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I. GENERAL INFORMATION

Grant Description

The *Artist in Residence (AIR) Grant* enables schools, school systems, and nonprofit organizations to enlist GCA-certified *Teaching Artists* in the design and instruction of in-school, after school, or summer arts-in-education curriculum-based experiences. The applicant and GCA-certified Teaching Artist develop a mutually agreeable schedule that provides the greatest benefit to those participating (students, teachers, and artist).

AIR Grants provide for as few as 22- or as many as 100-contact hours with students and teachers. Planning must account for 25% of the total contact hours. Residencies of 100 hours must include a Professional Learning component for teachers and administrators. This mandatory training component for teachers and at least one administrator may occur in one intensive session or be divided among mini-sessions. Other staff and administrators from the nonprofit or school not directly involved in the residency may also participate.

AIR Grants must culminate in a performance, presentation, exhibition, or other celebration to which the public, but especially the students' families, are invited. The students must be active participants in the event, as well as participants in its planning. Evidence of the publicity for this event is required for the Final Report.

Who Should Apply

Georgia K-12 public, private, or parochial schools, school systems, or nonprofit organizations that provide or are interested in providing arts education programming for K-12 students may apply for *AIR Grants*. Successful residencies engage GCA-certified Teaching Artists to improve core curriculum achievement, raise awareness of the unique and significant impact that the arts make on educational attainment, and increase residency participants' appreciation of the valuable role that artists play in society.

Funding Request

The minimum award is \$1,540 for 22 contact hours (17-student and 5-planning) and maximum award is \$7,000 for 100 contact hours (80-student and 20-planning) at GCA pay rate of \$70 per hour. Matching funds are not required, but the applicant is responsible for providing supplies and artist's mileage, lodging, and meals (if required).

Application Process

GCA's new [e-GRANT SYSTEM](#) provides the data entry point for *e-Grant*, as well as the uploading of the *Grant Proposal Package*, which includes the **Application Forms** and **Required Attachments**.

The last part of this package, the Support Materials must be submitted to GCA, mailed or hand delivered by the stated deadline.

A complete *Grant Proposal Package* will contain the following:

- *e-Grant*, sections I-III
- *Artist in Residence Grant Form*
- *Arts Education Budget Form*
- Grant Narrative
- Required Attachments for Nonprofits and Private Schools (see page 12)
- *Artist in Residence Grant Application Checklist*
- Support Materials

For line-by-line instructions on how to complete *e-Grant*, step-by-step instructions for submission through the new **e-GRANT SYSTEM** and Frequently Asked Questions, visit the *e-Grant* section of the GCA website.

Deadline

The complete AIR application is due March 9, 2009.

- All components of the *Grant Proposal Package: e-Grant*, sections I-III, *AIR Grant Form*, *AE Budget Form*, Grant Narrative, & all Required Attachments must be uploaded through the e-GRANT SYSTEM no later than 4:45 PM on March 9th
- Support Materials must be postmarked by or hand-delivered to GCA office no later than close-of -business (4:45pm) on March 9th

II. FUNDING REQUIREMENTS

All Applicants

All eligible applicants must:

- Be a K-12 public, private or parochial school, school system or nonprofit organization that provides or is interested in providing arts education programming for K-12 students
- Hire a GCA-certified Teaching Artist from GCA's [Teaching Artist Bank \(TAB\)](#).

- Sign an agreement with a GCA-certified Teaching Artist prior to the commencement of work, that delineates residency schedule, compensation payments, and funding of necessary travel, meals, lodging, and supply costs
- Teaching Artists are paid 50% of the fee at the beginning of the residency, and the remaining 50% of the fee at the project's completion.
- Include a public component as an integral part of the project to which the general public is invited
- Complete a Teaching Artist Evaluation Form at the residency's conclusion and file it with the AIR Final Report
- Expend non-GCA funds for supplies, travel, meals and lodging
- Complete the project and expend all grant funds within FY2010 (July 1, 2009-June 30, 2010)
- Not include *ineligible expenses* in the applicant organization's Arts Education Budget
- Do not include services or expenses that are included on any other grant request for GCA funding
- Submit all components of the **Grant Proposal Package** electronically by 4:45 PM on March 9th (see section entitled Application Process for details)
- Submit Support Materials postmarked by or hand-delivered to GCA office no later than close-of -business (4:45pm) on March 9th

NOTE ABOUT SCOPE OF SERVICES (SOS): GCA uses the categories and definitions for SOS provided by the National Endowment for the Arts. These definitions are used by the Peer Review Panel when reviewing applications. Please reference the SOS definitions to ensure correct accounting of all services offered, and if funded, be sure to maintain accurate audience counts as that total will be required to complete the GCA Economic Calculator when filing Final Reports. Definitions of SOS items are provided in *e-Grant* and in the *FY2010 Application Glossary*.

PLEASE ALSO NOTE: If funded, the applicant must adhere to all **contractual obligations** stipulated by the state of Georgia and fulfill the proposed Scope of Services for FY2010 as presented in the applicant's FY2010 AIR application.

First -Time Applicants

Any applicant who has not applied previously or has not received an award within the past three years, is a *First-time Applicant*. First time applicants must upload, along with the complete **Grant Proposal Package**, the following:

- A copy of the organization's by-laws
- A copy of the organization's Internal Revenue Services letter indicating 501 (c) 3 Federal Tax Exempt Status
- *ADA Checklist*

III. FUNDING CRITERIA

The Arts Education Panel will evaluate proposals in alphabetical order. Panelists will use the following funding criteria to evaluate and score all eligible FY 2010 AIR Applications:

Residency Quality (50 Points)

1. Participants: [20 Points]

- a. Residency Team: Is there evidence that the Residency Team includes qualified core staff, teachers, a school principal or administrator, parent(s), a teaching artist and a residency coordinator? Residency coordinator should be principal/administrator.
- b. Additional Stakeholders: To what degree are students, community stakeholders, and the larger community of the school or nonprofit involved in the support, planning, and implementation of the residency?

2. Goals & Objectives: [20 Points]

- a. Are the goals and objectives for this residency measurable, academically significant, and appropriate to the grade level of students and the core curriculum?
- b. Is there evidence that the residency will improve student learning and achievement in the chosen academic subject?

3. Public Component: [10 Points]

- a. Is a public component planned and included in the grant proposal?
- b. Are staff and students involved in its planning and implementation?

Residency Impact (50 Points)

1. Budget and Timeline: [25 Points]

- a. Is the budget appropriate for the proposal, correctly allocating GCA funds for the Teaching Artist's fee and non-GCA funds for additional expenses such as supplies, field trips and artist-related travel, meals or lodging if needed?
- b. Does the proposal include a sequential timeline that is appropriate to the overall residency goals and objectives?

2. Evaluation: [25 Points]

- a. Are evaluation methods ongoing and capable of measuring specific residency outcomes and project success?

- b. Are all residency participants involved in the evaluation process?
- c. **AIR 100-Hour Grants Only:** Are the goals and objectives of the Professional Learning component valuable to enhance future classroom instruction? Will its measurable objectives clearly assess success?

IV. APPLICATION INSTRUCTIONS

A complete ***Grant Proposal Package*** requires the electronic submission of all of the following through GCA's new **e-GRANT SYSTEM**:

- ***e-Grant***
- ***Artist in Residence Grant Form***
- ***Arts Education Budget Form***
- Grant Narrative
- Required Attachments for Nonprofits and Private Schools (see page 12)
- ***Artist in Residence Grant Application Checklist***

The last part, the Support Materials, must be submitted to GCA, mailed or hand delivered by the stated deadline.

Instructions for completing each item of the ***Grant Proposal Package*** are explained in detail below. Please be sure to read and complete each section as instructed. Remember, applicants must complete and submit the ***Forms*** found at the end of this document. Step-by-step instructions for submission through the new e-GRANT SYSTEM and Frequently Asked Questions can be located in the ***e-Grant*** section of the GCA website.

e-Grant

Artist in Residence Grant applicants are required to complete sections I-III in ***e-Grant***. For line-by-line instructions on how to fill out ***e-Grant***, visit the ***e-Grant*** section of the GCA website.

Budget Breakdowns

Budget breakdowns are required for each applicable line item listed in the Project Budget Expenses and Project Budget Income listed in the ***Arts Education Budget Form***. Expense Breakdowns are required for Lines 5 and 9. Income Breakdowns are required for Lines 12, 13, 14, 15, 16 and 17.

To complete the Budget Breakdowns correctly, refer to the Expenses, Income and In-Kind Support listed on the Arts Education Budget Form and follow these instructions:

- Provide the breakdowns on as many sheets of 8.5 x 11 paper as necessary, these must be uploaded to the new e-GRANT SYSTEM
- Title each sheet of paper, in the upper right-hand corner, **AIR Budget Breakdown**, followed by *Applicant Name*
- Use a font that is no smaller than 12-point type that is easy to read; do not use an italic font
- Do not use *ineligible expenses*
- Be sure that there are no mathematical errors; the total amount of each line item in the breakdown must equal the amount listed for that line item on the Arts Education Budget Form

Expense Breakdown Example:

05. Art & Teaching Supplies	
Art Supplies	\$75
Writing Journals (26 @ \$2.50)	<u>\$65</u>
Total:	\$140

Income Breakdown Example:

12. Community Support	
PTA/PTO	\$50 <i>confirmed</i>
The XYZ Foundation	<u>\$90</u> <i>pending*</i>
Total	\$140

* *Any income not confirmed at the time of application should be marked pending*

In-Kind Support

Begin the breakdown by listing the line item (number and title). Provide line items for each source of In-Kind Support, delineating the item being donated, donor source, status, and *fair market value* (FMV) assigned to each donation. For each line item, provide a breakdown that illustrates how the fair market value was established.

16. In -Kind Support:	
Building Materials (wood [\$150]; paint [\$80]; nails [\$10])	\$240 (Lowe's) <i>confirmed</i>
Costume Prep, Darla Jones (Professional seamstress at \$25/hour x 20 hours)	<i>\$500 confirmed</i>

Ineligible Expenses

Due to prohibitions in the Georgia Constitution, by other regulations of the state, or by policy, GCA does not fund:

- Capital Expenditures/ Equipment

According to the IRS, capital expenditures are permanent fixtures and equipment that generally have a useful life of over two years. The IRS classifies such expenditures the term depreciation, indicating that their cost is written off over the “life of the item” or that number of years for which it is deemed useful. The longest useful life classification by the IRS is for real estate (buildings), forty years. Thus, office equipment, office furniture, and even upgrades to these (such as a new computer chip or different lens for a camera, or re-paving of the parking lot) are not eligible for GCA grant awards and should not be included in the budget presented to GCA. NOTE: Office, art and teaching supplies are eligible.

The following are also deemed ineligible:

- Purchase of buildings or real estate
- Renovations or improvements involving structural changes
- Expenses for roads, driveways, parking lots or other projects/repairs
- Purchases of permanent or generally immobile equipment such as grid systems, sound systems, central air conditioning and all other capital expenditures
- Fundraising Event Expenses
Everything that is purchased for use in a fundraising event is an ineligible expense for a GCA grant application budget. This holds true for an auction or art sale fundraiser; the cost of artworks purchased are not eligible expenses. Entertainment, gifts, printing expenses, awards, refreshments, and all other expenses purchased for the fundraising event are all ineligible.

NOTE: All eligible fundraising **income** included in the application’s Annual Budget must be reported as net dollars.

- Programming provided by the applicant outside of Georgia and the USA
- Tuition for college/university study, whether in the USA or abroad
- Scholarships, prizes, or endowment funds
- Deficits or campaigns to reduce deficits
- Depreciation
- Entertainment expenses, whether receptions, refreshments, staff or cast parties, staff awards, flowers, etc.
- Late registration fees for conferences
- Fees paid to lobbyists

- Travel and accommodation expenses that are over the rate allowed by the state of Georgia (contact your Program Manager for the latest details)
- Items labeled “Miscellaneous” are not eligible and will be deducted by GCA Staff from the Expense Line if the application is approved for funding, the applicant may be required to provide a corrected application budget prior to full execution of the contract (see *Corrections & Stipulations Memo* for details and deadline information)

Grant Proposal Narrative

The Grant Proposal Narrative provides an excellent opportunity for the applicant to demonstrate the applicant’s organizational strengths and programming excellence to the Peer Review Panel.

There are two (2) topics in this narrative: Residency Quality and Residency Impact. Topics have multiple sub-questions that must be answered in order. To complete the narrative correctly, follow these instructions:

- The application narrative must not exceed a total of eight sheets of 8.5 x 11 paper, these must be uploaded to the new e-GRANT SYSTEM
- All narratives must be typed. Use a font size no smaller than 12-point type and easy to read; do not use an italic font
- The footer must be in the lower left-hand corner and must read: *AIR Grant Narrative*, followed by *Applicant Name*, and the *page number*.
- Answer each question in the order it appears in the application
- Clearly label each narrative question with its number and corresponding topic for clarity, followed by the answer
- Provide clear, thorough, and concise answers to the FY2010 narrative questions listed below
- Avoid technical terminology or abbreviations that a reader may not be familiar with unless a definition is provided
- Be certain to answer every FY2010 narrative question below; applications that have neglected to answer all of the narrative questions will be deemed ineligible

FY2010 AIR GRANT NARRATIVE QUESTIONS

1. Residency Quality: (50 Points)

- a. **Project Overview:** In narrative form, provide a detailed snapshot of the residency, including:

- i. Name of county, school system, school(s) or organization(s) where the residency will take place
- ii. Residency participants
- iii. Project Timeline & Residency length (number of hours)
- iv. Grade level(s) and number of classes served by the residency
- v. Academic achievement level of participating students (by reading level or other standard measure)
- vi. Core curriculum subject(s) and art discipline(s) planned for the residency
- vii. Residency Goals and Objectives (Applicants are strongly encouraged to review GCA's [Evaluation Handbook](#) prior to writing Residency goals)
- viii. *Demographic data* for the community served by the school or organization (i.e. population size, urban, suburban or rural, socio-economic data) Demographic data is available in the [GCA Georgia County Demographic Chart](#), which will be available to the panelists.

b. Participants:

- i. Residency Team: List the members of the Residency Team, indicating the responsibilities of each as it pertains to this project and which members have leadership responsibilities. Include role, name, position title, number of years in position, grade level, and subject or arts discipline (if applicable) and whether full- or part-time.
- ii. Additional Stakeholders (where applicable): Include role (i.e. planner, supporter), name, business affiliation (if applicable) and types of additional financial or material resources individual has committed or is likely to commit to the residency (i.e. arts supplies, fieldtrip expenses, in-kind hotel accommodations, meal vouchers).
- iii. Describe how the Residency Team and Additional Stakeholders will work together to support, plan and implement the residency
- iv. Describe opportunities for student input.

c. Goals & Objectives:

- i. Address the relationship between the measurable residency goal(s) & objectives stated in the Project Overview and that of the school or organization's mission.

ii. Describe how the residency goals and objectives will benefit students and teachers.

d. Public Component: Briefly discuss the anticipated performance, presentation, exhibition or other event that will mark the residency's end; provide the date and location, if known. Describe how the staff and students will participate in both the planning and execution of residency's public component.

2. Residency Impact (50 Points)

a. **Current Arts Education Programs:** Describe the arts education programming currently conducted in the school or nonprofit, detailing who leads the program, the number of students participating, and their grade levels

b. **Evaluation:**

- i. Describe the ongoing evaluation methods the applicant will use to measure specific outcomes based on overall project goals and objectives.
- ii. Discuss how the Teaching Artist will be evaluated
- iii. Explain how each group of participants (Teaching Artist, Students, Staff, Teachers and Administrators) will take part in the evaluation process
- iv. **AIR 100-Hour Grants Only:** Evaluate the goals and objectives of the Professional Learning component in terms of their ability to enhance future classroom instruction

**Grant Forms &
Required Attachments**

In addition to completing the required data fields in *e-Grant*, providing Budget Breakdowns and the Grant Narrative, applicants are required to fill out the three (3) *Forms* at the end of this document and provide the items detailed below. These documents must be uploaded to the new e-GRANT SYSTEM.

FORMS:

- *Artist in Residence Grant Form*
- *Arts Education Budget Form*
- *Artist in Residence Grant Application Checklist*

**THERE ARE NO REQUIRED ATTACHMENTS FOR SCHOOLS
or SCHOOL SYSTEMS**

REQUIRED ATTACHMENTS for Nonprofit Organizations and Private Schools ONLY: The following items are required and must be submitted as part of the *Grant Proposal Package*. Title each sheet of paper, in the lower left hand corner, *Additional Requirements* followed by *Applicant Name*. All elements of the *Grant Proposal Package* are to be grouped and uploaded as outlined on the AIR Grant Checklist. Where indicated, place the Required Attachments at the end of the Narrative and add the appropriate page number.

First-Time Applicants:

Submit along with a complete *Grant Proposal Package*, a copy of the organization or private school's Internal Revenue Services letter indicating 501 (c) 3 Federal Tax Exempt Status. and a copy of the organization's bylaws.

ADA Checklist: Applicants must complete the *ADA Checklist* portion of the application if there is not a current ADA Checklist for the venue on file at GCA. A current ADA Checklist is any Checklist submitted within the last two-years (FY2008 or FY2009). First-Time applicants must submit this Form. This section will not be scored, but must demonstrate compliance with ADA requirements in order for the application to be deemed eligible for review. Also, submit this form for each new venue for programming proposed in the FY2010 application. If the project venue is a public facility, this checklist is not required.

Board of Directors List – attach to narrative

For each member of the organization's governing board, provide the name, corporate, business, or community affiliation and title, mailing address, workday telephone number, and ethnic demographic. Also provide official board titles for board members, such as Chairman.

Georgia Certificate of Incorporation Annual Registration All private schools and nonprofits must include a copy of the organization's current Georgia Certificate of Incorporation Annual Registration. To download proof of the most recent registration, go to the [Secretary of State website](#). This is the only acceptable proof of registration status. Only one copy of the GA Secretary of State Annual Registration is required each year. If the applicant is making more than one submission, provide this copy with the application that has the earliest submission date.

Applicants using a Parent Organization's 501(c) 3 Status

Along with the items detailed above, applicants using a parent organization's 501(c) 3 *umbrella* status must also include a letter from the parent organization's Board Chair stating that the applicant

organization is authorized to use the 501(c) 3 status of the parent organization.

Support Materials

Support Materials are required of all AIR applicants. A ***Grant Proposal Package*** submitted without the required Support Materials will be deemed ineligible for review. Support Materials are an essential component of the application, and are taken seriously by the Peer Review Panel as a demonstration of the applicant's artistic excellence and/or organizational capacity.

Acceptable support material content includes still images, videos, music, promotional materials, programs and/or published reviews. All Support Materials must be submitted to GCA, mailed or hand delivered by the stated deadline.

Letters of support or testimonials are not acceptable as support materials and should not be included. The review panel will be instructed to disregard them.

NOTE: All Support Material (documents, photographs, and electronic media) submitted with the Application and Final Report becomes part of the official record of the contract with the State of Georgia. GCA will use these as promotional collateral, crediting the organization when used. Support Materials should be submitted in the media that best represents the discipline, such as audio format for music, video format for presenters, and craft/visual arts through photographs or images on a CD. If the applicant does not want its Support Material so used, it must provide a self-addressed, stamped envelope for return of the materials.

INSTRUCTIONS FOR SUBMISSION:

To submit Support Materials correctly as part of the ***Grant Proposal Package***, follow these instructions:

- Panelists have 5 minutes to review Support Materials; do not send more material than can be reasonably reviewed during this time limit
- Read the required Support Materials section below
- Label each piece of Support Material submitted with the grant category and applicant name
- Attach all Support Material together, either in a separate envelope or held together with a bracket clip or rubber band
- If submitting a DVD, CD or VHS, the material should be of good production quality and may be of any length; however, the

Peer Review Panel is provided a maximum of **five minutes to view or listen** to all A/V materials.

- Cue all materials as appropriate
- Include a cover sheet listing each piece of Support Material. Include on this sheet recommendations for the best sampling of work to review for audio/visual materials.
- If the applicant would like the materials returned, please make a note of this on the cover sheet and include a self-addressed stamped envelope with adequate postage to cover the cost of mailing materials back to applicants (GCA will not fund this expense)

REQUIRED SUPPORT MATERIALS

Applicants are required to submit Support Materials that demonstrate the work of previous residencies or other projects that show arts education programming and the applicant's recognition of the value of arts education and/or arts-in-education to the student population.

!Click [here](#) for a MSWord version of this form!

Applicant Organization

School System/School or Organization Name *legal*:

Name *DBA*:

Applicant Contact Person

Name:

E-mail:

Phone:

Legal Assurances

This application requires two different signatures by the school system/school or organization's leadership in [blue ink](#). The individuals signing this application must receive mail at different addresses. With their signatures, each affirms:

"I certify that the information in this application is true and correct to the best of my knowledge. I understand that the application and all budget breakdowns, salary listings, and all other required application attachments are public record and open to public inspection."

Principal, Board President or Board Chair

Name:

Title:

E-mail:

Phone:

Mailing Address:

City:

Zip:

Signature*:

Superintendent, Highest Ranking Executive Staff or Highest Ranking Corporate Official

Name:

Title:

E-mail:

Phone:

Mailing Address:

City:

Zip:

Signature*:

* GCA will accept either an electronic signature, or type a back slash (\) followed by Legal Name

Be sure to accomplish each item on this Checklist by the deadline.

- Review [FY2010 Application and Contract Compliance Guidelines](#)
- Complete the following in e-Grant, but do not submit until the entire *Grant Proposal Package* is ready for electronic submission
 - Section I-III

Group the following elements, in the order presented, into the four (4) documents outlined below. Each of the four (4) documents must be uploaded to the new e-GRANT SYSTEM prior to submission. All documents must be in MS Word, Rich Text or MS Excel format.

Attachment A: Microsoft Word/Rich Text Documents

- Artist in Residence Grant Form*
- Grant Narrative
- Arts Education Budget Form*
- Nonprofits and Private Schools Only: Board of Directors List with name, corporate/business/community affiliation and title, mailing address, workday telephone, and ethnic demographic
- Artist in Residence Grant Application Checklist*

Attachment B: Microsoft Excel

- Budget Breakdowns for Expenses, Income, and In-Kind Support

Attachment C: Annual Registration (Nonprofits and Private Schools Only), attach from *Secretary of State website*.

- Copy of Georgia Certificate of Incorporation Annual Registration (*if applicable, see pg. 12*)

Attachment D: Compliance Documents (Nonprofits and Private Schools Only)

- ADA Checklist* (submit one ADA Checklist for each different venue used)
Note: Returning applicants that submitted an *ADA Checklist(s)* in FY08 or FY09 do not need to resubmit unless there are any changes in their policies, practices, and programs OR they are adding new venues.
 - Copy of Applicant's By-Laws (first-time applicants only)
 - Letter from Parent Organization's Board Chair authorizing applicant's use of parent organization's 501(c)3 Federal Tax Exempt Status (only applicants using parent organization's 501(c)3 status)
- Mail the following to GCA, 260 14th Street, Atlanta, GA 30309**
- One set of required Support Materials with a one-page listing of all Support Materials enclosed
 - A self-addressed stamped envelope with proper postage, if applicant would like the Support Materials returned
 - Copy of Applicant's Internal Revenue Services Letter authorizing 501(c) 3 Federal Tax Exempt Status (first-time Nonprofits and Private Schools Applicants Only)