



# Arts Education

## FY2020 GUIDELINES

### Application Deadline: March 28, 2019 by 4:00PM



**Council on  
the Arts**

**ANDREW M. CUOMO**  
Governor

**KATHERINE NICHOLLS**  
Chair

**MARA MANUS**  
Executive Director

# Helpful Information

## TIMETABLE OF KEY EVENTS

Guidelines Released	January 23, 2019
Application Period Begins	February 11, 2019
<b>Applications Due</b>	<b>March 28, 2019 4 pm</b>
Award(s) Announced By	EST December 15, 2019

## PROGRAM STAFF



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### PLEASE NOTE:

**These program guidelines have been developed for the current funding year. NYSCA's grant recommendations each year are the result of funds available, the volume of applications received, and a review process that includes the evaluation of all eligible proposals by a peer review panel. Past funding is neither a factor considered by the review panel nor a guarantee of future funding.**

# Funding Restrictions

## Limitations to the Number of Applications

Organizations are limited to two grant requests to NYSCA. Each ongoing multi-year grant counts as one of these requests. Please note that the following categories **do not count** towards an organization's limit of two requests:

- ❑ Architecture + Design Program — *Independent Projects category*
- ❑ Dance Program — *Rehearsal Space and Residencies categories*
- ❑ Electronic Media & Film Program — *Art & Technology Initiative (see Workspace category)*
- ❑ Facilities Projects Program — *All categories*
- ❑ Folk Arts Program — *Apprenticeships category*
- ❑ Folk Arts Program — *Regional and County Folk Arts Programs category*
- ❑ Individual Artists Program — *All categories*
- ❑ Literature Program — *Translation category*
- ❑ State and Local Partnership Program — *Decentralization category*
- ❑ All Programs — *Regrants and Partnerships category*

## Ineligible Activities

New York State law and NYSCA policy restrict the types of activities and expenditures that NYSCA may fund. NYSCA is unable to award funding for the following:

- ❑ Accumulated deficits and debt reductions
- ❑ Activities not open to the public, for example, activities restricted to an organization's membership. Funded activities must be open to the public and promoted as such
- ❑ Competitions and contests
- ❑ Components of an organization's budget that are not directed towards programs in New York State
- ❑ Entertainment costs for receptions, openings, and fundraising benefits/events
- ❑ Major expenditures for the establishment of a new organization
- ❑ Operating expenses and fellowships at professional training schools that are not open to the general public
- ❑ Operating expenses of privately owned facilities (such as homes and studios)
- ❑ Out-of-state travel expenses
- ❑ Programs of public school districts or their components or affiliates
- ❑ Programs that are essentially recreational, rehabilitative, or therapeutic
- ❑ Programs of New York State agencies or departments
- ❑ Requests for amounts that are greater than an organization's total operating expenses minus its total operating income
- ❑ Programs of public colleges and universities except under limited circumstances. Entities with close public college or university affiliations will be examined on a case-by-case basis to determine eligibility. **Such applicants are strongly advised to contact NYSCA program staff listed on the previous page of this document in advance of the application deadline to determine eligibility.**

# Arts Education - Overview

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**Please Note** two important changes to the FY2020 Application Process:

1. Applicants no longer need to register requests on the NYSCA website; and
2. Applicants must submit through the online NYSCA-New York State Consolidated Funding Application (NYSCA-CFA). *The Grants Gateway will continue to be a critical part of the NYSCA grants Prequalification and contracting process for FY2020.*

The NYSCA FY2020 [Application Manual \(PDF\)](#) explains how to:

1. Review NYSCA's general requirements;
2. Become Prequalified in the Grants Gateway
3. Register in the NYSCA-CFA
4. Submit an application through the NYSCA-CFA and get help for technical questions.

The NYSCA FY2020 Application Manual and online NYSCA application guide are available on the NYSCA website at [www.arts.ny.gov/application-guide](http://www.arts.ny.gov/application-guide) . Please read all instructions carefully.

## PROGRAM GOALS

NYSCA is committed to nurturing the creativity of all New York citizens, from the learners and leaders of tomorrow to their parents and grandparents. We believe that the arts are intrinsically educational and that they are integral to teaching and learning, both in school and community settings. Arts Education Program support may involve any arts discipline supported by NYSCA. Multidisciplinary projects are welcome. Goals of the Arts Education Program:

- To provide students of all ages and abilities throughout New York State with arts learning experiences of enduring quality through sustained, multi-session hands-on arts learning processes.
- To promote high-quality arts teaching that incorporates recognized arts learning standards, along with strong evaluation and assessment components.
- To strengthen New York State's arts learning ecosystem through fair compensation and meaningful professional development opportunities for teaching and resident artists.
- To encourage innovation and sharing of knowledge in the changing arts education environment through unique partnerships and exceptional services to the field, as well as through regrant activities that reach deeply into all regions of the State.
- To promote culturally responsive pedagogy, asset-based approaches to engaging with communities, and support learners of different styles and abilities.

The NYSCA grant program strives to make investments of public funds that serve all communities and people that comprise New York State's citizens and visitors. NYSCA strongly values and encourages the sustained and concerted efforts of non-profit art, culture and heritage organizations to be inclusive and have their workforces, artists and programmatic offerings reflect New York State's diversity of people, geography and artistic interests.

## PROGRAM PREREQUISITES

To be eligible to apply for Arts Education Program support, an applicant organization must demonstrate a consistent policy of fair payment to resident artists and teaching artists.

The Arts Education Program does not support public school teachers' salaries, training or professional development, or parent-teacher associations.

# Arts Education - Overview

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## FISCAL SPONSORSHIP

Sponsored requests are accepted in our ARTS EDUCATION Community Based Learning, Pre-K-12 In-School Programs, and Services to the Field categories:

- ❑ Funding for sponsored projects will generally not exceed \$10,000.
- ❑ Organizations may not impose a fee for submitting a sponsored application but are permitted to charge a fiscal sponsorship fee if the application is funded. Fiscal sponsorship fees for funded applications may not exceed 7% and are determined by mutual agreement between the sponsored entity and the sponsoring organization. This expense must be included in the project budget and indicated in the budget narrative question included in the application.
- ❑ Applicants serving as fiscal sponsors must provide a fiscal sponsorship agreement stating the services providing by the fiscal sponsor, amount or percentage of the grant provided to the fiscal sponsor, and responsibilities of the sponsored organization relating to the fiscal sponsorship.
- ❑ The services of the sponsoring organization are limited to fiscal management of the project, submission of the application and final report, and, at the discretion of the sponsoring organization, publicizing the activity requested. Following notification of the funding decision by NYSCA, the fiscal sponsor is required to notify the sponsored organization as soon as possible about whether the application has been funded and the funding amount.
- ❑ Please review the [Sponsored Application Instructions](#).

# Types of Arts Education Support

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## GENERAL OPERATING SUPPORT

General Operating Support represents investment by NYSCA in an organization's ongoing work, rather than a specific project or program. General Support seeks to reward exemplary practice in all areas of administration, finance, programming, and other organizational activities.

General Operating Support is directed toward ongoing activities of arts and cultural organizations, arts and cultural programs operated as independent entities within their own organizations, or significant ongoing arts and cultural programming within organizations whose mission is not primarily arts based, for example, a performing arts center operated as a separate entity within a college or university, or a theatre program operating as a discrete entity within a multi-arts center.

When considering the provision and level of General Support NYSCA examines the nature, scope, and quality of an organization's programs and activities, its managerial and fiscal competence, and its public service. In FY19 the median grant awarded was \$27,000, and the largest grant awarded was \$40,000.

### Prerequisites:

**In order to be eligible to apply for General Operating Support, an applicant organization must meet the following minimum criteria:**

- ❑ Its primary focus or mission must be in arts education; or the organization must have significant ongoing activities in arts education; and
- ❑ The organization makes evident a substantial commitment to arts education and culture, with a prior record of accomplishment in arts education programming; or the organizational mission is primarily devoted to arts education or arts and culture, with a prior record of accomplishment in arts education; and
- ❑ It must have ongoing classes, programs, exhibitions, productions or other art and cultural activities that are open to the general public; and
- ❑ It must demonstrate a consistent policy of fair payment to resident artists and teaching artists; and
- ❑ It is assumed that General Operating Support applicants will meet or exceed the minimum standards required for applications in either the Pre-K-12 In-School Programs or the Community Based Learning categories. Applicants are advised to read these Arts Education project support guidelines carefully before preparing a General Operating Support application; If applying for work in schools: a minimum of 6 contact sessions per residency is required, with 10 or more being the preferred standard; and
- ❑ It must demonstrate fiscal stability as indicated by such factors as a positive fund balance, an absence of substantial, recurring organizational deficits, a realistic and balanced organizational budget, diverse revenue sources, and strong internal controls; and
- ❑ The organization must currently employ one or more qualified, salaried (not contracted) full time or part time administrative staff; and
- ❑ It must have a viable, committed board of directors with officers that exercises oversight and accountability for governance, operations, programming and finances

### Eligible Expenses:

- ❑ General Operating Support grants will be no less than \$5,000 and will not exceed 25% of an organization's budget, based on the income and expense statement for the organization's most recently completed fiscal year.
- ❑ General Operating Support is awarded on a multi-year basis as described in the Grant Amounts section of the guidelines.

*Sponsored projects are not eligible for support in this category.*

# Types of Arts Education Support

## PROJECT SUPPORT – COMMUNITY-BASED LEARNING

Community-Based Learning support is provided for ongoing arts workshops, classes and training in community settings that provide in-depth and sustained experiences to learners of all ages. Participants may include children, adults, families, and life-long learners. Applications for intergenerational programs are welcome.

In addition to support for arts organizations, support is also granted to community-based, non-arts organizations offering arts activities to the public in partnership with artists and arts groups, provided that students engage in a course of sequential arts learning as a primary goal of the program. NYSCA emphasizes the quality of the arts process and learning experience above the creation of a finished product such as an exhibition or performance.

In FY19 the median grant awarded was \$12,335, and the largest grant awarded was \$28,000. Applicants may only make one request in Community-Based Learning.

The priorities of the Community-Based Learning category include projects that:

- Deepen and broaden the general public's knowledge, experience and participation in the various arts disciplines.
- Take place in rural and underserved communities with limited access to arts programming.
- Apply city, state and/or national arts learning standards to community arts education programs.
- Demonstrate a consistent policy of fair payment to resident artists and teaching artists.

### Prerequisites:

- ❑ Class size and numbers of sessions should be of sufficient scope to justify NYSCA support. A rule of thumb for a strong program would be a minimum of eight consecutive classes or workshop sessions offered weekly or monthly, serving a group of at least 8-10 participants.
- ❑ This category supports in-depth, sequential learning projects. One-time workshops, single performances, drop-in programs, or one-time visits to cultural institutions are ineligible outside of a broader learning context.
- ❑ Projects must be open to the general public in the community. That is, if an after school or weekend arts learning activity is directed toward boys ages 14-18, it may not be restricted to boys attending a specific school, but must be open to all eligible boys in the neighborhood.
- ❑ If an arts activity takes place on school grounds, it must be offered outside of regular school hours, and not as part of an extended school day during which the presence of a certified teacher is required.
- ❑ This category does not support professional training of artists or degree granting programs. However, project expenses may include orientation of teaching or resident artists to the project's goals and objectives.

### Eligible Expenses:

- ❑ Requests in the Community-Based Learning category may not exceed 50% of the total project cost.
- ❑ NYSCA support is primarily directed toward artists' fees, but may also include scholarship support, administrative support and the cost of materials. These costs should be detailed in the finance portion of the application, and may include:
  - ❑ costs for assessment, evaluation or documentation of the project;
  - ❑ costs for art materials and transportation of art materials or musical instruments necessary for the project;
  - ❑ and/or costs for administrative personnel representing no more than 15% of the applicant organization's total administrative costs for the project, which may include project director and consultant fees.
- ❑ Applicants conducting projects that are entirely supported by income from student tuition may apply only for scholarship support.

*Sponsored requests are accepted in this category.*

# Types of Arts Education Support

## PROJECT SUPPORT – PRE-K-12 IN-SCHOOL PROGRAMS

The Pre-K-12 In-School Programs category funds cultural organizations that work in partnership with public schools and public school arts teachers to focus on an in-depth exploration of the artistic process. The category supports collaborative projects that bring teaching and resident artists into the schools and that emphasize the making of art. Cultural organizations are required to apply with an identified educational partner such as an individual school, a group of schools, a district, or a BOCES. Programs may or may not culminate in an event or finished product such as an exhibition, performance, or a presentation of a work-in-progress. Applicants for new as well as long-term partnerships are welcome to apply.

NYSCA does not fund partnerships that replace, or appear to replace, the role of certified arts teachers in public schools. Support cannot be used to fund the salary, training or professional development of public school teachers, or to fund the activities of parent-teacher organizations. In FY19 the median grant awarded was \$12,000, and the largest grant awarded was \$28,000.

### Prerequisites:

The Pre-K-12 In-School Programs category welcomes applications for a wide range of projects that:

- ❑ Offer students an expected minimum of 6 artist contact sessions or 6 hours of hands-on arts instruction led by paid professional teaching or resident artists. Longer-term projects that provide students with 10 or more sessions with the artists are the preferred standard. Double periods constitute two contact sessions and are strongly encouraged where feasible;
- ❑ Occur during the regular or extended school day, when a certified teacher is in attendance, but not as part of a recreational after school program. Extracurricular activities that take place after the school day, in the summer, or during non-school hours may be eligible for support in the Arts Education Community-Based Learning Category. Please refer to those guidelines;
- ❑ Focus on the development and implementation of sequential, skills-based arts study. Projects may support purely arts goals or arts goals in tandem with additional goals or academic subjects. Projects must place the arts at the center of the learning experience;
- ❑ Are conceived, planned, and implemented by arts professionals and school-based educators working together to utilize the resources of the cultural organization, the school, and, where possible, the wider community. The project should reflect a collaborative relationship between the arts organization and the school, and between the participating artists and school-based teachers. School partners are required to provide a letter of support for the project that documents the school's contribution of matching funds appropriate to the school's budget, and that outlines the school's role in the partnership;
- ❑ Serve at least one class in the school(s) or are school-wide. Applicants are welcome to apply in this category for related programs occurring in one or more schools;
- ❑ Are directed toward development of affective, cognitive or aesthetic abilities. Please refer to the Common Core Education Standards Initiative: [www.corestandards.org](http://www.corestandards.org) and the New York State Arts Standards: <http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources> for guidance

### Eligible Expenses:

Requests in the K-12 category should not exceed a maximum of 50% of a project's total cash expenses.

NYSCA funding is directed toward the following expenses. These costs should be detailed in the Project Budget and the project budget notes:

- ❑ Fees for teaching artists for the project
- ❑ Costs for project assessment, evaluation and documentation
- ❑ Costs of art materials
- ❑ Costs of transportation of art materials or musical instruments necessary for the project

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# Types of Arts Education Support

## PROJECT SUPPORT – PRE-K-12 IN-SCHOOL PROGRAMS (cont.)

### Eligible Expenses (cont.):

- ❑ Administrative personnel costs representing no more than 15% of the applicant organization's total administrative costs for the project, which may include project director and consultant fees.
- ❑ Eligible projects must require students to participate in a minimum of 6 artist contact sessions or 6 hours of arts instruction led by teaching or resident artists. Longer-term projects that provide students with 10 or more sessions with the artists are the preferred standard. Costs for activities such as attendance at single performances or one-time visits to cultural institutions are eligible for support only if these activities:
  - ❑ Include teaching or resident artist contact sessions before and after such visits or performances
  - ❑ Are an integrated component of the entire project
  - ❑ Are led by the project teaching or resident artists
- ❑ Any travel time related to these types of activities may not be included in the minimum requirement of student participation in 6 sessions or 6 hours of arts instruction.

*Sponsored requests are accepted in this category.*

## SERVICES TO THE FIELD

The Services to the Field funding category is designed to support innovative projects of statewide or regional scope and significance, which support the development of the arts education field. Projects supported through this category must provide tangible services to multiple organizations statewide, or within a specific region(s). Organizations receiving support from or applying to General Operating Support in Arts Education are not eligible to apply in this category.

In FY19 the median grant awarded was \$13,000, and the largest grant awarded was \$15,000.

Eligible projects in the Services to the Field category must focus on:

- Building the capacity of cultural organizations and the field in general to engage in arts education and lifelong learning partnerships; or,
- Improving the practice and knowledge base of the arts education field at large in New York State. Funding may be requested to support professional development for field-specific capacity building within multiple organizations

### Prerequisites:

To be eligible to apply for Services to the Field support, an applicant organization must meet the following minimum criteria:

- ❑ Its primary focus or mission must be Arts Education; or the organization must have significant ongoing activities in Arts Education; and
- ❑ It must have ongoing services, programs, exhibitions, productions or other art and cultural activities that are open to the general public; and
- ❑ The organization must make evident a substantial commitment to arts and culture, with a prior record of accomplishment in producing or presenting cultural activities or services; or the organizational mission is primarily devoted to arts and culture, with a prior record of accomplishment in producing or presenting cultural activities or services; and
- ❑ It must demonstrate fiscal stability as indicated by such factors as a positive fund balance, an absence of substantial, recurring organizational deficits, a realistic and balanced organizational budget, diverse revenue sources, and strong internal controls; and The organization must employ one or more qualified, salaried administrative staff; and

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# Types of Arts Education Support

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## SERVICES TO THE FIELD (cont.)

### **Prerequisites (cont.):**

- ❑ It must have a viable, committed board of directors with officers that exercises oversight of the services to the field project as well as accountability for organizational governance, operations, programming and finances; and
- ❑ It must demonstrate a consistent policy of fair payment to resident artists and teaching artists and consultants
- ❑ Support cannot be used to fund the salary, training or professional development of public school teachers, or to fund the activities of parent-teacher organizations.

*Sponsored requests are accepted in this category.*

## REGRANTS AND PARTNERSHIPS SUPPORT

### **Application to the Regrants and Partnerships Programs category is by invitation only**

NYSCA may contract with nonprofit organizations to administer targeted funding and technical assistance in areas not directly funded by NYSCA Programs. Organizations are invited based on an identified, unmet need within a discipline by Program staff and the service profile of the applicant organization. This category covers a range of services from the administration of technical assistance funds to fees for artist appearances.

Organizations applying to NYSCA in this category must show a willingness to reach beyond their membership in providing services or regrant awards.

### **Prerequisites:**

- ❑ The applicant's primary focus or mission must be in Arts Education or the organization must have significant ongoing activities or services in the areas supported by this program.
- ❑ The organization must demonstrate fiscal stability as indicated by such factors as a positive fund balance, an absence of substantial, recurring organizational deficits, a realistic and balanced organizational budget, diverse revenue sources, and strong internal controls; and
- ❑ The organization must employ one or more qualified, salaried administrative staff; and
- ❑ It must have a viable, committed board of directors, with officers, that exercises oversight and accountability for governance, operations, programming and finances.

*Sponsored projects are not eligible for support in this category.*

# Arts Education - Questions

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The Questions below must be completed in the NYSCA-CFA under the QUESTIONNAIRE and NYSCA Tabs.

## STANDARD QUESTIONS - ARTS EDUCATION APPLICANTS

**STANDARD QUESTIONS:** ALL NYSCA APPLICANTS MUST ANSWER THE QUESTIONS BELOW:

**LEGAL NAME OF APPLICANT**

**APPLICANT ADDRESS TABLE:** Street, City, State, Zip

**CONTACTS TABLE:** (For Primary and Secondary Contact, Executive Director/Equivalent Position and Board Chair/President): First Name, Last Name, Title (for Primary and Secondary Contact), Phone, Email

**MISSION:** Please enter your organization's current mission statement. (Max 250 characters)

**ACTIVITIES:** Provide a brief overview of your organization's programs and activities as it relates to your mission in the previous question. (Max 1,000 characters)

**STAFF LIST TABLE:** First Name, Last Name, Title, Salary Range for Up to Five Primary Staff.

**DIVERSITY/INCLUSIVENESS:** Given your mission and the community you serve, how does your organization address diversity and inclusiveness? In your response, discuss in terms of staff, board, and audience composition, as well as the programs and services your organization provides. (Max 1,000 characters)

**ACCESSIBILITY:** A universal and inclusive environment for the arts allows everyone, including people with and without disabilities, and people of all ages, to access the facilities and programs of an organization. What actions has your organization taken to make your facilities, programs, and communications systems accessible and usable by all? (Max 1,000 characters)

**FACILITIES:** Briefly describe your facilities. Explain any relocations, expansions, renovations, or major improvements undertaken in the recent past or planned for the future. (Max 750 characters)

**ORGANIZATION'S FACILITIES/REAL ESTATE ARE:** Choose "Owned" or "Rented"

**IF RENTED, DATE CURRENT LEASE EXPIRES:**

**DAYS/HOURS/SEASONS OF OPERATION:**

**TOTAL NUMBER OF VISITORS/USERS/AUDIENCE:** How many audience members, exhibition visitors, service users, or visitors to your facility do you serve? Provide an average annual figure.

**SOCIAL MEDIA TABLE:** Provide links to primary website and two additional social media, if your organization maintains.

**FISCAL YEAR END DATE:** Format MM/DD

**YEAR INCORPORATED:** Format YYYY

**PROJECT NAME** (\* Completed when the application is created)

**PROJECT DESCRIPTION:** Provide a brief description of your project. (Max 250 characters)

# Arts Education - Questions

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## STANDARD QUESTIONS - ARTS EDUCATION APPLICANTS (cont.)

**PROJECT OBJECTIVE:** Please indicate the primary goals of this request. (Max 250 characters)

**PROJECT PERFORMANCE MEASURE:** Indicate how you will measure the success of the request, should it be supported. (Max 250 characters)

**PROJECT CAPACITY:** Indicate how your staffing will provide sufficient support for the project (experience, training activities). (Max 250 characters)

**PROJECT REQUEST AMOUNT:** (\* Completed under the Funding Tab)

**PROJECT TOTAL EXPENSES:** (\* Completed under the Funding Tab)

**GENERAL OPERATING SUPPORT:** *All applicants to GENERAL OPERATING SUPPORT must complete the following questions.*

For All General Operating Support Questions – Maximum Character Limit is 2,000.

**1G. ARTISTIC/PROGRAMMATIC** — Background:

Describe the organization and how it was established, focusing on the arts education activities for which support is requested.

**2G. ARTISTIC/PROGRAMMATIC** — Artistic/Cultural Vision:

Articulate the organization’s artistic, and/or cultural vision and its approach to arts education.

**3G. ARTISTIC/PROGRAMMATIC** — Program Overview and Detail:

Describe the arts education programs planned for the coming year. Discuss any new initiatives that are planned for the next two years, as well as the goals and expected outcomes for these activities. List the total numbers of schools to be served by county, if applicable. Include representative detail (3 schools) on the following:

- A. The names/locations of proposed partner schools and whether they have Title I designation.
- B. The arts discipline/s to be taught.
- C. The number of artist contact sessions per student.
- D. The grade levels of the students involved, and the numbers of students served per grade and per school, and the overall number of students served.

**4G. ARTISTIC/PROGRAMMATIC** — Changes and Challenges:

Describe any recent significant programmatic changes, developments, and/or challenges, indicating how any challenges will be addressed.

**5G. ARTISTIC/PROGRAMMING** — Video Documentation:

Please provide a URL that will link to video documentation of past classes, workshops or arts activities demonstrating the quality of the interaction of teaching or resident artist/s with students, as well as examples of student work. *Panels view no more than three minutes of video, so please indicate clearly which portion of a longer sample should be viewed.* Note what phase of the project the sample represents e.g., “fifth week of ten-week session,” “culminating event,” etc.

**6G. MANAGERIAL/FISCAL** — Staff:

Identify the key administrative and artistic/education staff members and their roles. Detail any recent significant changes in key staff positions. Discuss how teaching and resident artists are selected and retained.

# Arts Education - Questions

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## GENERAL OPERATING SUPPORT (cont.)

### **7G. MANAGERIAL/FISCAL** — Governance:

Describe the board and/or governing body in detail, including committee structure, demographics, meeting schedule, and approach to staff and fiscal oversight.

### **8G. MANAGERIAL/FISCAL** — Facilities:

Describe the facilities used for arts education programming and administration.

### **9G. MANAGERIAL/FISCAL** — Organizational Development:

Outline the approach to institutional and succession planning, highlighting the roles of staff and board.

### **10G. MANAGERIAL/FISCAL** — Finances:

Detail plans for meeting current and future expenses, including specific sources of earned and unearned income. Specify amounts of matching funds anticipated from school partners, if applicable. Indicate whether income is confirmed or pending. Specify amounts to be set aside for scholarship recipients, if applicable. Explain any current and/or recurring surplus or deficits. How will the scope of the activity change if the full request for NYSCA funding is not received?

### **11G. MANAGERIAL/FISCAL** — Artist and Programmatic Consultant Fees:

Detail the range of fees paid to teaching artists and describe how payment to teaching artists and any outside consultants is determined.

### **12G. SERVICE TO THE PUBLIC** — Constituency:

Detail the organization's approach to diversity, equity, and inclusion, as related to board, staff, students, audiences, and other stakeholders.

### **13G. SERVICE TO THE PUBLIC** — Development:

Describe the audiences and communities served. Include demographic description of students served by the organization, including age range and number of students served.

### **14G. SERVICE TO THE PUBLIC** — Marketing and Outreach:

Describe the organization's marketing strategies. Detail efforts being undertaken to cultivate and broaden the organization's constituency.

### **16G. SERVICE TO THE PUBLIC** — Evaluation:

Articulate how the organization evaluates its programs, services, and/or other organizational initiatives, and how these are linked to goals and standards. Note how outcomes of evaluation/assessment processes are compiled and applied.

### **17G. SERVICE TO THE PUBLIC** — Community Context:

Identify the other organizations in the area that provide similar arts and cultural activities, and tell us how their activities enhance or differ from those of this organization. Also, describe any partnerships or collaborations with other organizations

# Arts Education - Questions

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## GENERAL OPERATING SUPPORT (cont.)

### **18G. SERVICE TO THE PUBLIC** — Scholarships:

If applicable, articulate the process and criteria used for selecting scholarship recipients, noting the number of recipients per year, whether the scholarships are full or partial, and how scholarship opportunities are advertised.

### **19G. SUPPORT MATERIALS LISTING:**

Provide here a list of all support materials being uploaded into the NYSCA-CFA with this General Operating Support request. Please refer to the list of mandatory support materials for the Arts Education General Operating Support Category that follows the guidelines questions.

**COMMUNITY-BASED LEARNING:** *All applicants to COMMUNITY-BASED LEARNING must complete the following questions.*

For All Community-Based Learning Questions – Maximum Character Limit is 2,000.

### **1C. ARTISTIC/PROGRAMMATIC** — Project Description:

Provide a brief narrative description of the proposed project that includes:  
Arts discipline/s taught; Number of sessions offered per class/workshop;  
Beginning and ending dates of classes/workshops; Duration and frequency of class/workshop sessions;  
Age range and other essential demographics of target audience;  
Numbers of students to be served (per class and project total).

### **2C. ARTISTIC/PROGRAMMATIC** — Project Overview:

If this is an ongoing program, describe how the project builds on previous work. If this is a new initiative, describe how it relates to the organization's mission.

### **3C. ARTISTIC/PROGRAMMATIC** — Goals/Outcomes:

What are the learning goals and outcomes for the proposed project?

### **4C. ARTISTIC/PROGRAMMATIC** — Course Outline:

What are the key activities the students will engage in to achieve the goals of the project over the course of study? Include attendance at professional performances or exhibitions.

### **5C. ARTISTIC/PROGRAMMATIC** — Evaluation/Assessment:

How will individual students' learning be assessed? How will the overall project be evaluated?

### **6C. ARTISTIC/PROGRAMMING** — Video Documentation:

Please provide a URL that will link to video documentation of past classes, workshops or arts activities demonstrating the quality of the interaction of teaching or resident artist/s with students, as well as examples of student work. *Panels view no more than three minutes of video, so please indicate clearly which portion of a longer sample should be viewed.* Note what phase of the project the sample represents e.g., “fifth week of ten-week session,” “culminating event,” etc.

### **7C. MANAGERIAL/FISCAL** — Project Team:

Describe the teaching artists, staff, consultants, and/or other individuals involved in the project. How are teaching artists selected? How does the organization incorporate principles of diversity, equity and inclusion in recruitment and selection of teaching artists?

# Arts Education - Questions

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## COMMUNITY-BASED LEARNING (cont.)

### **8C. MANAGERIAL/FISCAL** — Facilities/Venues:

Describe the venue(s) and classroom facilities for the project, noting location/s.

### **9C. MANAGERIAL/FISCAL** — Income:

Describe plans for meeting the expenses of this project. Please list projected sources of funding, indicating whether funds are pending or confirmed. Please also note the per- student tuition or fee charged, if applicable.

### **10C. SERVICE TO THE PUBLIC** — Expenses:

What are the hourly rates for teaching artists and other relevant staff? What are the other major expenses for the program? Will the scope of the project change if the full request for NYSCA funding is not received? How?

### **11C. SERVICE TO THE PUBLIC** — Participant Selection:

Summarize the selection process for students participating in the project.

### **12C. SERVICE TO THE PUBLIC** — Marketing:

Explain how the organization will market this opportunity to students. How will the project be promoted and publicized? Describe the target population for this project. How does this program fill a need for target participants?

### **13C. SERVICE TO THE PUBLIC** — Scholarships:

Articulate the process and criteria used for selecting scholarship recipients, noting the number of recipients per year, whether the scholarships are full or partial, and how scholarship opportunities are advertised. What percentage of students for the proposed project will receive scholarship support? What measures are used to determine financial need?

### **14C. SERVICE TO THE PUBLIC** — Support Materials Listing:

Provide here a list of all support materials being uploaded into the NYSCA-CFA with this Community-Based Learning request. Please refer to the list of mandatory support materials for the Arts Education Community-Based Learning Category that follows the guidelines questions.

**Pre-K-12 IN-SCHOOL PROGRAMS:** *All applicants to Pre-K-12 IN-SCHOOL PROGRAMS must complete the following questions.*

### **For All Pre-K-12 In-School Program Questions – Maximum Character Limit is 2,000.**

#### **1K. ARTISTIC/PROGRAMMATIC** — Project Description:

Provide a brief description of the proposed project that includes:

- Total number of partner schools to be served by this program.
- The arts discipline/s to be taught.
- The number of artist contact sessions per student.
- The grade levels of the students involved, and the numbers of students served per grade and per school, and the overall number of students served.
- Beginning and ending dates of classes/workshops.
- Duration and frequency of classes/workshops.
- The names/locations up to three partner schools and whether they have Title I designation.

# Arts Education - Questions

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## Pre-K-12 IN-SCHOOL PROGRAMS (cont.)

### **2K. ARTISTIC/PROGRAMMATIC** — Project Overview:

If this is an ongoing program, describe how the project builds on previous work. Describe how this project will enhance or complement sequential arts instruction and other arts programs (including those provided by other cultural partners) at the school(s). List other cultural partners that are currently providing arts programming at the school(s). Are there certified arts teachers at the school(s)? If so, please discuss whether and how they will collaborate on this project.

### **3K. ARTISTIC/PROGRAMMATIC** — Goals/Outcomes:

What are the intended arts learning goals and outcomes for the proposed project?

### **4K. ARTISTIC/PROGRAMMATIC** — Course Outline:

What are the key activities the students will engage in to achieve the goals and outcomes of the project over the course of study? Include attendance at professional performances or exhibitions.

### **5K. ARTISTIC/PROGRAMMATIC** — Project Team:

Describe the teaching artists, staff, consultants, teachers, and school-based personnel, and any other individuals involved in the project. How are teaching artists selected? How does the organization incorporate principles of diversity, equity and inclusion in recruitment and selection of teaching artists?

### **6K. ARTISTIC/PROGRAMMATIC** — Evaluation and Assessment:

How will individual students' learning be assessed? How will the overall project be evaluated?

### **7K. ARTISTIC/PROGRAMMING** — Video Documentation:

Please provide a URL that will link to video documentation of past classes, workshops or arts activities demonstrating the quality of the interaction of teaching or resident artist/s with students, as well as examples of student work. *Panels view no more than three minutes of video, so please indicate clearly which portion of a longer sample should be viewed.* Note what phase of the project the sample represents e.g., “fifth week of ten-week session,” “culminating event,” etc.

### **8K. MANAGERIAL / FISCAL** — Income:

Describe plans for meeting the expenses of this project. Please list projected sources of funding, indicating whether funds are pending or confirmed. Be sure to detail income to be supplied by the partner school(s).

### **9K. MANAGERIAL / FISCAL** — Expenses:

What are the hourly rates for teaching artists and other relevant staff? What are the other major expenses for the program? Will the scope of the project change if the full request for NYSCA funding is not received? How?

### **10K. SERVICE TO THE PUBLIC** — Project Context:

Briefly describe the partner school(s) and its community, including the demographic information of the students served by the project. How were the school partnerships established? If applicable, how long has the program been at the school(s)?

### **11K. SERVICE TO THE PUBLIC** — Community Engagement:

How will parents, guardians and community members be involved in the process and/or culminating event activities? Please provide here the URLs for the applicant organization’s website and the partner schools’ websites, if available.

### **12K. SUPPORT MATERIALS LISTING**

Provide here a list of all support materials being uploaded into the NYSCA-CFA with this Pre-K-12 In-School Programs request. Please refer to the list of mandatory support materials for the Pre-K-12 Category that follows the questions. 14

# Arts Education - Questions

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**SERVICES TO THE FIELD:** *All applicants to SERVICES TO THE FIELD must complete the following questions.*

For All Services to the Field Questions – Maximum Character Limit is 2,000.

**1S. ARTISTIC/PROGRAMMATIC** — Project Description:

Describe the arts education services to the field project and the region it will serve, including goals and desired outcomes. If this is an ongoing project, briefly outline the history, challenges and achievements of the project to date. Indicate how the project will either build the capacity of organizations receiving this service to engage more effectively in arts education or community-based partnerships; and/or improve the practice and knowledge base of the arts education field in New York State.

**2S. MANAGERIAL/FISCAL** — Work Plan and Personnel:

Provide a work plan of proposed activities for the services to the field project, including a clear timeline for activities planned for the request year. Identify those individuals who will be implementing the plan, and briefly describe their credentials.

**3S. MANAGERIAL/FISCAL** — Finances:

Describe plans for meeting the expenses of this project. Will the scope of the project change if the full request for NYSCA funding is not received? Please outline:

- Contributed Income - detail sources and whether funds are confirmed or pending.
- Earned Income – note the per-student tuition or fee charged for the proposed project along with any additional earned revenue related to the project, as applicable.
- On-Staff Artistic Personnel/Outside Artistic Personnel – specify daily or hourly rates and prorated salary of relevant artistic staff for the project, as well as for teaching/resident artists (outside artistic costs).
- Administrative Personnel – indicate prorated salary or fees for the project.
- Remaining Operating Expenses – itemize the principal expenses for the project not included in other expense categories.

**4S. SERVICE TO THE PUBLIC** — Dissemination:

Describe how the results of the project will be shared so that the arts education field in New York State will benefit broadly.

**5S. SERVICE TO THE PUBLIC** — Evaluation/Assessment:

Describe plans for evaluating the effectiveness of the arts education service to the field project. How will its impact be assessed? Articulate how the organization evaluates its other programs, services, and/or organizational initiatives, and how these are linked to goals and standards. Note how outcomes of evaluation/assessment processes are compiled and applied.

**6S. SUPPORT MATERIAL LISTING**

Provide here a list of all support materials being uploaded into the NYSCA-CFA with this Services to the Field request. Please refer to the list of mandatory support materials for the Arts Education Services to the Field Category that follows the guidelines questions.

# Arts Education - Questions

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**REGRANTS AND PARTNERSHIPS:** *All applicants to REGRANTS AND PARTNERSHIPS must complete the following questions*

For All Regrants and Partnership Questions – Maximum Character Limit is 2,000.

**1R. ARTISTIC/PROGRAMMATIC** — Program Summary:

Describe the arts education regrant or partnership program, its priorities, and the constituents served. How does it differ from or complement other programs in the community or field?

**2R. ARTISTIC/PROGRAMMATIC** — Relevance of Mission:

How does this arts education program relate to the organization's mission, goals and programming?

**3R. ARTISTIC/PROGRAMMATIC** — Scope of Activity:

For ongoing regrant projects, describe the number of requests received, on average, for each of the past two years. Include the average request amount and grant amount. If this is an ongoing project, briefly outline the history, challenges and achievements of the project to date. If this is a new request or service, project the number of anticipated requests and the range of grant amounts to be awarded.

**4R. MANAGERIAL/FISCAL** — Staffing:

Who is responsible for the administration of this arts education project? Describe their roles, detailing their duties and noting whether this is a full time, part-time or consultant position. If the coordinator has other responsibilities within the organization, describe them.

**5R. MANAGERIAL/FISCAL** — Governance:

Describe the involvement of the board in management and program oversight for the Regrant/ Partnership activity.

**6R. MANAGERIAL/FISCAL** — Work Plan:

Outline the schedule and work plan for the next granting or activity cycle. Provide an overview of annual regrant or program deadlines and related activities.

**7R. MANAGERIAL/FISCAL** — Income:

Detail plans for meeting current and future expenses beyond income from NYSCA, if appropriate to the regrant or partnership project. Include sources of earned income, and note sources of contributed income and whether it is confirmed or pending. Explain any current and/or recurring surplus or deficits for the organization and the project.

**8R. MANAGERIAL/FISCAL** — Expenses:

Explain the following information pertaining to the project's income and expenses:

-Administrative Personnel – indicate prorated salary or fees of relevant administrative staff or consultants for the project.

-Artistic Personnel – specify daily or hourly rates and prorated salary of relevant artistic staff, including teaching artists or consultants for the project, where applicable.

-Remaining Operating Expenses – itemize principal project expenses not specified above.

How would the scope of the project change if the full request for NYSCA funding is not received?

**9R. SERVICE TO THE PUBLIC** — Constituency:

Describe the audiences and communities served by this project.

# Arts Education - Questions

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## REGRANTS AND PARTNERSHIPS (cont.)

### **10R. SERVICE TO THE PUBLIC** — Marketing/Outreach:

What are the strategies for outreach and marketing to diverse communities, arts groups and artists, including those not currently served by the program? Include details about any technical assistance resources for emerging artists and arts groups. Please provide here the URLs for the applicant organization's website and any partner organization's websites that reference the project.

### **11R. SERVICE TO THE PUBLIC** — Selection Process:

Describe the application and selection process, noting what is required of applicants, restrictions, and whether there is a panel review. If applicable, describe the composition of the panel and the review process.

### **12R. SERVICE TO THE PUBLIC** — Evaluation:

How is the effectiveness of this program evaluated and assessed? Note how outcomes of evaluation/assessment processes are compiled and applied. Has evaluation led to change in the program? Describe the benefits of this regrant or partnership to the community and general public. Articulate how the organization evaluates its other programs, services, and organizational initiatives, and how these are linked to goals and standards.

### **13R. SERVICE TO THE PUBLIC** — Community Context:

Identify the other organizations in the area that provide similar arts and cultural activities, and tell us how their activities support, enhance, or differ from those of this organization. Describe any partnerships or collaborations with other organizations, discussing the ways in which partners communicate to better serve and advance programming, and any plans for enhancing collaborative activity and community outreach.

### **14R. SERVICE TO THE PUBLIC** — Support Materials Listing:

Provide here a list of all support materials being uploaded into the NYSCA-CFA with this Regrants and Partnerships request. Please refer to the list of mandatory support materials for the Arts Education Regrants and Partnerships Category that follows the guidelines questions.

# Arts Education - Support Materials

*Required Support Materials must be uploaded in the NYSCA-CFA under the DOCUMENTS tab (other than Board list which will be uploaded within the NYSCA tab), unless otherwise noted below*

## **STANDARD SUPPORT MATERIALS – All Applicants:** ALL ARTS EDUCATION

*APPLICANTS must submit the support materials below:*

1. **SPONSORED REQUEST APPLICANTS** - For sponsored requests only, please upload the completed [Sponsored Request Form](#).
2. **BOARD OF DIRECTORS LIST, including affiliations.** A sample template is available at <https://grantsmanagement.ny.gov/system/files/documents/2018/10/sample-board-directors-profile.pdf>

## **GENERAL OPERATING SUPPORT:** *All applicants to GENERAL OPERATING SUPPORT must submit the following support materials.*

1. **Résumés or biographical statements** of up to 3 key staff, maximum of 1 page each along with resumes of up to 3 key teaching artists.
2. If applicable: A representative sample (3) of **written letter/s of commitment** from school partners to the arts organization that demonstrate the schools' support of the project (financially and otherwise) and outline anticipated dates, roles and responsibilities for each partner involved. The principal should sign this letter of agreement and it should appear on school letterhead.
3. If applicable: A document **listing all partner schools** to benefit from projected NYSCA funds, including the name and address of each school.
4. **Evaluation/assessment** and outcome measurement forms or related materials.
5. **Sample units or lesson plans**, differentiated by grade.
6. **Long-range or Strategic Plan.**

## **COMMUNITY-BASED LEARNING:** *All applicants to COMMUNITY-BASED LEARNING must submit the following support materials.*

1. **COMMUNITY-BASED LEARNING** -Video documentation of past classes workshops or arts activities demonstrating the quality of the interaction of teaching artist/s with students, as well as examples of student work. Panels view no more than three minutes of video, so please indicate clearly which portion of a longer sample should be viewed. Note what phase of the project the sample represents (e.g., “fifth week of ten-week session,” “culminating event,” etc.). The strongest video submissions:
  - a. Consist of a single video.
  - b. Reflect recent work with students in the age group for which NYSCA funding is requested.
  - c. Provide a “you are there” glimpse into sequential arts learning in the classroom or during a site visit.
  - d. Reflect student engagement with the work of the teaching artist/s.
  - e. Provide examples of student work.
2. **COMMUNITY-BASED LEARNING** - Résumés or biographical statements of the participating teaching artist(s), principal staff, consultants, and /or other key individuals involved in this project; maximum of 1 page each.
3. **COMMUNITY-BASED LEARNING** - Representative samples of brochures or marketing materials relevant to this project or to the organization.
4. **COMMUNITY-BASED LEARNING** - A sample unit or lesson plan.
5. **COMMUNITY-BASED LEARNING** - Samples of evaluative materials (e.g. entrance and exit surveys, rubrics, etc.), if any, used to measure the success of stated learning goals and outcomes for the project, along with documentation on outcomes of past evaluations.

# Arts Education - Support Materials

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**PRE-K-12 IN-SCHOOL PROGRAMS:** *All applicants to Pre-K-12 IN-SCHOOL PROGRAMS must submit the following support materials.*

1. **PK-12 IN-SCHOOL PROGRAMS** - Résumés or biographical statements of the participating teaching or resident artist(s), principal staff, consultants, and /or other key individuals involved in this project; maximum of 1 page each.
2. **PK-12 IN-SCHOOL PROGRAMS** - Up to 3 written letters of commitment from school partner(s) to the arts organization that demonstrates the schools' support of the project (financially and otherwise) and outlines anticipated dates, roles and responsibilities for each partner involved. The principal should sign these letters of agreement and they should appear on the schools' letterhead.
3. **PK-12 IN-SCHOOL PROGRAMS** - A document listing all partner schools to benefit from projected NYSCA funds, including the name and address of each school.
4. **PK-12 IN-SCHOOL PROGRAMS** - Sample units or lesson plans, differentiated by grade.
5. **PK-12 IN-SCHOOL PROGRAMS** - Samples of evaluative materials (e.g. entrance and exit surveys, rubrics, etc.), if any, used to measure the success of stated learning goals and outcomes for the project, along with documentation on outcomes of past evaluations.

**SERVICES TO THE FIELD:** *All applicants to SERVICES TO THE FIELD must submit the following support materials.*

1. **SERVICES TO THE FIELD** - Résumés or biographical statements of key staff, maximum of 1 page each.
2. **SERVICES TO THE FIELD** - Up to 5 representative marketing materials (sample organizational programs, flyers, catalogs or brochures, including those related to the project) that reflect activity in the past year.
3. **SERVICES TO THE FIELD** - Sample questionnaires, surveys, or evaluations of the services.

**REGRANTS AND PARTNERSHIPS** *All applicants to REGRANTS AND PARTNERSHIPS must submit the following support materials.*

1. **REGRANTS AND PARTNERSHIPS:** Résumés or biographical statements of key project staff, maximum of 1 page each.
2. **REGRANTS AND PARTNERSHIPS:** Up to 5 representative marketing materials (sample brochures, promotional materials and/or application forms.) that reflect regrant or partnership activity for the past year.
3. **REGRANTS AND PARTNERSHIPS:** If this is a regrant, a list of most recent grantees, project descriptions and grant amounts.
4. **REGRANTS AND PARTNERSHIPS:** Outreach/promotional plan for proposed regrant or partnership.
5. **REGRANTS AND PARTNERSHIPS:** If applicable, service-related projects must provide evaluation materials such as samples of surveys or feedback forms, along with outcomes/results.