



art\$tart wny
2009-10 Application

Application deadline: February 5, 2010

This form available in a Microsoft Word format on the CAPC website, www.capcubuffalo.org

I. Artist/Cultural Organization Information

Name _____

Mailing Address _____

City/State _____ Zip Code _____

Contact Name _____ Title _____

Telephone (Day) _____ Website _____

Fax _____ Email _____

County Legislative
District # _____

NYS Assembly
District # _____

NYS Senate
District # _____

US Congressional
District # _____

II. School Information

School _____ District _____

Mailing Address _____

City/State _____ Zip Code _____

Contact Person _____ Title _____

Telephone _____ Fax _____

Email _____ Website _____

Principal _____ Telephone _____

County Legislative
District # _____

NYS Assembly
District # _____

NYS Senate
District # _____

US Congressional
District # _____

Project Title _____ Project Expenses _____ Grant Request _____

**ANSWER THE FOLLOWING QUESTIONS:
Who will be served by this project?**

Core Group(s):				
grades	# of students	# of teachers	# of classes	# of contact sessions

Indirect Group(s):				
grades	# of students	# of teachers	# of classes	# of contact sessions

TOTALS	grades	# of students	# of teachers	# of classes	# of contact sessions
Core group(s)					
Indirect group(s)					

A **core group** is a set of students that meet with the same teaching artist a minimum of 3 visits. Each visit is a **contact session**. **Indirect groups** are students who may participate marginally in the partnership (i.e., display of artwork, audience to presentation, etc.).

PROJECT ABSTRACT

Describe in 2-3 sentences the project for which you are seeking support.

HISTORY

In 3-5 sentences describe who you are, including most recent funding sources.

PROJECT NARRATIVE:

The Detail Statement:

Briefly describe what the students, teachers and teaching artists will be doing during this project. Please answer each question below in your description.

- *What is the topic or theme for the project? (e.g. The "Big Idea" – the broad theme that cuts across content areas)
- *What is the need, opportunity or challenge you are trying to address?
- *What are the art form(s) and non arts subjects that will be investigated?
- *What is the time frame for the project, including the number of sessions with the teaching artist?

Goals, Outcomes and Assessments:

Please answer each question below.

- *What do you want the students to know, understand or be able to do as a result of this project?
- *List what NYS Learning Standards will be covered in both the arts and non-arts curriculum and how they will be addressed.
<http://www.emsc.nysed.gov/nysatl/standards.html>
- *Describe how you will assess the extent to which students have met the learning goals. What will you use as tools for assessment? (e.g. testing, journaling, project presentation, rubric, etc.) These should be qualitative assessments.

Timeline:

Provide a brief timeline of the project activities.

Include preparatory and in-progress planning meetings, teaching artist contact sessions with students, sessions where teachers will work with students on relevant content before or between teaching artist sessions, in-class reflection sessions, evaluation sessions either in-class with students or post-residency evaluation sessions with planning team and professional development sessions if any were attended by planning team members. For each event on the timeline list the date, who was in attendance – planning team members, teachers, core student group, teaching artist, administrators, etc. and what was covered.

Community Awareness and Involvement:

Describe how parents, the entire school and community members (including local government officials) will be involved in/made aware of and benefit from the project.

PLANNING AND IMPLEMENTATION TEAM MEMBERS:

*Attach a list of the Planning and Implementation Team Members (Be sure to include both the school and the cultural side of the partnership). Include: name, role in project, position or affiliation, address, email, phone number.

* Briefly describe the credentials and previous experience of the selected teaching artist(s) who will be involved in the project (or provide a resume for teaching artist as an attachment). If a cultural organization is a partner, include its mission and not-for-profit 501(c)(3) documentation.

PAST FUNDING

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

Project Title _____ Project Expenses _____ Grant Request _____

PROJECT BUDGET WORKSHEET

EXPENSES

School Expenses

Type of Expenses	Explanation (i.e., 3 subs @ \$50/half day=\$150 for teacher release for professional development)	BUDGET
	Total School Expenses:	

Teaching Artist (TA)/Cultural Organization Expenses

Type of Expenses	Explanation (i.e.,1 TA @ \$150/day for 3 days = \$450 + 3 hrs planning and 3 hrs PD @ \$35/hr = 210) \$660	BUDGET
	Total TA/Cultural Org Expenses:	

TOTAL PROJECT EXPENSE: (School + TA/Cultural Organization) _____

INCOME (Cash and In-Kind resources that constitute the required match)

School Income

Cash Sources	Explanation	BUDGET
Total Cash	(Must equal at least 50% of grant request.)	
In-Kind Contributions	(List each good/service and its value.)	
	Total School Income:	

Artist/Cultural Organization Income

Cash from:	Source	BUDGET
Total Cash	(Must equal at least 50% of grant request.)	
In-Kind Contributions	(List each good/service and its value.)	

	Total TA/Cultural Org Income:	
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TOTAL PROJECT INCOME: (School + TA/Cultural Organization) _____

Total expenses minus total income equals GRANT REQUEST AMOUNT: _____

Income from School and Cultural Org + Grant Request Amount = Total Expense of project = PROJECT COST.

BUDGET REQUIREMENTS AND NOTES:

Generally the school partner contributes some cash toward the expenses of the project. The more the school is able to contribute, the higher the proposal may score during panel deliberations. However, if the partnership is unable to garner any financial support for this project, please explain why and describe specific efforts to find sources of income.

Please note: Financial support can sometimes take the form of in-kind contributions and can be listed on the budget application. (e.g. donated items or materials that would otherwise be an expense)

EXAMPLES OF TYPES OF EXPENSE AND INCOME CATEGORIES COMMONLY USED IN AIE PARTNERSHIPS:

EXPENSE EXAMPLES:

- Substitute teachers to cover time when teachers are at planning and professional development meetings
- Payments to teachers for afterschool work or planning time
- Materials and supplies
- Buses for field trips
- Administrative personnel at the cultural organization
- Teaching artist fees: planning, professional development, class time
- Travel reimbursement for teaching artist

INCOME EXAMPLES:

Cash

- School district professional development funds used toward teacher’s PD for the partnership
- School district bus funds that can be used for the partnership
- School district substitute teacher funds that can be used to release teachers from the classroom for planning time and/or professional development
- School district Titled funds that could be put toward the partnership to serve eligible students
- School district funds used to purchase materials or equipment to support the project
- Parent-teacher-organization funds or fundraising events
- Educational foundation funds that may be available to teachers (school district)
- Local businesses solicited to contribute
- Classroom fundraising events
- Contributed funds from the cultural organization’s foundation
- Community foundations
- Earned income from the cultural organization
- State legislature contributions
- Any source other than the New York State Council on the Arts

In-Kind

- Teachers uncompensated time
- Materials and supplies
- Use of equipment
- Space

Recommended minimum artist rates: \$150 per school day or \$35 per hour

