER programming, students will demonstrate, through a post-performance assessment, a better understanding of TIGER terms and concepts:

"KINDNESS COUNTS" SAMPLE OUTCOMES

- *Common language*: Students will be able to define “respect” OR students will be able to visually depict “kindness.”
- *Major themes*: Students will effectively explain how acts of kindness make the school a better place.
- *Actionable change*: Students will name one positive and actionable change they can make in their everyday activities to promote a culture of kindness.

"BRAND NEW DAY" SAMPLE OUTCOMES

- *Common language*: Students will be able to define “empathy.”
- *Major themes*: Students will effectively explain the characteristics of a resilient individual.
- *Actionable change*: Students will name one positive and actionable change they can make in their everyday activities to build their resilience.

"BYSTANDER: A PORTRAIT IN APATHY" SAMPLE OUTCOMES

- *Common language*: Students will be able to differentiate between an “upstander” and a “bystander.”
- *Major themes*: Students will effectively explain the effect a single person can have on a negative situation when he/she/they acts as an upstander.
- *Actionable change*: Students will name one positive and actionable change they can make in their everyday activities to act as an upstander and improve school culture and climate.



TITLE II-A FUNDING

TIGER teacher workshops are a great use of PD funds!

TIGER's teacher workshops are designed to help teachers use the arts to foster student tolerance and compassion. Workshops present useful information to staff and faculty on best practices for creating safe and affirming environments.

Title II-A funding can be used to support **TIGER** workshops that are embedded into "sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused" professional development plans. Bringing **TIGER** in to work with educators is an allowable use of funds under ESSA 2103(b)(3)(E)(iv) and ESSA 2103(b)(3)(E)(v).

Use the following sample grant narrative to craft a Title II-A activity to bring **TIGER** to your school community!

TIGER Tip: Transfer Section 5103(b) of ESSA allows an LEA to transfer up to 100% of funds between certain Title programs. Look holistically at your district's Title allocations and consider moving funds if it makes sense.

SAMPLE TITLE II-A

GRANT ACTIVITY NARRATIVE



This sample language was developed in consultation with the NH DOE and serves as a model for use with TIGER's teacher workshops and related, ongoing, allowable activities under Title II-A. To best meet the needs of your LEA, GMS managers should consult school/district leadership as well as the LEA's strategic plan and/or needs assessment before tailoring this grant activity template and submitting for approval.

Category: Allowable Title II Activities

Priority: Supporting teachers in their ability to implement social-emotional learning through arts education and integrated arts

Activities:

- 90-minute TIGER teacher workshop for all faculty and staff: Plymouth State University's Theatre Integrating Guidance, Education, and Responsibility (TIGER) program provides engaging, high-quality, interactive performances and workshops centered around positive school climate, bullying prevention, resilience, pro-social behavior, and substance misuse education that empower students and adults to make positive changes in their school communities (<https://campus.plymouth.edu/tiger/>)
- Monthly professional learning communities to support instructional development around student social-emotional development through the arts, led by integrated arts specialists and/or arts educators with the use of evidence-based resources from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and related research

Performance Measure(s): Studies and surveys show that educators seek more extensive training on implementing social-emotional learning frameworks

into their teaching. According to the UChicago Consortium on School Research's June 2019 report entitled *Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action*, “all educators are in powerful positions to influence the kinds of experiences that young people have within a learning setting as well as the way they make sense of those experiences as they grow socially and emotionally” (<https://consortium.uchicago.edu/publications/arts-education-and-social-emotional-learning-outcomes>).

Their research is consistent with other reports that state that intentional integration of SEL skills into academic disciplines is crucial (<https://casel.org/wp-content/uploads/2018/10/SEL-Trends-3-10232018.pdf>). Specifically, “arts education is commonly believed to provide different ways of accessing and developing social-emotional competencies (e.g., empathy, perseverance, self-awareness) than is the case in other academic areas” (UChicago Consortium). The report suggests that integrated arts experiences with intentional opportunities to develop SEL skills offer uniquely impactful learning outcomes for youth, namely “foundational components of long-term success (self-regulation, knowledge and skills, mindsets and values),...agency, an integrated identity, and socially valued competencies.”


Accordingly, [the LEA] will produce documented curriculum and instruction improvements that integrate arts education with other core subject areas to address social-emotional learning. Revisions will include “ongoing cycles of age-appropriate action and reflection experiences,” as guided by the UChicago Consortium’s developmental practice framework.

Outcomes:


- Teachers will report, through a survey, feeling more confident in their ability to infuse their teaching with social-emotional learning opportunities by integrating the arts into their core subject areas.
- School data will show a positive impact on school culture and climate through [*fewer ODRs flagged for bullying behavior / higher percentage of students reporting safety at school / higher percentage of teachers reporting positive student interactions / etc.*].

EARN YOUR STRIPES!

things to consider & facts to mention when fundraising for TIGER programming




Tie financial literacy skill-building to the fundraising process by intentionally integrating raising money for TIGER with the math or economics curriculum.



Use the themes of TIGER to guide your fundraising activities, e.g. create and sell kindness rocks, host a no-bullying talent show to celebrate the community's talents, or sell Respect Week t-shirts to promote healthy relationships.



Engage students in the fundraising process every step of the way! Work with parents and guardians, too, so they are involved and can reiterate TIGER messages at home.



Don't be afraid to piece funding together dollar by dollar; getting smaller donations from multiple sources is just as effective, and it gets you in touch with more community partners – local banks, rotary clubs, service organizations, charitable foundations, etc.