

PARTNERS IN THE ARTS GRANT GUIDELINES
For grants to be awarded in 2010-2011

Partners in the
Arts

Partners in the Arts
INTRODUCTION AND HISTORY

Partners in the Arts brings schools, artists and arts organizations together to help teachers and students integrate arts into the core curriculum. We do this by facilitating and funding school and classroom encounters with a broad spectrum of the visual, literary, and performing arts.

Partners in the Arts was founded on the belief that the arts, just like mathematics, science, or languages, belong among the basic learning experiences of all young people. The program strives to provide a structure in which artists and arts organizations can tailor their programs to schools' needs and curricula and thus enhance and increase the significance of the arts in education.

Initiated by the Arts Council of Richmond in 1994 and now part of the University of Richmond School of Continuing Studies, *Partners in the Arts* is a nationally recognized educational program available to every public school in the City of Richmond and the counties of Chesterfield, Goochland, Hanover, Henrico and Powhatan. We also partner with independent schools that choose to be members of our consortium. In 1994, the program received the largest national grant up to that time from the National Endowment for the Arts: \$150,000 for arts in education. Funding for *Partners in the Arts* is currently provided by school systems, foundations, corporations, and private donors.

Designing and implementing arts-in-education programs with schools is a long-term undertaking, and *Partners in the Arts* is committed to working with schools and teachers on a continuing basis. Since its inception, *Partners in the Arts* has funded projects in more than 170 different schools in the Greater Richmond area. These projects have impacted over 100,000 students directly, with involvement from 350 artists and arts organizations and 4,750 teachers. The projects have also contributed to the development of new curricula at each of the participant schools. As of May 2009, *Partners in the Arts* has awarded more than \$800,000 in grants to schools. Combined with the scholarships for training that we provide to teachers, we have given more than \$1,000,000 to teachers and schools in the Richmond area.

Partners in the Arts' Governance Committee, a broad-based and inclusive group including representatives from school systems, arts organizations, corporations, and foundations, serves as the overarching policy-making body for *Partners in the Arts*. The committee meets regularly throughout the year, visits projects during the school year, and provides oversight of the grants review process.

Elizabeth A. Sheehan, Ph.D.
Director, *Partners in the Arts*
University of Richmond School of Continuing Studies
esheehan@richmond.edu
(804) 955-4016

GRANT MAKING PROCEDURE

Applicants must submit complete application forms by the deadline. *Partners in the Arts does not accept application materials by fax.*

Please note that these guidelines are for grants to support projects carried out in the 2010-2011 school year, with funds available as of September 1, 2010.

LETTER OF INTENT

The first part of the grant-making process involves submitting a Letter of Intent. The Letter of Intent is actually a short form on which you briefly describe the proposed project and how it meets *Partners in the Arts'* funding priorities. You are also asked to include a timeline, the names of artists and/or arts organizations that you are thinking of partnering with on the project, and a short summary of the project's budget. **Letters of Intent are due by 5:00 PM on Monday, December 7, 2009.**

REVIEW OF THE LETTER OF INTENT

All Letters of Intent are reviewed by the *Partners in the Arts* Grants Committee, a sub-group of *Partners'* Governance Committee. The Grants Committee reviews and evaluates each Letter of Intent in relation to *Partners'* funding priorities, the quality of the project, proposed arts partners, and other information supplied. The Committee makes Full Proposal recommendations to the Governance Committee, the policy-making body of *Partners in the Arts*.

NOTIFICATION OF REQUEST FOR FULL PROPOSALS

All applicants will be notified by writing as to whether or not their Letter of Intent was recommended for Full Proposal submission. Recommendations or suggestions made by the Grants Committee for developing the Full Proposal will be passed on to the applicants.

FULL PROPOSALS

The second part of the grant making process involves submitting a Full Proposal that elaborates on all aspects of the Letter of Intent. **Full Proposals are due by 5:00 PM on Monday, March 8, 2010.**

REVIEW OF FULL PROPOSALS

The entire Governance Committee reviews all Full Proposals and makes final funding decisions. Part of the decision-making process will include a phone call between the proposal's contact person and a member of *Partners'* Governance Committee. All funding decisions are final and binding and will be communicated by mail and/or email by mid-April, 2010.

PAYMENT PROCEDURE

In order to comply with tax laws, regulations and program policy, *Partners in the Arts* serves as the granting agency and provides grant support to the schools awarded grants. *Partners in the Arts* makes payment to the school, which will serve as the fiscal agent and accepts fiscal oversight responsibility for the funded project. Payment of grant funds will be made in three installments: 50% at the initiation of the school year or the project, 40% upon receipt of a mid-term report and 10% upon receipt of a final report.

If you have any questions about the grant making procedure, please contact Liz Sheehan, Director of *Partners in the Arts*, at (804) 955-4016 or esheehan@richmond.edu.

LETTER OF INTENT FOR GENERAL GRANTS GUIDELINES

Partners in the Arts is an innovative program designed to integrate the arts into the K-12 curriculum through partnerships among participating school systems, independent schools, artists, arts organizations and the Greater Richmond community, which includes the City of Richmond and nearby counties. *Partners in the Arts* promotes collaborative programs that make the arts basic to the curriculum and impact the cognitive development of students by employing creative teaching methods.

The Letter of Intent for General Grants consists of a two-sided form, included in this handbook, on which you will provide basic information about your project, its budget, and its timeline. You must submit the original form, with the required signatures, and 6 copies of the form. **Letters of Intent are due by 5:00 PM on Monday, December 7, 2009.**

All Letters of Intent will be thoughtfully reviewed by the Grants Committee, made up of members of *Partners in the Arts'* Governance Committee. Those who submit Letters of Intent will be informed by mid-January 2010 of whether or not they are invited to submit a Full Proposal for a General Grant. **Full Proposals are due by 5:00 PM on Monday, March 8, 2010.**

FUNDING PRIORITIES

Our funding priorities target projects that:

1. Make the arts *integral* to the curriculum and use the arts to teach *other subject areas*
2. Help establish a *sustainable* integration of the arts into general education
3. *Change* the way students learn and *expand* teachers' creative teaching strategies
4. Involve *true collaboration* among partners, including teachers, artists, and arts organizations
5. Serve as *models of partnership* among schools, school systems, artists and arts organizations

ELIGIBLE PARTNERS

The public school systems of Chesterfield, Hanover, Henrico, Goochland, Powhatan and the City of Richmond, as well as participating independent schools, are eligible to apply for grant funds. Two schools may partner on a project if the project supports both schools' needs and goals. Schools are encouraged where possible to work with arts organizations and artists with a base of operations in the Greater Richmond area, although artists and organizations in other nearby areas may be used as well. Artists and organizations that you might consider partnering with are listed in *Partners in the Arts' 2009-10 Artists Resource Guide*. You may work with artists and organizations that are not listed in the guide.

PROCESS FOR SUBMITTING A LETTER OF INTENT

1. Meet with teachers and administrators in your school to discuss your project and how it addresses *Partners'* funding priorities, as listed above.
2. Review *Partners' Artists Resource Guide* to select one or more artists or organizations that would be appropriate partners on your project. Or, as noted above, identify other artists and organizations

that fit your project. Contact artists and organizations to find out if they are interested in working on the project and what their estimated fees would be for this work. *You do not need to have a formal commitment from an artist or organization to submit a Letter of Intent.*

3. Fill out the Letter of Intent form.

Front Page of Letter of Intent Form

The front page of the form asks for basic information about your project: its title, the people who would be involved in carrying out the project (including possible artists and arts organizations), and the estimated number of students and others impacted by the project. On this page you will also provide the total estimated cost of the project and how much of this amount you are requesting from *Partners in the Arts*. (On the second page of the form you will provide more information about the budget.) **The front page must be signed by the contact person for the project as well as your school principal.**

Back Page of Letter of Intent Form

The back page of the form asks you to provide a brief description of your project. What is the “big idea” guiding the project? What core subjects and arts will it integrate? What are the project’s goals? On this page you will also provide a brief summary of the project’s budget, estimating the major costs (e.g., supplies and materials; printing and copying; artists’ fees, if you know these). **Please note that *Partners in the Arts* does not usually fund the purchase of equipment such as televisions, computers, laptops, etc. Nor does it fund bus rental and other transportation costs for fieldtrips.**

4. Mail or deliver the original and **6 copies** of the Letter of Intent form to:

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, Virginia 23219

The Letter of Intent form must be received by 5:00 p.m. on Monday, December 7, 2009. Faxed or emailed submissions will not be considered.

SIZE OF GRANTS

Grants will range in amount from \$250 to \$10,000
A total of about \$50,000 may be distributed during each annual grant round.

SEPTEMBER 2009 TO SEPTEMBER 2010 GRANT SCHEDULE

Letter of Intent due Monday, December 7, 2009
Notification of invitation to submit Full Proposal mailed in January, 2010
Full Proposal due Monday, March 8, 2010
Notification of whether you have received a grant mailed in April 2010

FUNDING PERIOD: SEPTEMBER 2010-SEPTEMBER 2011

FUNDING PRIORITIES: KEY ISSUES TO CONSIDER WHEN DEVELOPING YOUR LETTER OF INTENT AND FULL PROPOSAL

I. Your project is integral to the curriculum

- It is based on the K-12 curriculum and supports Virginia SOL objectives
- It involves traditional subjects (core subjects) and the arts
- It is process-oriented, not product-oriented
- It is age appropriate to the grades the project will involve

II. Your project is sustainable

- Will the project last beyond the grant money?
- Can it be expanded up through the grade levels beyond the project?
- Will the project have a lasting impact on the curriculum?

III. Your project changes the way students learn

- The project presents a different way of looking at established subject matter
- The project's perspective is interdisciplinary, not segmented

IV. Your project is collaborative

- One or more artists or arts organizations is involved in the development of the project
- Teachers and schools take primary responsibility for carrying out the project
- There is evidence of team work – the project will not be the responsibility of just one or two people
- Local artist(s) and/or arts organizations will be involved in the project

V. Your project provides a model of partnership

- The project can be replicated in other schools
- The project demonstrates the kind of collaboration that *Partners in the Arts* would like other schools to emulate

We realize that not all of these issues can be addressed in the brief description of your project in the Letter of Intent. However, be aware of these priorities as you develop your project. If you are asked to submit a Full Proposal, you will have space to address these issues in your grant application.

Due by 5:00 PM on Monday, December 7, 2009. Submit the signed original and 6 copies.

TITLE OF PROJECT _____

GRADE LEVELS INVOLVED IN PROJECT _____

NAME OF CONTACT PERSON _____

Contact Person's Subject(s) _____ Grade Level(s) _____

NAME OF SCHOOL AND SCHOOL DISTRICT _____

Mailing Address _____ Zip _____

Telephone _____ Fax _____ Email _____

SIGNATURE OF CONTACT PERSON _____

SIGNATURE OF PRINCIPAL _____

DATE OF APPLICATION _____

COLLABORATING TEACHERS *List on additional sheet, if necessary.*

Name _____ Subject(s) _____ Grade Level(s) _____

Name _____ Subject(s) _____ Grade Level(s) _____

PROPOSED COLLABORATING ARTISTS or ARTS ORGANIZATIONS *List on additional sheet, if necessary. If you do not have a commitment from a particular artist or organization, list the type of artist or organization you would like to partner with.*

Artist _____ Organization _____

Mailing Address _____

Telephone _____ Email _____

IMPACT STATISTICS: Estimated no. of students impacted by project _____

Estimated no. of family members impacted _____ No. of teachers impacted _____

PROJECT STARTING DATE _____ ENDING DATE _____

TOTAL ESTIMATED BUDGET \$ _____

AMOUNT REQUESTED FROM PARTNERS IN THE ARTS \$ _____

The participating school system will serve as the fiscal agent for the project

PLEASE ANSWER THE FOLLOWING QUESTIONS:

Have any of the teachers listed here participated in a Partners in the Arts Summer Institute?

No _____ Yes _____ If so, what year(s)? _____

Name(s) _____

TITLE OF PROJECT _____

BRIEF DESCRIPTION OF PROJECT

TIMEFRAME FOR PROJECT *Approximate dates you would begin and end the project.*

ESTIMATED BUDGET *Provide a brief list of the main categories of expense for this project that you would ask Partners in the Arts to fund.*

TOTAL ESTIMATED BUDGET *This could include funding for the project from other sources.* \$ _____

AMOUNT REQUESTED FROM PARTNERS IN THE ARTS \$ _____

FULL PROPOSALS FOR GENERAL GRANTS GUIDELINES

Partners in the Arts supports sustained, intensive, high-quality collaborative projects designed to make the arts an integral part of the curriculum.

Teachers and administrators from the school(s) to be served by the project must be involved in project planning and proposal preparation. Financial and programmatic support from cooperating school systems, independent schools, or other private organizations is strongly encouraged and should be shown in the budget of the Full Proposal.

The number of grants will be determined by the quality of the proposals submitted. The final grant awards will be based on the funds available.

FUNDING PRIORITIES

See page 5 for a list of funding priorities.

PROCESS FOR SUBMITTING A FULL PROPOSAL

1. Meet with your partners to develop and write the full proposal.
2. Complete the Full Proposal Application Form. Acquire the necessary signatures. School principal(s) must sign this form.
3. Attach a summary of the project. There is no limit to the number of pages you can use.
4. Attach a budget. (See details below.)
5. Attach the artist/s' resume and/or description of the arts and cultural organizations with which you are partnering.
6. Complete and attach the Full Proposal Checklist.

PROPOSAL FORMAT

NOTE: In responding to each category please follow the format below. Under sections I and II, list the heading and respond to each question (in alphabetical order) in separate paragraphs.

I. Curriculum Description and Development

- a. List the goals and objectives for this project.
- b. Describe the content of the relevant core curriculum.
- c. Discuss how the artist(s) and his/her art will be used to teach the curriculum.
- d. Describe project activities. This should include a description of what students will be doing.
- e. Outline how the project will be documented and evaluated.
- f. Describe the school and students involved and include an estimated number of students, family members and teachers who will be affected by the project. If part of the grant includes a school performance, include the estimated number who will attend.

II. Documentation - Sustainability

- a. Describe how information produced by the project will be shared with other teachers, schools, school systems, artists and arts organizations.
- b. Describe how this project will be sustainable. In other words, what parts of this project can be reproduced in the future and how will this be accomplished?

BUDGET

Careful attention should be given to the following items in the budget detail:

- a. *Contractual Services – Consultants:* Fees for services of artists or arts organizations should be listed here.
- b. *Supplies and Materials:* Fees for supplies, materials and services directly consumed in the course of the project should be listed. This category could include office supplies, educational materials, arts supplies, books and audiovisual materials, software, and communications (postage, printing, publication and photocopying services, etc.). **Partners in the Arts does not usually fund the purchase of equipment such as televisions, computers, laptops, etc. Nor does it fund bus rental and other transportation costs for field trips.**
- c. *Matching Funds:* All support from school systems, parent-teacher organizations, arts organizations, local businesses, etc., should be described here.

See the **Sample Budget Format for Full Proposals** at the end of these guidelines.

ARTISTS' RESUMES

Please include the resume of each artist who will be involved in the project. Teachers' resumes do not need to be provided.

PROPOSAL SUBMISSION

Fill out the **Full Proposal Checklist** and attach to the front of the proposal. Mail or deliver **15 copies** of the completed proposal, each with a copy of the Checklist attached to the top, to:

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, VA 23219

All copies of Full Proposals must be received by 5:00 p.m. on Monday, March 8, 2010. Incomplete proposals will not be considered.

Partners in the Arts Full Proposal Application Form

Sept. 2010 – Sept. 2011 General Grants

Due by 5:00 PM on Monday, March 8, 2010. Submit the signed original and 15 copies.

TITLE OF PROJECT _____

GRADE LEVELS INVOLVED _____

NAME OF CONTACT PERSON _____

Subject(s) _____ Grade Level(s) _____

NAME OF SCHOOL AND SCHOOL DISTRICT _____

Mailing Address _____ Zip _____

Telephone _____ Fax _____ Email _____

SIGNATURE OF CONTACT PERSON _____

SIGNATURE OF PRINCIPAL _____

DATE OF APPLICATION _____

COLLABORATING TEACHERS *List on additional sheet, if necessary.*

Name _____ Subject(s) _____ Grade Level(s) _____

Name _____ Subject(s) _____ Grade Level(s) _____

COLLABORATING ARTISTS or ARTS ORGANIZATIONS *Attach additional sheets, if necessary. Signatures not necessary.*

Artist _____ Organization _____

Mailing Address _____

Telephone _____ Email _____

IMPACT STATISTICS: Estimated no. of students impacted by project _____

Estimated no. of family members impacted _____ No. of teachers impacted _____

PROJECT STARTING DATE _____ ENDING DATE _____

TOTAL ESTIMATED BUDGET (Attach detailed summary) \$ _____

AMOUNT REQUESTED FROM PARTNERS IN THE ARTS \$ _____

The participating school system will serve as the fiscal agent for the project

Have any of the teachers listed here participated in a Partners in the Arts Summer Institute?

No _____ Yes _____ If so, what year(s)? _____

Name(s) _____

ATTACH A DESCRIPTION OF THE PROJECT (See format guidelines on pages 8-9)

FULL PROPOSAL CHECKLIST

September 2010 – September 2011 General Grants

Please check off the following application materials, sign at the bottom, and return with your application.

_____ **Signed Full Proposal Application Form (signed by both teacher and principal)**

_____ **Proposal Summary**

_____ **Collaborating artists' resumes and/or descriptions of arts organizations**

_____ **Detailed Budget**

_____ Contact person's signature

_____ Date

_____ Please print name

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, VA 23219

AFTER A GRANT IS AWARDED: HOW TO PLAN AND MANAGE YOUR PROJECT

PROJECT COORDINATORS

Partners in the Arts highly recommends that each project group designate project coordinator(s). Coordinators oversee the development of school budgets and project plans, plan for implementation of the project, serve as the liaison with the participating teachers and artists as well as with *Partners in the Arts*, coordinate and schedule planning sessions, workshops, and/or artists' teaching time, and provide progress reports on the funded project.

The project coordinator can be a PTA representative, an art specialist, a classroom teacher, a volunteer or a parent. S/he will be the main contact person between *Partners in the Arts* staff and the project.

PLANNING AND MANAGING YOUR PROJECT

Based on feedback received from past grant recipients, we recommend that you **schedule a PLANNING SESSION with all teachers, artists and arts organizations, PTA representatives, parents, and volunteers involved in the project.**

Because your project may involve many people, it is important, especially in the beginning, to write out schedules (WHEN will artists visit and FOR HOW LONG), specific units of study (WHAT concepts will be used), responsibilities (WHO will write the midterm assessment report), expectations (WHAT will students learn after this unit), and/or logistics (WHAT TIME will the bus arrive and depart). Communication and planning are crucial to the successful management of your project.

All artists and organizations involved should work with the project coordinator to

- Review the list of teachers participating in the project
- Discuss and confirm the date, time and location of the planning session, classroom instruction, performances, etc.
- Describe the specific unit of study, the curriculum, activities, objectives, age appropriateness of activities, and any special needs of your school project

This list is by no means comprehensive. Each project will have its own set of specific concerns.

PLANNING SESSION

Allow at least two hours for your planning session. The school team and the artists and organizations involved should discuss, in as much detail as possible, the specific unit(s) of study, goals, and activities for the classroom work with students. During this planning session, you will also want to designate who has responsibility for carrying out each activity.

The planning session is the team's opportunity to discuss the subjects and art discipline(s) under study, to further develop an educational program tailored to the teachers' specific needs, and to review classroom strategies. If time permits, the school team and the artists might rehearse the

activities to be used during the project. Participation in a planning session makes it possible for the school team and the artists to structure an active partnership in the educational undertaking. Since this relationship is crucial, please encourage everyone involved with your project to attend and participate.

Some additional things to consider during your planning session:

- Discuss in detail the teachers' and artists' ideas about any performances
- Brainstorm activities that can be conducted with students and how these activities will help them understand concepts used. Try the activities out, if time permits
- Offer teacher development workshops conducted by artists
- Develop descriptions of student groups involved, including grade levels, special education students, or students who need special attention
- Plan activities in detail. Decide which activities will be conducted by teachers and which will be conducted by artists
- Write up a list of materials needed
- Create a comprehensive calendar of classroom instruction, performances, artists' visits, teacher workshops, planning days, evaluation day(s), etc.
- Define expectations
- Explore how the project will continue beyond culmination
- Explore how parents and/or the PTA can be involved
- Discuss any concerns, fears, or potential problems
- Develop a documentation and assessment plan

FISCAL RESPONSIBILITY

In order to comply with applicable tax laws, regulations, and program policy, *Partners in the Arts* provides grant support to your school and school district with the understanding that your school or school district serves as the Fiscal Agent and therefore accepts fiscal oversight responsibility for the funded project.

The participating school system is responsible, for example, for using the grant funds to pay the artists' fees, buy materials and supplies, pay for student admission fees to museums or performances, etc.

Please read the following "Grants Funding Agreement." *Partners in the Arts* highly recommends that the project coordinator act as the "accountant" for the project and keep adequate records of expenditure of funds.

After the names of the principal and collaborating partners (artists and arts organizations) have been listed on the "Grants Funding Agreement," please make a copy and send it to the superintendent of your school system or director of your school.

Payment to the school system or school will be made at the beginning of the project, i.e., September of the funded year, or whenever the project is initiated in that year. **The payment schedule is 50 % at the beginning of the school year or project, 40% after we receive the midterm assessment (processing time is two weeks), and 10% after we receive the final report.** Each school should take this schedule into account when planning the project and budgeting costs.

GRANTS FUNDING AGREEMENT

In order to comply with applicable tax laws, regulations, and program policy, *Partners in the Arts* provides grant support to your school and school district with the understanding that:

1. Grant funds distributed to your school and partners in connection with a *Partners in the Arts* grant will be used only for the purposes designated in your proposal, unless permission has been granted from *Partners in the Arts* to use the funds in other ways;
2. Your school or school system serves as the Fiscal Agent and therefore accepts fiscal oversight responsibility for the funded project;
3. Adequate accounting records of the expenditure of funds will be maintained by the grantee organization;
4. Requests for reports, assessments, attendance at meetings and opportunities for visitations by *Partners'* Governance Committee will be honored.

You are expected to expend your funding and complete your project within one year of receipt of the funds.

Please acknowledge your acceptance of the terms and conditions under which this grant is being made and of your responsibilities as Fiscal Agent by completing, signing, and returning the attached form.

PLEASE SEND A SIGNED COPY OF THE FORM TO THE SUPERINTENDENT OR HEAD OF YOUR SCHOOL SYSTEM.

**Partners in the Arts
GRANTS FUNDING AGREEMENT**

On behalf of _____ (name of school),
I accept the terms and conditions under which this grant is being made.

Signature of school principal

Date

Name

School district, if applicable

Collaborating Partners (please list artists and/or arts organizations; signatures not required):

Please return this page to:

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, VA 23219

DOCUMENTATION AND ASSESSMENT

According to regulations set by the National Endowment for the Arts (NEA) for recipients of NEA funds, *Partners in the Arts* is required to document, assess and evaluate all funds used for the purpose of arts in education grants. Additionally, our own program policy requires internal and external documentation and assessment.

As a recipient of arts in education funds, your school must comply with certain *Partners in the Arts* requirements. One of the requirements for funding your grant proposal is your timely participation in assessment activities that help us record the outcomes of your project.

You will be required to submit a mid-term assessment report and a final report at the conclusion of your project with documentation materials (see Appendix). These reports will be narrative in form, answering a number of questions focusing on implementation, process, effects, and impact of your project. You will also be required to provide documentation materials such as:

- Lesson plans and curriculum materials
- Videotapes
- Photographs
- Samples of student artwork
- Test scores
- Anecdotal evidence
- Student or teacher journals
- Materials associated with special events
- Writing samples

Whenever possible, please submit these materials in electronic or digital format.

VISITS TO PROJECTS

Partners in the Arts expects to be invited to visit projects at a time that is relevant and convenient for the participants. These visits are not meant to be formal “check-ups”; rather, they are opportunities to see how the project is progressing. They can be scheduled during classroom time with artists, workshops, field trips, rehearsals, and performances, or at convenient times as dictated by the structure of the project. *Partners* and University of Richmond faculty and staff, Governance Committee members and others interested in *Partners’* work are potential visitors. (See additional information regarding scheduling of visits in the Public Relations section, below.)

PUBLIC RELATIONS

Partners in the Arts wants everyone to know about the projects that are being implemented in the schools. Good press can have a significant impact not only on your ability to get the word out about your project to the public, but also on the way the public perceives the project. It is important to consult with the public relations department of your school system to make them aware of your various activities that can be publicized in the media. Make sure you give them at least four weeks’ notice if you are publicizing a specific event.

It is also important that you inform the director of *Partners in the Arts* of the dates of any major presentations or performances associated with the project. We ask that this information be sent four weeks in advance. We request that you send a very clear schedule, your school address, the school contact person, school telephone number and directions to your school. We will then e-mail or fax this document to our Governance Committee members so that they may also visit your school. We would prefer that you send the information via e-mail when possible.

ACKNOWLEDGEMENT OF PARTNERS IN THE ARTS

Be sure to acknowledge *Partners in the Arts* in all program brochures, press releases, newspaper articles, and other materials related to the project. The *Partners in the Arts* logo is available electronically by request.



FUNDED PROJECTS MIDTERM ASSESSMENT GUIDELINES

One of the requirements for funding your grant proposal is your participation in assessment activities that help us record the progress of your project. For your midterm report, please write a **3-4 page narrative** that addresses the questions listed below. Your responses will help us to assess the implementation of the project and correct any administrative procedures that may impede your progress. Excerpts from this may be used to document implementation of *Partners in the Arts* grants. All comments, however, will be kept confidential and not attributed to specific individuals or schools without their permission.

Please address the following questions in your report:

1. Is the project progressing the way you thought it would?
2. What has worked? What have been some positive surprises about the project? What have been some negative surprises?
3. What have you changed in the project from your original proposal? Why?
4. Comment on the nature and quality of the working relationship with the artist and/or arts organization that constitutes your partnership.
5. Describe your successes. For example, if a student has shown a behavioral change, or newfound interest in a subject, document it. Perhaps teachers have shown a new interest in the arts. Whatever you would determine to be a success, we would like to hear about it.
6. What are some anticipated results from the project? What are some unexpected results from the project?
7. Please share any other comments you have that would help us understand how your project is proceeding.

Please send your midterm report to:

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, VA 23219

FUNDED PROJECTS FINAL ASSESSMENT GUIDELINES

For your final report, we require a **5-6 page** narrative that addresses the questions listed below. You are also required to fill out the **Final Assessment Report Form** on pages 22-24.

Your responses will help us to assess the implementation and execution of the project and to correct any administrative procedures that might have impeded your project's outcomes. Excerpts from this report may be used to document implementation of *Partners in the Arts* grants. All comments, however, will be kept confidential. No comments will be attributed to specific individuals or schools without their permission.

Please address the following questions in your report:

1. What was the actual outcome of your project in terms of student learning, teacher and artist/arts organization involvement and commitment, quality of art or any other area you deem significant?
2. How did the project fulfill *Partners in the Arts'* funding priorities:
 - Made the arts integral to the curriculum and used the arts to teach other subject areas;
 - Helped establish a sustainable integration of the arts into education;
 - Changed the way students learn;
 - Involved collaboration among partners, including teachers, artists and arts organizations; and
 - Served as a model of partnership between schools, school systems, artists and arts organizations?
3. How has your project changed the "culture" of your school?
4. What are some of the structural changes in the way the arts are integrated into the educational activities of the school as a result of this project?
5. How will you sustain or expand the project? How will it be continued next year?
6. How will you invite other schools to replicate or be involved in the project?
7. Has the project been cost effective? If yes, why? If no, why not?
8. What advice would you give to someone who is applying for a *Partners in the Arts* grant?
9. Please share any other comments or insights that would help us understand what your project has accomplished.

Continued

FUNDED PROJECTS
FINAL ASSESSMENT GUIDELINES, *continued*

Please provide samples of the following documentation materials:

- Curriculum materials, i.e., lesson plans, outlines, summaries, units of study;
- Copies of videotapes and photographs of the project;
- Samples of student work, student portfolios, writing samples, teacher and/or student journal entries;
- Anecdotal quotes from students, teachers, parents, and/or administrators involved in the project;
- Relevant test scores.

Whenever possible, please submit these materials in electronic or digital format.

Please send your final report to:

Partners in the Arts
UR Downtown
626 East Broad Street, Suite 120
Richmond, VA 23219

Partners in the Arts

UR Downtown
626 East Broad Street, Suite 120
Richmond, Virginia 23219

FINAL ASSESSMENT REPORT FORM

Please type or print clearly.

Project Director/s _____

School(s) and District _____

Project Title _____

Cooperating Artist(s)/Arts Organization(s) _____

Signature _____

Date _____

Phone _____ Fax _____ Email _____

PLEASE PROVIDE THE FOLLOWING INFORMATION REGARDING GRANT ACTIVITIES AND PARTICIPANTS.

Provide the **number of activities** supported by this grant that focused on the **professional development needs of teachers** during the project period.

	# of Grant Activities
In-service professional development for teachers to improve their skills and knowledge	_____
Professional development for school administrators and other school staff	_____
Total number of Grant Activities	_____

Provide the **number of activities** supported by this grant that concentrated on the following subject areas:

	# of Grant Activities
English/Language Arts	_____
Social Studies	_____
Mathematics	_____
Science (specify) _____	_____
Foreign Language	_____
Music	_____
Art	_____
Physical Education	_____
Total number of Grant Activities	_____

Provide the **estimated number of participants** in activities supported by this grant by each of the following categories. *(Please do not include duplications.)*

	# of Participants in Grant Activities
Artists/Arts Organizations	_____
Students	_____
Family members	_____
Teachers, aides, and assistants	_____
School and district administrators/supervisors	_____
Other (specify) _____	_____
Total estimated number of Grant Participants:	_____

Provide the **estimated number of participants** in activities supported by this grant for each of the following categories:

	# of Participants in Grant Activities
American Indian/Alaskan Native	_____
Asian/Pacific Islander	_____
Black	_____
Hispanic	_____
White	_____
Other, not indicated above	_____
Total estimated number of Grant Participants:	_____

Provide the **estimated number of hours** spent by each of the following participants in grant-related activities:

	# of Hours Spent in Grant-Related Activities
Artists/Arts Organizations	_____
Students	_____
Teachers	_____
Other (Specify) _____	_____
Total number of estimated hours spent on Grant Activities:	_____

FUTURE EXPECTATIONS

As the recipient of *Partners in the Arts* funding, you and all project participants are asked to reach beyond the scope of your particular school project. We request that you:

- Serve as ambassadors of *Partners in the Arts*;
- Conduct staff development at your school;
- Provide feedback and guidance to the Governance Committee on the funding process;
- Serve as assessors of future projects.

AFTER THE GRANT

One of the requirements of your project is that it be sustainable in some form beyond its funding by *Partners in the Arts*. It is highly recommended that your project be developed with longevity in mind. Begin right away to consider the following issues:

- Where can additional funding for future programs be found?
- How can the project incorporate different grade levels and/or subjects?
- How can this project be implemented year after year?
- How will you verify your successes?

PARTNERS IN THE ARTS

SAMPLE BUDGET FORMAT FOR FULL PROPOSALS

TYPES OF EXPENSES	DESCRIPTION	TOTAL COST	INCOME
I. PLANNING			
Artists' fees (Detail for each artist)	a) Hourly rate b) Hourly rate x no. of hours = total cost		Include any matching funds in this column
Artist 1 (name of artist) Planning meetings Teacher workshops Other			
Artist 2 (name of artist) Planning meetings Teacher workshops Other			
Artist 3 (name of artist) Planning meetings Teacher workshops Other			
Materials and Supplies			
II. IMPLEMENTATION			
Artists' fees (Detail for each artist)	a) Hourly rate b) Hourly rate x no. of hours = total cost		
Artist 1 (name of artist) <i>Fees for:</i> Workshop/classroom instruction Performances with students Lectures/Demonstrations Prep for show or performance: Rehearsals with students Installing works of art Travel for artists outside metro Richmond area Other			
Materials and Supplies Classroom/student use Other			

Artist 2 (name of artist) <i>Fees for:</i> Workshop/classroom instruction Performances with students Lectures/Demonstrations Prep for show or performance: Rehearsals with students Installing works of art Travel for artists outside metro Richmond area Other			
Materials and Supplies Classroom/student use Other			
Artist 3 (name of artist) <i>Fees for:</i> Workshop/classroom instruction Performances with students Lectures/Demonstrations Prep for show or performance: Rehearsals with students Installing works of art Travel for artists outside metro Richmond area Other			
III. FOLLOW-UP & DOCUMENTATION			
Materials and Supplies Classroom/student use Other			
Other			
Other			
TOTAL:			
SUBTRACT MATCHING FUNDS:			
TOTAL REQUESTED FROM PARTNERS IN THE ARTS:			

