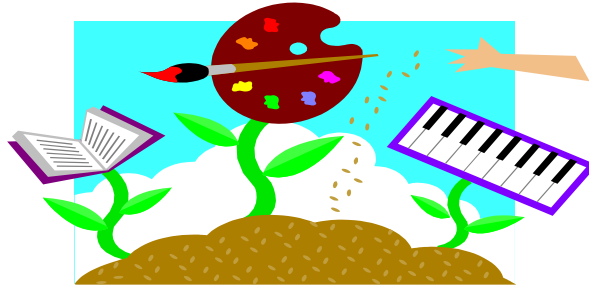


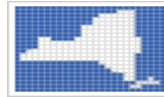
# 2012 Artist/Teacher Partnership Grants



Administered by the Community Arts Partnership of Tompkins County.  
Funded and supported by the Local Capacity Building (LCB) Initiative at the Arts Education Program at the New York State Council on the Arts (NYSCA)



State of the Arts



**NYSCA**

## Download Guidelines and Application

[www.artspartner.org](http://www.artspartner.org) (“grants”)

### Deadline

Mail or hand-deliver to arrive by  
Tuesday, Nov. 15, 2011, 5pm

### Assistance and Information

Community Arts Partnership of Tompkins County  
Center Ithaca, PMB 107  
171 E. State/ MLK Street , Ithaca, NY 14850

Contact Robin Schwartz, Program Director  
e-mail: [programs@artspartner.org](mailto:programs@artspartner.org)  
phone: 607-273-5072, ext. 20

# What is Arts-in-Education?

We know that when students are given the opportunity to use the arts as a way to connect to non-arts subject matter, they tend to be more enthusiastic about their studies, to absorb information more deeply and retain it longer, and to become more competent at other related skills like teamwork, observation, and critical thinking. Students who are engaged are more likely to come to school and stay in school.

## What is an Arts-in-Education Partnerships; What is Integration?

“Arts-in-education” (AIE) refers to a specific type of integrated study that partners non-arts classroom teachers with specially trained “teaching artists” and/or cultural organizations. There are three levels of arts-based learning: “**Access**”, “**Alignment**” and “**Integration**”. All three can be part of students' arts experience. This grant, however, only funds “**Integration**”.

- **Access** - Students experience artwork (see a performance, view visual art, etc.) which may or may not have a direct connection to their subjects of study. The artist teaches or demonstrates their art.
- **Alignment** - Students experience art which is related thematically to material they are studying in class. They may make use of a study guide or similar materials with their classroom teacher to help connect the work of art to their class study. The artist is still teaching or demonstrating their art, but it is tied to a classroom subject.
- **Integration** - Students work with an artist in the classroom or studio several times (for this grant, at least 3 times) to create artwork that relates to non-arts curriculum material. In this case, the artist is using art modalities to teach other subjects. The artist can use how they think about their art or how they do their art to teach something entirely different. (See below.) The artist and teacher co-plan units of study that combine standards-based arts and other curricula to deepen and expand learning, merging cultural experiences with curriculum for a unified unit of study. Ideally, the students can engage in inquiry based learning, hand-on experience and the opportunity to brainstorm and create their own art using the knowledge and expertise provided by the teaching artist/teacher team.

## Arts-in-Education: How does one teach a subject "through the arts?"

Every teacher/artist partnership comes up with a unique answer to this question, using the New York State Standards as a basis for exciting and rich units that develop skills and knowledge. Perhaps a math teacher and a dancer team up to give students new ways to think about geometry by choreographing a dance piece. A social studies teacher and a theatre artist might help students write and perform a play that gives them personal insights into life in another time or place. Science students could work with a musician to investigate the physical properties of sound through musical composition.

A teaching artist/teacher partnership can start with a gap analysis. Perhaps students are not meeting the standards in a particular subject. How can the artist help? The partnership requires planning, a project team, a timeline, assessment and evaluation. The teacher and artists participate equally in teaching, explicitly connecting and reinforcing each other's instruction, and modeling coordination, cooperation and mutual support. Both support what the other teaches in the classroom and are able to sometimes address each other's content. Evaluation and Assessment are part of the process.

Valuable Links:

[www.teachingartists.com](http://www.teachingartists.com)  
[www.copeweb.org](http://www.copeweb.org)  
[www.artsedge.kennedy-center.org](http://www.artsedge.kennedy-center.org)  
[vsarts.org](http://vsarts.org)

# Artist / Teacher Partnership Grant Guidelines

## **The Artist/Teacher Partnership Grant**

is a statewide initiative started by the New York State Council on the Arts to provide widespread participation in Arts-in-Education. The Community Arts Partnership administers the grant in Tompkins County.

- Partnerships between Tompkins County schools/cultural organizations and teaching artists (who don't have to be local) are eligible. The applicant can be a public, private, and parochial or charter school or n-f-p arts organization in Tompkins County. Cultural organizations must show evidence of n-p-f status.
- Projects must occur in 2012.
- Projects must take place during the school day and serve students between pre-K through 12.
- Projects must involve a direct collaboration between at least one non-arts classroom teacher and one teaching artist.
- Activities and outcomes must be collaboratively designed, planned, taught and evaluated by participating teacher(s), teaching artist(s) and other school and community members.
- Project must involve at least 3 contact sessions between the same teacher, teaching artist, and group of students (called the "core group") and each should be at least 30 minutes long. (Each time an artist and teacher together connect with a group of students, separated by time, can be considered one contact session.)
- Projects must address the NYS Learning Standards for both arts & non-arts subjects.
- Projects must include a plan for evaluation and student assessment.
- Schools must document and publicize funded projects. Printed materials must credit CAP and New York State Council on the Arts. Language will be included in award materials.
- Participants may be required to attend a workshop, if funded, on planning your partnership. This requirement depends on prior experience with the teaching artist.

It is recommended (and requests will rate higher if:)

- School contributions to the expenses of the project are comprised of a higher percentage of cash than in-kind donations.
- 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 with the non-arts teacher(s).
- Projects have a multi-year scope and a plan for future expansion within the school.
- Projects include collaboratively planned and implemented professional development activities that support the ability of teacher(s) & teaching artist(s) to implement programs.

## **The Artist / Teacher Partnership Grant Does Not Fund**

- Stand-alone assembly programs, single performances, single visits to or from cultural institution (defined above as "Access" or "Alignment".)
- Projects that focus on teaching non-integrated, sequential arts education.
- Projects that appear to replace the role of certified art, music, dance, or theatre teachers.
- Extracurricular activities that take place after school or non-school hours.
- Programs for which selected students are taken out of regular classes or self-selected for participation.
- Home Schools, college-level courses, scholarships, contests, student performing groups.

## **Required Consultation, Assistance, Draft Review**

- Call the CAP Program Director (Robin) as soon as possible to schedule a phone or in-person meeting to discuss your request. **This is a requirement for new applicants and recommended for previous applicants.**
- Optional: Feel free to send Robin a draft well before the deadline for feedback.

## **Evaluative Criteria - The Grant Panel considers:**

- Application clarity and completeness. Are all questions answered?
- Clarity and appropriateness of the educational and artistic goals and expected student outcomes of the project. Degree to which these goals relate to the proposed project activities and grade levels served.
- Appropriateness of the members of the planning and implementation team.
- Quality of expertise and appropriateness of proposed artists or professionals.
- Degree to which the project will strengthen learning of curricula in both art & 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 NYS Learning Standards in both the arts and non-arts subjects.
- Degree to which the timeline will allow for reflection, further investigation, and fine tuning between work sessions. If applicable, degree to which certified art, music, dance, and/or theater teachers will participate in the project.
- Clarity, appropriateness, and feasibility of evaluation and student assessment plans.
- Appropriateness and cost-effectiveness of the proposed budget.

## **BUDGET**

- We expect the school partner to contribute some income 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. Financial support can take the form of in-kind contributions (e.g., donated items or materials that would otherwise be an expense). However, applications may rate higher if the school contribution is comprised of a higher percentage of cash than in-kind donations.

## **ETSL**

Empire State Partnerships (ESP) is an organization in NYC that funds arts-in-ed integrated partnerships that are much larger than those that you are applying for with this grant. However, on their website, [espartsed.org](http://espartsed.org), they have a wonderful tool called **ETSL (Evidence of Teacher and Student Learning.)**

An **ETSL Unit** is a portfolio of documents, resources, journal entries. Users can attach documents, photos, audio clips, and video. Users can continue to enter information into the ETSL Unit throughout the project and then refine their "portfolio" as the work progresses.

The goal of the ETSL Unit is to show evidence of teacher and student learning through data collection, assessment and peer-to-peer documentation and evaluation.

Even though ETSL was designed for larger partnerships, it can be a very valuable tool for you to use to document your project. (It is not a requirement, just a REALLY COOL tool.) Go to the ETSL page on the ESP site and learn more. Be sure to click on the "Sample completed ETSL unit."

## **Submissions and Timeline**

- **Signatures** are required from the principal of the school, the school contact person, the primary artist OR the director or president of the involved arts organization.
- Request must be hand delivered or mailed to arrive by **Tuesday, Nov. 15, 2011, 5pm.**
- Applications are evaluated by a panel made up of artists and arts educators in November. The panel makes recommendations to the CAP Board. Applicants are notified in mid-December.
- Award funds are released in January. **Projects occur in calendar year 2012.**
- Final Reports are due in November 2012.

### **SUBMIT SEVEN SETS, stapled together of application & attachments, in this order:**

\_\_\_\_\_ Application: “Cover page”, then “Narrative” (up to 3 pages) and then “Budget”.

\_\_\_\_\_ Teaching Artist(s) Resume – A short resume is fine. If there are many artists, a long paragraph listing the artists professional accomplishments and experience as a teaching artist is also fine. Since the grant is most likely funding the artist, it is crucial that we have their resume or information.

\_\_\_\_\_ If artists have brochures, etc. please include. If the artist has a website, please print out and attach to the application (and the panel will check out the rest of their site.)

\_\_\_\_\_ (Optional) Other supporting documentation such as arts org brochure, etc.

# Application - Cover Page

## **SCHOOL PARTNER**

School:  
Full Address:  
School Contact Person:  
E-mail: & Phone number:

## **PRIMARY ARTIST OR ARTS ORGANIZATION**

Artist Name OR Arts Organization Name:  
Full Address:  
Artist or Arts Organization Contact Person:  
E-mail: & Phone Number:  
Artist AND/OR Arts Organization websites:

## **CONTACT INFORMATION**

Who will be the primary contact person for this project?:  
Title of contact person:  
Full Address:  
E-mail: & Phone Number:

## **PROJECT INFORMATION**

Name of Project:  
Proposed Project Date Range:  
Grant Amount Requested:  
Who should the grant check be made out to?:  
Where should the grant check be mailed?:  
Who will be responsible for submitting the final report?:

## **CORE GROUP(S): A set of students that meet with the same teaching artist a minimum of 3 visits**

Grade(s):  
Number of Students:  
Number of Teachers:  
Number of Contact Sessions with Core Group (Each visit is a “contact session”):

## **INDIRECT GROUP(S): Students that may participate marginally in the project or partnership**

Grade(s):  
Number of Students:  
Number of Teachers:  
Number of Contact Sessions with Indirect Group(s):

**SIGN** below to verify that all partners have reviewed this application narrative and budget and that the proposed project is not currently supported by or under consideration for funding from NYSCA.

|             | <b><u>School Principal</u></b> | <b><u>School Contact Person</u></b> | <b><u>Artist or Arts Org</u></b> |
|-------------|--------------------------------|-------------------------------------|----------------------------------|
| Signature → |                                |                                     |                                  |
| Title →     |                                |                                     |                                  |
| Date →      |                                |                                     |                                  |

# Application – Narrative

Answer the questions on this page using no more than 3 pages.

Please do not include and erase all text in italics from your submitted application (including this sentence!) Keep the headings (all text not in italics).

**Please read all questions before you begin as later questions request details that will affect how you respond to earlier questions.**

## **SUMMARY STATEMENT**

Briefly summarize your project in one to three sentences.

## **TEACHER AND ARTIST LIST**

List the Artists & Teachers involved in the planning & implementation of the project. Examples of **Role in Project**: “Teaching Artist”, “Core Group 2<sup>nd</sup> Grade Teacher”, “Planning Team”, “Music Teacher. Use the format below:

| <b>Name</b> | <b>Role in project</b> | <b>E-mail</b> |
|-------------|------------------------|---------------|
|-------------|------------------------|---------------|

---

## **TEACHING ARTIST(S)**

Briefly describe the previous experience of the teaching artist(s) for this particular project. (Artist resume(s) are part of the attachments, so you don’t need to repeat resume type information.)

## **THE DETAIL STATEMENT**

Give us an overview of your proposed project. Be sure to let us know in your overview:

- What is the topic or theme of the project?
- Are there any specific challenges 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 & number of sessions with the teaching artist?
- Describe what the students will be doing during this project and the role of the teaching artist and classroom teacher.

## **GOALS, OUTCOMES, ASSESSMENTS**

- What do you want the students to know, understand or be able to do as a result of this project?
- What are the learning goals in both the art form and non-arts discipline?
- How will the project support the NYS Learning Standards in both arts and non-arts subjects?
- How will you measure the extent to which the students have met the learning goals?

## **TIMELINE:**

Provide a brief timeline of the project activities. Include planning meetings, artist contact sessions with students, sessions where teachers will work with students before or between teaching artist sessions, reflection meetings, evaluation, etc.

## **COMMUNITY AWARENESS AND INVOLVEMENT**

Describe how parents, school population, & community will be made aware of the project.

## **PREVIOUS 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.

# Application – Budget

See sample budget on next page

|                           | <b>A.</b>                         |                         | <b>B.</b>   | <b>C.</b>  | <b>D.</b>             |
|---------------------------|-----------------------------------|-------------------------|---|--|-----------------------|
| <b>Type of Expense</b>    | <b>List each project expense.</b> | <b>Breakdown of “A”</b> | <b>School will pay the following toward expense</b> | <b>Cult. Org will pay the following toward expense</b> | <b>Grant Request</b>  |
| Sub. Teachers             |                                   |                         |   |  |                       |
| Buses                     |                                   |                         |   |  |                       |
| Teacher after School Time |                                   |                         |   |  |                       |
| Materials/Supplies        |                                   |                         |   |  |                       |
| Cult.Org Admin Personnel  |                                   |                         |   |  |                       |
| Teaching Artist Fees      |                                   |                         |   |  |                       |
| Travel                    |                                   |                         |   |  |                       |
| Other:                    |                                   |                         |   |  |                       |
|                           |                                   |                         |   |  |                       |
|                           |                                   |                         |   |  |                       |
|                           |                                   |                         |   |  |                       |
| <b>*** TOTALS:</b>        |                                   |                         |   |  |                       |
|                           |                                   |                         |   |  | <b>↑Grant request</b> |

**\*\*\* Total Column A, minus columns B & C, equals your grant request, Column D.**

# Sample Budget

|                           | <b>A.</b>                         |  | <b>B.</b>   | <b>C.</b>  | <b>D.</b>             |
|---------------------------|-----------------------------------|--|---|--|-----------------------|
| <b>Type of Expense</b>    | <b>List each project expense.</b> | <b>Breakdown</b>                       | <b>School will pay the following toward expense</b> | <b>Cult. Org will pay the following toward expense</b> | <b>Grant Request</b>  |
| Sub. Teachers             | \$250                             | 2 teachers @ \$125 ea                  | \$250 (in-kind)                                     |  |                       |
| Buses                     |                                   |  |   |  |                       |
| Teacher after School Time | \$500                             | 4 teachers x 5 hrs x \$25/hr           | \$500 (PTA)   |  |                       |
| Materials/Supplies        | \$425                             | Art Supplies, see attached list        |   |  | \$425                 |
| Cult. Org Admin Personnel | \$100                             | Mary Brown                             |   |  | \$100                 |
| Teaching Artist Fees      | \$2,400                           | 12 classes x \$50/class x 4 classrooms | \$800 (BOCES coser)                                 | \$500 (in-kind)  | \$1,100               |
| Travel                    | \$54                              | 12 trips x 9 miles x .50/mile          |   |  | \$54                  |
| Other:                    | \$50                              | CDs for class plus preparation         |   |  | \$50                  |
|                           |                                   |  |   |  |                       |
|                           |                                   |  |   |  |                       |
|                           |                                   |  |   |  |                       |
| <b>*** TOTALS:</b>        | <b>\$3,779</b>                    |  | <b>\$1,550</b>                                      | <b>\$500</b>   | <b>\$1,729</b>        |
|                           |                                   |  |   |  | <b>↑Grant request</b> |

**\*\*\* Total Column A (\$3,779) minus columns B & C (\$1,550 + \$500) equals your grant request, Column D (\$1,729).**