



Artists in the Schools Grant

The Artists in the Schools Grant program is a local funding program that is administered by the Genesee Valley Council on the Arts (GVCA) in the Genesee Valley BOCES service area (GLOW region). This program is funded and supported by the Local Capacity Building Initiative of the Arts in Education Program at the New York State Council on the Arts (NYSCA).

The Local Capacity Building Initiative is a statewide effort to provide local support for widespread participation in arts in education. GVCA was invited by NYSCA to make grants in support of partnerships between schools and teaching artists and/or cultural organizations that focus on the integrated study of the arts and non-arts subjects. **Funds of up to \$1,500 are available.** The applicants for this program will be a school and either an individual teaching artist or a cultural organization. Eligible projects will involve a direct collaboration between at least one classroom teacher and one teaching artist. Funding decisions are based on the criteria and local funding priorities as they are outlined in the application materials. Unsuccessful applicants will be notified of the process for appeals.

Applicants must consult with the GVCA Program Coordinator before applying. Call 585.243.6785 or email mail@gvcaonline.org. Additional staff support will be provided to funded organizations to plan, implement and evaluate their projects.

Deadlines: Applications must be postmarked by the last Wednesday in June for projects slated for the next school year, or the second Wednesday in January for projects slated for the spring semester.

Mail/Deliver to: Send completed application and supporting materials, along with seven copies, to:

Genesee Valley Council on the Arts
Attention: Program Coordinator
4 Murray Hill Drive
Mt. Morris, NY 14510

Notification of Award: By early September for the June application cycle and early February for the January application cycle.



ELIGIBILITY CRITERIA

Partnerships between schools and teaching artists or cultural organizations are eligible.

- **All applicants must notify GVCA Program Coordinator in advance of intent to apply for this grant.**
- Schools may be public, private, parochial, or charter. BOCES-related schools are also eligible.
- Schools must be based in the Genesee Valley BOCES service area.
- Cultural organizations must show evidence of non-profit status.
- Partnerships must serve students in grades pre-kindergarten through 12. Pre-K programs must be affiliated with a school.
- Schools must belong to the Genesee Valley BOCES Shared Assemblies Program to be eligible for state aid.
- Activities will occur during the regular school day.
- Activities will involve at least three contact sessions between the same teacher, teaching artist, and group of students for first time applicants; five contact sessions for repeat applicants.
- Activities and outcomes will be **collaboratively** designed, planned, taught, and evaluated by the participating teacher(s), teaching artist(s), cultural organization and other school and community members.
- Activities will address the New York State Learning Standards for both the arts **and** the non-arts subjects.

PRIORITIES

- Artists who are regional residents.
- Contact sessions are separated by enough time for reflection and refining.
- The school's certified art, music, dance, and/or theater teachers participate in the project in addition to the non-arts teacher(s).
- Professional development activities for school staff that support the project (attending GVCA's Artists in the Schools workshop is one such professional development opportunity).
- Projects that show strong on-going district support.
- Projects that make use of community resources, resource persons and other agencies.
- Projects that stress **process** over product – those that involve students in the creative process are preferred over projects in which adults control a finished product.

This program does not fund:

- Home schools.
- Stand-alone assembly programs, single performances, or one-time visits to cultural institutions.
- Projects that appear to replace the role of certified art, music, dance, or theatre teachers.
- Projects that focus on non-integrated, sequential arts education.
- Extracurricular activities that take place after the school day, in the summer, or during non-school hours.
- Programs for which selected students are taken out of regular classes or are self-selected for participation.
- College-level courses, scholarships, contests, or student performing groups.
- Applicants with overdue final reports for previous Artists in the Schools projects.

REQUIREMENTS FOR GRANT RECIPIENTS

- Project coordinator must notify GVCA of project planning and must provide the project dates 3 weeks in advance of the project.
- The district superintendent must be invited to participate in at least one planning session or portion of the project day.
- The project must be documented and publicized in and out of the school (e.g. PTA/O newsletter, district newsletter, local press coverage). Publicity must include the following language: ***This program is made possible by a grant from the Genesee Valley Council on the Arts and the Genesee Valley BOCES with public funds from the New York State Council on the Arts, a state agency.***
- The school must complete a final assessment and financial statement on a form provided by GVCA. This final report must include evaluation of the artist(s), student responses, planning process, and administrative support. It must be submitted to GVCA no later than one month after project completion.
- Project team must be willing to share their experience through either of the following: a brief narrative of the process, from planning to completion; or, mentoring another team.
- **Failure to meet these requirements will result in ineligibility for future funding.**

BUDGETARY REQUIREMENTS

- These grants are matching grants. Applicants must show that for every dollar they request from the grant program, they will secure at least one matching dollar in income.
 - *Example: If a partnership requests \$1000 from the grant program, it must show how it will secure at least \$1000 in matching income.*
- Of the matching income, the school partner must contribute an amount that equals at least 50% of the grant request, in cash **or combined** cash and in-kind. If the cultural partner is an individual teaching artist, the school will likely contribute the entire match. If the partner is a cultural organization, they may contribute up to one-half of the match in cash.
 - *In the example above, the school would have to show that it is contributing at least \$500 of the match. If the partner is an individual teaching artist, however, the school will likely contribute the entire \$1000 of the match. If a cultural organization is the partner, it can contribute up to \$500 of the match in cash.*
- The school's matching funds may be comprised of a combination of cash and in-kind resources. **However, schools who have received this grant previously must have a cash contribution that is at least 10% of the total grant request.**
 - *Examples of **cash contributions** include money that is spent on materials, busing, payments to substitutes, payments to teachers to stay after school, payments to artists, etc.*
 - Matching funds may come from such sources as community groups, PTA/O, grants, Title I, II, VI, and earned income.
 - *Examples of **in-kind contributions** include teachers donating time to stay after school, donations of materials from outside groups, etc.*

EVALUATIVE CRITERIA

1. Clarity and appropriateness of the shared educational and artistic goals and expected student outcomes in relation to proposed project activities and grade levels served.
2. Degree to which the project will strengthen learning of curricula in both the art and non-art subjects.
3. A genuine connection between the art and non-art subjects.
4. Degree to which the project will support the cited New York State Learning Standards in both the art and non-art subjects.
5. Degree to which the timeline will allow for reflection, further investigation, and fine tuning between work sessions.
6. If applicable, appropriateness of professional development activities in relation to project goals and expected student outcomes.
7. If applicable, degree to which certified art, music, dance, and/or theater teachers will participate in the project.
8. Clarity, purpose, and feasibility of the program evaluation and student assessment plans.
9. Quality of expertise and suitability of proposed artists or professionals, as shown in a résumé.
10. Appropriateness of the members of the planning and implementation team.
11. Appropriateness and cost-effectiveness of the proposed budget.

Narrative

Respond to these questions on a separate page or pages and include with the application.

1. List the art and non-art curricular areas on which your project will focus. Describe how students will study these subjects in an integrated fashion.
2. What are the shared educational and artistic goals and expected student outcomes for this project?
3. Briefly describe how the primary New York State Learning Standards in the arts and non-arts areas will be addressed.
4. Provide a brief timeline of the specific project activities for teacher(s), artist(s), and students. Include planning meetings, artist contact sessions, sessions where teachers will work with students before or between teaching artist sessions, reflection meetings, etc. If professional development will be a project component, please include these sessions in the timeline and describe the proposed activities. In addition, if certified art, music, dance, and/or theater teachers will participate in the project, describe their role. Will any community members be involved? If yes, describe what they will do.
5. Describe how parents, school, and community members will be made aware of the project.
6. How will you recognize success?
 - Describe the methods you will use to evaluate the effectiveness of your planning and project implementation (e.g., final feedback sessions, interim reflection meeting(s) to discuss what’s working and what isn’t).
 - Describe the methods you will use to measure changes in student learning (e.g., rubrics, portfolios, journal writing, pre/post testing, checklist, etc.). Be sure to indicate the changes you’ll hope to achieve and how you will know whether and to what extent they occurred.
 - Identify **who** will be responsible for analyzing the information and describe **how** the information will be used (e.g., material for discussion at a final reflection meeting; as a way to inform parents, school, and community members of the success of the project; etc.?).
7. Attach the résumé(s) of the teaching artist(s) who will be involved in the project. If a cultural organization, include mission and non-profit documentation.
8. List the Planning & Implementation Team Members, their positions or affiliations and their roles in the project.

Name	Position/Affiliation	Role
1.		
2.		
3.		
4.		

9. If you previously received funding for this project, describe what you learned from your evaluation process and what improvements you are planning to implement.

DIRECT AND INDIRECT CONSTITUENTS INFORMATION

Indicate the teachers, classes, and students at each grade level that will be served.

Direct (Core Group)

Grade	# of Students	# of Teachers	# of Classes

Indirect

Grade	# of Students	# of Teachers	# of Classes

Project Budget

Round off all figures to the nearest dollar. Report only Project Budget for which you are requesting funds.

	<u>PROJECT EXPENSES</u>	<u>IN-KIND CONTRIBUTION</u> (must have match in expenses column)		<u>MONETARY CONTRIBUTION</u> (TOTAL MUST BE AT LEAST 10% OF GRANT REQUEST FOR RETURNING SCHOOLS)
1. School Expenses	\$	\$	3. School Contribution*	\$
Substitute Teachers			Titled Funds (e.g., Title I)	
Buses			Professional Development	
Teacher Time after school			Substitute Teacher Funds	
Materials/Supplies			Busing Funds	
Other:			Parent/Teacher Group	
Other:			Foundations	
Other:			Businesses	
Other:			Other:	
			Other:	
2. Artist/Cultural Organization Expenses	\$		4. Artist/Cultural Organization Contribution	\$
Administrative Personnel			Foundations	
Artist Fees			Businesses	
Materials/Supplies			Public (local/state/federal)	
Artist Travel			Earned Income	
Other:			Other:	
Other:			Other:	
Other:			Other:	
TOTALS	5.	6.		7.

8. TOTAL EXPENSES (from box#5) this is cost without in-kind contributions	\$
9. MINUS....TOTAL CONTRIBUTIONS (monetary & in-kind) (add box #6 & #7)	-
10. <u>GRANT REQUEST</u> (#8 minus #9)) CAN'T exceed total contributions (#9)	\$

- Total grant request (line10) CANNOT exceed total project contributions (line 9)
- Cash from repeat schools must equal 10% of the total grant request (line 10).
- Provide descriptions of unusual items on a separate sheet and attach.

Please use this chart to describe your residency activities. You may fill in this chart, use it as a model, or write a narrative that includes the requested information.

MEETING DATE	TEACHERS' ACTIVITIES/ CURRICULUM AREA	STUDENTS' ACTIVITIES/ CURRICULUM AREA	ARTIST'S ACTIVITIES/ CURRICULUM AREA	NYS LEARNING STANDARDS IN ARTS DISCIPLINE/ ACADEMIC AREA