



Greene County Council on the Arts  
In Partnership with the Columbia County Council on the Arts & Questar III

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## Arts in Education Partnership Grants for the Twin Counties

### Matching Funds Available for AIE Partnership Programs in Schools during 2008-2009

**About the Program:** The Twin Counties Partnership is a local arts in education funding program administered by the Greene County Council on the Arts (GCCA) in partnership with the Columbia County Council on the Arts (CCCA) and Questar III. This program is funded and supported by the Local Capacity Building Initiative of the Arts in Education Program of the New York State Council on the Arts (NYSCA).

NYSCA's Local Capacity Building Initiative is a statewide effort to provide local support for widespread participation in arts in education. To that end, the GCCA was invited by NYSCA to make grants in support of partnerships between schools and teaching artists or cultural organizations that focus on the integrated study of the arts and non-arts subjects.

Additional sponsors include the Bank of Greene County, Hudson River Bank & Trust Foundation, Stewart's Shops Holiday Match, Trustco Bank, and the Windham Chapter of the Catskill Mountain Foundation.

**Who Can Apply?** The applicants of record for this program will be a school and either an individual teaching artist or a cultural organization. However, 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 these application materials.

**\$** For the 2008-2009 school year, GCCA and the Twin Counties Partnership will be offering a total of \$13,800 in matching funds for in-school programs which integrate the arts and non-arts curriculum to meet the NYS Standards. Awards will generally range from \$500 to \$3,000.

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### Grant Application Seminars

Wednesday, September 17, 4PM at **GCCA, 398 Main St, Catskill**  
Thursday, September 18, 4PM at **CCCA, 290 Warren St, Hudson**

### Application Deadline:

☺ **All 2008-2009 Programs DEADLINE: October 20, 2008**

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### Questions?

Contact Kay Stamer,  
Greene County Council  
on the Arts (GCCA)  
398 Main Street  
P. O. Box 463  
Catskill, NY 12414-0463  
Tel: 518-943-3400  
Fax: 518-943-5502  
Email: [gcca@greenearts.org](mailto:gcca@greenearts.org)  
Web: [www.greenearts.org](http://www.greenearts.org)

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### Timeline

**Application Deadline:**  
Hand delivered or  
postmarked by -  
**Monday, Oct. 20, 2008**

**Panel Review** - early  
November 2008

**Award Notification**  
following GCCA Board  
approval - mid to late  
November 2008.

**Contracts & Payment**  
Contracts will be mailed  
early December. Payment  
to schools will be made  
upon receipt of signed  
contract.

Partial funding is a possibility.  
In the case of non-funded  
programs, applicants have the  
right to appeal the decision.

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## Arts in Education Partnership Grants for the Twin Counties

### Eligibility Criteria

#### Partnerships between schools and teaching artists or cultural organizations are eligible to apply:

- Schools may be public, private, parochial or charter. BOCES related schools are also eligible.
- Schools must be based in Greene or Columbia County, serving grade pre-K through 12.
- Cultural organizations must show evidence of non-profit status.

#### Projects are eligible if:

- Activities occur during the school day. If an extended school day is utilized, teachers and the entire class must be involved.
- Projects involve a minimum of 3 contact sessions between the same teacher, teaching artist and "core" group of students. These contact sessions must be separated by time (a day or days).
- Project activities and outcomes are collaboratively planned, designed, taught, and evaluated by the participating teacher(s), teaching artist(s), and other school and community members.
- Projects address the NYS Learning Standards for both arts and non-arts subjects.

#### Plus Factors:

Proposals may score higher in deliberations if...

- Artists are residents of New York State;
- 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);
- Collaborative professional development activities support the project;
- The partnership project is in its first year of funding and implementation or has grown in depth.

#### 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 theater 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; or
- College-level courses, scholarships, contests, or student performing groups.
- Projects which are supported by funding from Partners in Arts Education/School Arts Partnership (S,A,P.) or NYSCA's Empire State Partnership are ineligible for funding in this category.

#### Requirements for successful applicants:

- **Promotion & Credit** - Schools must be willing to document and publicize the project activities in and out of school crediting the GCCA and the Twin Counties Partnership, the New York State Council on the Arts, and other funders (listed on the front page of these guidelines and on your contracts). Letters should also be written to your elected officials at the state and local levels informing them of your program and crediting the above funders.
- **Scheduling** - Schools must notify GCCA of any scheduling changes to facilitate auditing by staff or panelists.
- **Payment of Artists Fees** - Arrangements must be made to pay artists in a timely manner.
- **Final Report** - Schools must complete a final evaluation and financial statement on a form provided by GCCA - or - submit a copy of their BOCES evaluation form. Either form must be submitted to the GCCA no later than one month after the completion of the project. The artist or cultural organization will also provide an evaluation form at the conclusion of the project.

Please note: This program is designed to provide matching funds for small scale projects with a minimum of three contact sessions. Other state-wide funding sources are now available to provide matching grants between \$2,500 and \$10,000 for larger scale programs as well as technical assistance. Visit [www.arts4ed.org](http://www.arts4ed.org) for more information.

**Twin Counties Arts in Education Partnership Grant**  
**BUDGETARY REQUIREMENTS**

These grants are matching grants. Partnership applicants must show that for every dollar they request from the grant program, they have secured at least one matching dollar in income.

*Example: if a partnership requests \$1,000 from the grant program, it must show that it can provide at least \$1,000 in matching income.*

Of the matching income, the school partner must contribute an amount that equals at least 50 percent of the grant request. 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 \$1,000 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, the school must show that it is contributing at least 25 percent of the grant request in cash.

*Following the example above, since the grant request is \$1,000, the school's cash contribution would be a minimum of \$250.*

The school's cash match can come from PTSO funds, BOCES arts cosers, district professional development funds, fundraisers and other grants. Cash contributions may also include money that is spent on materials for the program, busing, payments to substitutes, payments to teachers to stay after school, payments to artists, etc.

In-kind contributions may include teachers donating time for planning after school hours, donations of materials from outside groups, etc.

**BUDGET WORKSHEET**

**Please Note:** Submit this Budget Worksheet with your Application page and narrative.

Artists should be paid commensurate with professional levels of compensation for Greene and Columbia counties. GCCA's matching funds may be requested to support artist(s) fees and related costs such as travel and lodging, materials and supplies.

**EXPENSES:**

School Expenses	Explanation (e.g., two subs @ \$50 ea.= \$100)	Amount
Substitute Teachers		
Buses		
Teacher after school time		
Materials/Supplies		
Other		

**Total School Expenses: \$ \_\_\_\_\_**

Artist/Cultural Org Expense	Explanation	
Administrative Personnel		
Artist Fees		
Materials/Supplies		
Travel		
Other		

**Teaching Artist/Cultural Organization Total Expenses \$ \_\_\_\_\_**

**TOTAL EXPENSES \$ \_\_\_\_\_**

**INCOME FROM THE SCHOOL (must equal 50% of Grant Request)**

School - Cash from:	Source	Amount
Titled Funds (e.g., Title I)		
Professional Development Funds		
Parent/Teacher Organization		
Busing Funds		
Substitute Teacher Funds		
Foundations		
Businesses		
Other		

**Reminder:** Cash from school must equal 25% of grant request      **Total Cash \$** \_\_\_\_\_

School In-kind Contributions:	List each good/service	Value

**Total In Kind Contribution \$** \_\_\_\_\_  
**TOTAL SCHOOL INCOME \$** \_\_\_\_\_

**ARTIST/CULTURAL ORGANIZATION RESOURCES**

Cash from:	Source	Amount
Foundations		
Businesses		
Public (Local, State, Federal)		
Earned Income		
Other		

**Total Cash \$** \_\_\_\_\_

In-Kind Contributions:	Please list each good/service	Value

**Total Artist/Organization In-Kind Contributions \$** \_\_\_\_\_  
**TOTAL ARTIST/CULTURAL ORGANIZATION INCOME \$** \_\_\_\_\_  
**TOTAL INCOME \$** \_\_\_\_\_

**Total Expenses minus Total Income = GRANT REQUEST AMOUNT \$** \_\_\_\_\_

(Grant Request may not exceed Total Income)

**This project is not currently supported by or under consideration for NYSCA ESP and/or Partners for Arts Education/School Arts Partnership.**

\_\_\_\_\_  
**Signature of School Administrator**

**SUPPORTING MATERIALS**

- Include resumes of artists or non-profit status of cultural organization involved in the project.
- Supplementary materials may include: Videos, CDs, Letters from school administrators, classroom teachers, and other school groups expressing support and interest in the project.



**Project Narrative:** On no more than six separate typewritten pages, please describe your partnership project. Describe the project thoroughly answering the bulleted questions below. Please number your pages.

- What are the shared educational and artistic goals and expected student outcomes for this project?
- List the art and non-art curricular areas on which your project will focus. Briefly describe how students will study these subjects in an integrated fashion. Briefly describe how the primary New York State Learning Standards in the arts and non-arts areas will be supported.
- Provide a brief timeline of the project activities. 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.
- Describe how parents, school, and community members will be made aware of the project.
- 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 capture 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., fodder for discussion at a final reflection meeting, as a way to inform parents, school, and community members of the success of the project, etc.).
- Briefly describe the credentials and previous experience of the teaching artist(s) who will be involved in the project.
- List the Planning & Implementation Team Members, their positions or affiliations and their roles in the project
- If you previously received funding for this project, describe what you learned from your evaluation process and what improvements you are planning to implement.

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**Applications will be reviewed based on the follow criteria:**

- Clarity and appropriateness of the shared educational and artistic goals and expected student outcomes in relation to proposed project activities and grade levels served.
- Degree to which the project will strengthen learning of curricula in both the art and non-art subjects.
- Depth and authenticity of the connection between the art and non-art subjects.
- Degree to which the project will support the cited New York State Learning Standards in both the art and non-art subjects.
- Degree to which the timeline will allow for reflection, further investigation, and fine tuning between work sessions.
- Appropriateness of professional development activities in relation to project goals and expected student outcomes. (If applicable)
- Degree to which certified art, music, dance, and/or theater teachers will participate in the project. (If applicable)
- Clarity, appropriateness and feasibility of evaluation and student assessment plans.
- Quality of expertise and appropriateness of proposed artists or professionals.
- Appropriateness of the members of the planning and implementation team.
- Appropriateness and cost-effectiveness of the proposed budget.

**Reminder**

- Applications must be typed. The budget page and original application page must be signed.
- Submit an original and 3 copies of the completed application with all required supporting materials.
- The funded project must be part of the 2008-09 school year ending on June 30, 2009.