Connecticut still revolutionary | Department of Economic and Community Development | Office of the Arts

FY2016 – Arts Learning Grant Program Guidelines

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Important Note: These guidelines include embedded links which provide further program information and resources. Be sure to access the electronic version at www.ct.gov/cct.

PROGRAM OVERVIEW

The Arts Learning category awards grants ranging from $7,500 -$35,000 for the planning and implementation of arts in education-based projects that engage partners to advance teaching and learning for birth to grade 12 in a defined community* setting.

Arts Learning grants provide funding for projects** that engage Connecticut school, artist, and arts and cultural resource partnerships*** to promote teaching and learning in, about, and through the arts, through high quality arts engagement, arts integration, arts exploration and discovery experiences. Arts Learning applicants are *encouraged to include* a professional development component. Arts Learning grants *must include* a Connecticut teaching artist; require authentic partnerships; collaborative planning and relevant community engagement and they will have clearly defined educational goals, objectives, outcomes and a measurement plan aligned with one or more of COA's three broad goals:

1. Community Relevance & Civic Engagement
2. Arts Engagement, Artistic Excellence & Creativity
3. Enhancing the Creative Economy

Applicants define the community they wish to engage and for which they seek funding. A **community might be as small as a single classroom or as large as a statewide expedition.*

***A **project** may include performances, workshops, short- or long-term school or community-based residencies, mentorships, apprenticeships, etc., that advance teaching and learning for the specified community.*

****COA defines an **authentic partnership** as a relationship between entities that is characterized by mutual cooperation and responsibility toward the achievement of a specified goal(s) through which each partner both contributes to, and benefits from.*

Arts Learning grants
must include
- a Connecticut Teaching Artist;
- authentic partnerships, collaborative planning and relevant community engagement; and
- clearly defined educational goals, objectives, outcomes, and a
- measurement plan aligned with one or more of COA's three broad goals and arts learning priority outcomes

ELIGIBILITY & GRANT AMOUNTS

	Arts Learning - Eligible Applicant	Grant Amounts
	• After School program • Artist with a fiscal sponsor (who resides in Connecticut) • Arts Organization • Arts Organization with fiscal sponsor • Arts program of a 501(c) (3) non-arts organization • Colleges and Universities • Municipal Department (Level A & B & C) • Parent Teacher Organization (PTO) • Pre K-12 school • School District	**$7,500 - $35,000**

See Glossary of Application Terms for definitions

INELIGIBLE Applicants are:

- COA/DECD Line Items
- COA Designated Regional Service Organizations
- Applicants to COA FY16: Arts & Community Impact, Public Art Community, Supporting Arts in Place, Creative Arts Promoting Preservation, Regional Initiative grant programs
- Individuals who are currently **full time students** in degree seeking programs
- Applicants who do not submit an **Intent to Apply** by April 2, 2015.
- Regardless of an applicant's eligibility, an application **submitted after the deadline** is considered ineligible.

Important Note for Connecticut artists:

- An artist must apply with a fiscal sponsor. (see *Fiscal Sponsorship)*
- An artist employed by an arts organization may submit an application as an individual artist OR on behalf of his/her organization – but not both.

PROGRAM TIMELINE *Dates are subject to change*

Intent to Apply:	On or before noon, on Thursday, April 2, 2015
Notification to Proceed:	No later than Thursday, April 9, 2015
Submission Deadline:	On or before 11:59pm, Thursday, April 30, 2015
Panel Review:	May 2015
Award Notification:	On or near July 1, 2015

FUNDING PERIOD AND FINAL REPORT

Funding Period: **July 1, 2015 – June 30, 2016** *

!!! TIP ** Important Note: Any and all expense(s) incurred before or after the funding period, including costs associated with planning, are NOT eligible to be covered by this grant award.*

Final Report Due: August 30, 2016 *or 60 days following completion of project if sooner.*

HOW TO APPLY

GETTING STARTED

Note: All applications must be submitted through the e-granting system at https://coa.fluidreview.com/. E-mail and paper submissions will not be accepted. Contact Tech Support at support@fluidreview.com for technical related questions.

!!! TIP **The e-granting system automatically shuts down at the deadlines specified in these guidelines. It's wise to submit e-grant forms and data in advance of the deadlines to allow for technical challenges on your end or ours. No exceptions will be made for late submissions.*

1. SUBMIT AN INTENT TO APPLY

All applicants are required to submit an Intent to Apply through the e-granting system **on or before noon, April 2, 2015.**

- COA will review applicants for eligibility. COA may request clarified or additional information to determine an applicant's eligibility to proceed.
- A Notification to Proceed or explanation of ineligibility will be sent via email on or near April 9, 2015.
- An Intent to Apply submitted after **11:59pm, April 2, 2015** will not be reviewed by COA.
- No application will be accepted or reviewed unless the Intent to Apply has been submitted on time and COA has issued a Notice to Proceed.

Submit your Intent to Apply by logging on at https://coa.fluidreview.com/. New users must "sign up" and create an account while returning users "sign in." Select **FY2016 Intent to Apply** from the drop down menu. Contact Tech Support at support@fluidreview.com for technical related questions.

2. UNDERSTAND COA's GOALS & PRIORITY OUTCOMES SPECIFIC TO THIS GRANT

COA's three (3) broad goals as they relate to education are:

1. **Community Relevance & Civic Engagement** – The Arts are essential in the development of great places. Great schools contribute to making great places. Arts and arts integrated learning (teaching and learning in, about and through the arts) are essential elements of great schools which can have far-reaching effects that extend to the greater community.
2. **Arts Engagement, Artistic Excellence & Creativity** – High quality art and arts integrated teaching and learning experiences promote creativity and critical thinking and advance cognitive, emotional and social health.
3. **Enhancing the Creative Economy** - Arts learning is an essential component of Connecticut's vibrant communities.

Review the Arts Learning Outcomes Table to familiarize yourself with the program's goals and priority outcomes before you begin your application.

!!! TIP **** The Goals and Priority Outcomes Table is a critical component of the Arts Learning application and review process.***

3. DESIGN YOUR PROPOSAL

Once you have established that your goals are aligned with COA's, design your project. Be sure to note deadlines and to read through all the questions and selection criteria so that you know what reviewers will be looking for in your application, so that you engage the right people in the design process, and collect the required data and materials that you will be required to submit with your application.

!!! TIP *Not every funding opportunity is the right one for you or your organization. Sometimes, the most important decision you will make is whether or not to apply.*

4. OUTLINE THE BASICS OF YOUR PROPOSAL

Before logging in to the e-granting system you should prepare how to answer the following:

Applicant Information

1. Applicant Name, Address, Phone, Email, Web Site

2. Primary Contact Person (this is the person who will be able to answer specific questions about the project) Name, Address, Phone, Email, Web Site
3. Fiscal Sponsorship Form (if applicable)

General Information

1. Title of project *(up to 10 words)*
2. Provide the project Start Date (*no sooner than July 1, 2015*).
3. Provide the project End Date (*no later than June 30, 2016*).
4. Location(s) where the project will take place.
5. Is this request for an ongoing or new project?
6. Grant Request Amount *(this line must correspond with Grant Request line on the budget sheet)*
7. Total project budget *(includes your grant request, required cash match and value of in-kind contributions, and any other funds you will apply to this project; this line must correspond to Total Project Budget line on your budget sheet)*
8. Description of project *(up to 25 words)(This is how you would sum up your project to get the main idea across in a few seconds)*
9. Does this request include funds for planning? If so:
    a. What is the amount ($.00) of the grant request allocated toward planning?
    b. Approximately how many (6-8 hour) calendar days will be dedicated to planning and or reflection, and who will be involved?
    c. Approximately how many of these days do you plan to fund through this grant request? (*Remember – Any planning that occurs before July 1, 2015 cannot be funded by this grant)*
10. Will the project be made accessible to persons with disabilities? Consider physical and programmatic access, sign language interpretation, assistive listening devices and transportation services. *(up to 250 words) (Accessibility Resources are available on COA's website.)*
11. Will the project address an underserved population in some way? If so define that population using demographics to do so – *(so that the reader clearly understands who you mean and how you know the population is underserved) (up to 250 words)*

A) Making The Case For Funding *(Narrative Responses)*

Successful Arts Learning proposals will be those developed in response to a real community need or opportunity, supported by appropriate data, aligned with one or more COA goal(s) and corresponding priority outcomes, and involving the community to be served in the development of the proposal.

In this section we want to know:

- What is the need or opportunity your project is addressing or leveraging
- What you and your partner(s) plan to do about it and why
- Who is the community you intend to serve through this project
- How you know the need or opportunity you intend to address is relevant to this community
- Was the community you intend to serve through this project engaged in the design and planning of this project? If so – how? If not – why not? If not – who was and why was the planning and design community different form the community to be served?

1. ***Community Served****:* Define the community your project intends to serve. A community can be as small as a single classroom or as broad as a statewide constituency. *(Use demographic data, descriptive information, history, number of persons served, locale, etc. to help reviewers understand your response)*
2. ***Need or Opportunity****:* Describe the need or opportunity that your proposal will address; what will your proposed activities advance, leverage, develop, improve, solve, etc.? *(For Arts Learning, the defined need or opportunity may be academically, socially/culturally, or community specific such as: improve academic*

achievement, students' ability to think critically, work independently and in groups, or motivation to learn; expand engagement in or access to arts experiences and opportunities for students to create, perform and respond; enhance curricula, develop arts integrated thematic or project-based units of study or approach to teaching; improve or deepen community relationships or environment, etc.)

3. ***Relevance:*** Tell us how you and your partners identified this need or opportunity and decided that it was relevant to the community. *(Did you hold a community forum, conduct a survey, review documents, interview people, etc.?)*
4. ***Summary****:* Provide a summary of your proposed project. ***What*** do you plan to do, ***where*** and ***when*** will it take place, how long, how often, etc.? ***Why*** is it important, how will the arts make a difference, ***how*** will this help to advance education in, about, and/or though the arts, ***how*** will advancing teaching and learning in this way help to advance COA's goals of
    - **Community Relevance & Civic Engagement**
    - **Arts Engagement, Artistic Excellence & Creativity**
    - **Enhancing the Creative Economy**

    (You will be asked to provide a detailed project outline and lesson plan in the next section. Here, we want a broad view of your project.)
5. ***Collaborative Planning****:* Tell us about the individuals, organizations or groups engaged in the planning process and in the development of your proposal *(Were arts and/or non-arts teachers involved? Artists? Parents? Students? Local arts organization or other arts and cultural resources? Community at large? Etc.)*

!!! TIP *Organizing your response using the numbered bold headings provided makes it easier for reviewers to read your application*

Authentic Partnerships

In this section we want to know about your partner(s):

The Arts Learning grant program requires the applicant to engage one or more authentic partner(s). It also requires the applicant to engage a Connecticut teaching artist. In some cases the teaching artist may qualify as the partner if the role of the teaching artist meets COA's authentic partnership definition. Likewise, a teaching artist may partner with another teaching artist if the roles of the pairing meet COA's authentic partnership definition. Panelists will review the level of engagement and scope of work between the applicant and its partners in assessing the quality of the partnership.

COA defines an authentic partnership as a relationship between entities that is characterized by mutual cooperation and responsibility toward the achievement of a specified goal(s) through which each partner both contributes to, and benefits from.

Partners may be individuals, groups, municipalities, organizations, for-profit businesses, etc. A partner may be a lead applicant in a different COA grant application and they may also be a partner in other COA grant applications. *For applicants that are schools, COA encourages collaborations that include arts and non-arts teachers and other specialists within a school as well as artists, community and /or arts and cultural resources such as museums, libraries, theater, etc.*

!!! TIP *Panelists will review the level of engagement and scope of work between the applicant and its partners in assessing the quality of the partnership. Applications that describe intentional, collaborative partnerships will be scored higher than those where partnerships are found to be weak such as a buyer/vendor relationship.*

Provide the following for each partner listed in your application:

1. **Contact information** including Name, Business, Address, Email, Phone
2. **The partners' role**(s) in planning and design
3. The **partner's** role and **responsibilities** related to this project and why they were selected to work with you on this project
4. Amount of **funding** the partner has committed to contribute and/or amount of funding the partner will receive as part of the project
5. **Explanation** of what distinguishes the proposed project from the partner's normal scope-of-work

B) Carrying Out the Plan

1. Connecticut Teaching Artist(s): The Arts Learning grant program requires applicants to engage at least one Connecticut artist. Applicants are required to engage a Connecticut teaching artist (CTA). Additional artists, including non-CT artists, may also be engaged.

NOTE: The COA maintains a Directory of over 70 individual teaching artists who specialize in teaching both in the classroom and in the community, and over 70 performance artists and artist groups. Teaching and performing artists and groups have been juried into the specific categories of Teaching/Connecting, Teaching/Integrating, and/or Performing, in COA's **Directory of Teaching and Performing Artists.**

The Directory's Performing Artist or Artist group category and two Teaching Artist categories (Teaching - Connecting and Teaching - Integrating) support COA's education goal to advance teaching and learning along a 3-tiered "Continuum of Participation" from 1) Arts Access to 2) Arts Connections and Correlations, to 3) Arts Integration. The tiers are progressive in the amount of time an artist engages with the same audience, the type and scope of planning involved in developing each project, and the depth of the learning experience the project provides.

The Directory is by no means an exhaustive list of skilled artists in the state, and Arts Learning opportunities are not restricted to Directory Artists only, but - COA's Directory does ensure a level of expertise determined through a rigorous application and review process. The percentage of applicant match required for Arts Learning is reduced when a **COA Directory Teaching Artist** is engaged. See "Matching and % In-kind Requirements" section below**.**

1a. Please tell us about the Connecticut Teaching Artist(s) you have (or plan to) engage(d) by responding to the following (a-f) for each artist:

a) Name of the Connecticut Teaching Artist

b) Is this a COA Directory Artist?

c) Describe the role(s) and responsibilities of this artist. If the CTA is not selected at the time of application, explain how you will select the CTA(s) What qualifications/experience will you be looking for? *(up to 150 words)*

d) Explain why the artist selected or the type of artist you intend to select is appropriate for the project and why. *(up to 150 words)*

e) Include the selected artist's resume or bio, or qualifications for the artist you will engage *(up to 150 words – even if the artist is listed in COAs Directory – this will help reviewers who may not be familiar with artists from the Directory.)*

f) Upload no more than two (2) samples of the artist's related work. *You might include a sample of the artist's work and a sample of student work from the artist's previous engagement* (see e-granting system for file size restrictions)

1b. Please tell us about other artist(s) or artist groups you have (or plan to) engage(d) by responding to questions (a-f) above for each artist:

2. **Project Coordinator:** Applicants must identify a project coordinator.
   - Provide the name and title of the program coordinator.
   - What will be the project coordinator's key roles, responsibilities and authority regarding the project? Will this person be involved in planning? (up to 150 words).
3. **Budget:**
   - Complete the budget document provided
   - Provide a brief narrative to explain how you plan to allocate funds, and to explain any uncertain elements of the budget. *(up to 300 words)*
   - If applicable, complete the **FY2016 In-Kind Budget Worksheet**.

!!! TIP *It's advised to double check your figures, percentages, etc., for accuracy and to have a trusted source review it for you before uploading. Be sure figures on your budget worksheet align with your response to sections B6 and B7.*

4. **Additional Documentation:** *(NOTE: uploads in this section are IN ADDITION TO other required uploads such as artist resumes and work sample, budget related pages noted in Section E items 1 and 3 and COA Outcomes Table noted in Section F.)*

   In this section we are looking for supporting materials that will help reviewers understand the various components of your proposal.

   A. Required ~ Applicants must include
   - A project **timeline** noting key dates/times/length of activities, etc.; (up to 1/3 page)
   - A project **outline** including goals, objectives, intended outcomes and measurement plan (up to one page) (be sure to address the role of the arts)
   - A sample **lesson plan** including materials and space to be used, goals, objectives, intended outcomes and measurement plan (up to one page)

   B. Supporting ~ Applicants may include additional information (up to 3 additional files **which do not exceed 3 pages and 2 media elements in total**) such as but not limited to:
   - Sample pre and post test(s) if applicable
   - A professional development plan
   - Related research supporting your plan to advance teaching and learning in, about, and through the arts (up to one page)
   - Related research supporting the relevance of your plan to arts-based placemaking
   - Planning documents such as survey or interview process, questions, responses, data, etc.
   - Video/visual/audio files (may not exceed 3 minutes in length each)

!!! TIP *The devil is in the details. Reviewers will examine elements of section E: "Carrying out the Plan" to determine whether your specifics reveal likelihood that your great idea and intentions will be successful. This is your opportunity to clarify anything we may not have given enough weight to in our questions but that you feel is critical to your plan.*

5. **Marketing and Publicity - Telling Your Creative Placemaking Story:**
   Describe your plans to promote the project and / or results from the project (local media, parent groups, other educators, board of education, white paper, posters, inviting public officials to

participate, etc.) *(up to 150 words) Be sure to include how you will credit COA and the National Endowment for the Arts for supporting this project.*

C) **Measuring Outcomes**

COA has defined specific Arts Learning Outcomes to achieve under each broad goal. All applicants must submit a plan to show that their proposed project is a wise investment for COA by showing how it is aligned with COA's Goals and Arts Learning Outcomes and that there is a viable plan in place to collect data and information designed to measure achievement to determine success. In the section below you will be asked to think about the overall scope and intention of your proposal, and also to think about specific activities/strategies that you will employ within the broader plan and how your intentions align with COAs defined Goals and Outcomes. What you will see, hear, experience, (Indicators of Success) that will tell you your project is successful, and what measures you will take or information you will collect (Sources of Evidence) to verify success - is up to you to decide. COA has provided some examples for you in the COA Outcomes Table. You will need to select a COA identified goal and one or more corresponding COA identified Arts Learning Outcomes aligned with that goal, and tell us what success towards that outcome will look like and what evidence you will collect to let you know that you have achieved it. You will need to do this for your overall plan and then for one or more specific activities/strategies within your plan.

- **Indicators of Success ("What to Look For"):** Observable signs of progress toward the intended goals and outcomes. (Things you can see, hear, experience, etc.)
- **Sources of Evidence ("What to Collect")**: Information, facts, stories and data collected and documented to gauge the project's success and effectiveness.

!!! TIP *When defining goals and outcomes it's sometimes wise to use the 'less is more' theory. While you may have grand expectations for your plan and the impact of your project it's important to identify that which is truly measureable and realistic to achieve within the time permitted.*

1. With your overall plan in mind respond to the following:

A) **GOAL:** Which of COA's three (3) broad goals does your proposal align with?:

- **Community Relevance & Civic Engagement**
- **Arts Engagement, Artistic Excellence & Creativity**
- **Enhancing the Creative Economy**

B) What will the results of your '*plan'* be (be sure to express the outcome(s) in specific education and placemaking terms – what crossover outcomes do you expect to achieve through this '*plan'*?)

C) **ARTS LEARNING OUTCOME(S):** Using your response to #B above, <u>identify at least one of the COA Arts Learning Outcome(s)</u> your '*plan'* supports.

D) **SOURCES OF EVIDENCE (What to document or collect):** What measure(s) will you take and/or what evidence will you collect to help you determine whether or not this '*plan'* was successful? (you may define your own most appropriate source(s) of evidence or you may use a sample from COA's table if it fits)

E) **INDICATORS OF SUCCESS (What to look for):** What will success look like? (you may define your own most appropriate indicator(s) of success or you may use a sample from COA's table if it fits)

2. NEXT: select one major activity/strategy you will carry out. Follow steps 1-5 above replacing the word '*plan'* with your specific activity or strategy.

3. If your requested amount exceeds $20,000 select two *additional* major activities/strategies you will carry out. For each activity follow steps A-E above.

REVIEW CRITERIA

Independent reviewers will evaluate and discuss applications based on the following criteria:

A. Making the Case ~ *(30 points maximum)*

Aligns with Making the Case. This score reflects the applicant's knowledge of the community and its need(s) and opportunities, the level of collaborative planning and the overall clarity of the proposal.

1. Has the applicant clearly defined the community to be served by this project?
2. Has the applicant clearly defined the need or opportunity to be addressed by this project?
3. Were appropriate measures taken to determine the identified need or opportunity?
4. The Plan
   a) Is the intention of the proposal relevant to the intended community or communities described?
   b) Will the identified need or opportunity be successfully addressed by the activities proposed?
   c) Will the project advance education in, about, and/or though the arts?
   d) Has the applicant made the case that supporting teaching and learning in this way will help to achieve COA's Placemaking Goal(s) and Arts Learning Outcomes?
5. Was the community included in the planning and design process appropriate for this project
6. Overall, has the applicant presented a clear and realistic case for funding?

Panel assessments are the primary consideration in determining Arts Leadership awards. COA's grant programs and services intend to achieve broad geographic reach and therefore may consider such in its funding decisions. Following the panel review process, COA staff will present funding recommendations to the Connecticut Arts Council for review and final approval.

B. Quality of Partnership ~ *(15 points maximum)*

Aligns with Authentic Partnerships. This score reflects the authenticity of partnerships and the level of collaborative planning by partners.

1. One or more partner(s) have been identified
2. The applicant planned, designed and developed the proposed project in collaboration with project partner(s).
3. The roles and responsibilities of the applicant and its partner(s) are clearly defined and do not resemble a simple work for hire relationship.
4. The amount of funding the partner(s) will contribute to and receive from the project is realistic and appropriate.
5. The relationship between the applicant and its partner(s) aligns with COA's definition of an authentic partnership.
6. Applicant's explanation of what distinguishes this project from the partner's normal scope of work is clear and sufficient to determine that the partnership is not predominantly a buyer/vendor relationship.

C. Quality of the Plan ~ *(30 points maximum)*

Aligns with Carrying Out the Plan. This score reflects the likelihood for success given the plans outlined in the proposal.

1. Connecticut Teaching Artist(s)
   - The project includes a CT Teaching artist qualified to carry out the scope of the work. (The artists, resume/bio, artistic work and teaching experience/samples and other information may be used to determine this)
2. Project Coordinator
   - The project includes a project coordinator whose roles and responsibilities are clear and who has authority to carry out the scope of the work.
3. Budget
   - Is the budget complete, appropriate, accurate, and realistic?
   - Are administrative expenses declared (if applicable) within the allowable % of requested amount?
   - Are in-kind contributions identified (if applicable) within the allowable % of requested amount, and is the in-kind worksheet complete and appropriate, and accurate?
   - Are COA identified expenses eligible expenses?
   - Is the appropriate amount of required match identified?
4. Additional Required and Supporting Documentation: Has the applicant included:
   - a project timeline that is realistic and indicates all aspects of the project for which they seek funding are within the project grant period
   - A project outline that is realistic to the arts learning and placemaking plan and that addresses the role of the arts
   - A sample lesson plan that is doable and likely to advance teaching and learning in about, and through the arts
   - Other supporting evidence that further defines or supports the plan
5. Marketing and Publicity - Telling Your Creative Placemaking Story
   - Has the applicant included a marketing/publicity plan appropriate to the project and the community it intends to serve
   - Does the applicant specify how they will credit COA and NEA in their plan?
   - Is the plan realistic and feasible?
6. Overall: The applicant demonstrates the ability to successfully carry out the intention and scope of the proposal within the time allowed.

D. Potential to Catalyze Placemaking and Measure Outcomes ~ *(25 points maximum)*

Aligns with Measuring Outcomes. This score reflects the alignment of the applicant's proposal with COA's Goals and Arts Learning Outcomes.

- Is the proposal aligned with COA's Goals and Arts Learning Outcomes?
- Is the overall plan and its specific activities and strategies a realistic way to address the COA goals and Outcomes which the applicant has selected to address?
- Has the applicant made the connection between placemaking and advancing arts learning?
- Has the applicant identified Indicators of Success that are realistic to the project AND support COA's Goals and Arts Learning Outcomes?
- Has the applicant identified a plan to measure the Indicators of Success which they have identified?
- Overall, how feasible is the applicant's plan to measure and report outcomes?

E. Priority Concerns (5 points)

The Arts Learning grant program places extra value and applicants can receive up to 5 additional points for proposals that specifically address the following:

!!! TIP *Again - the devil is in the details. In "Quality of the Plan" reviewers will examine elements from Carrying Out the Plan to determine the thoroughness and quality of the specifics of your proposal. They will also assess how elements from this section support alignment with the plan you have outlined in Making the Case. They will use these documents as support in scoring Clarity of the Case, Quality of Partnership, and Measuring Outcomes.*

- **Has the applicant identified a plan to address special needs of persons with disabilities?**
- **Does the proposal include a plan to address underserved population(s) which the applicant has clearly identified?**
- **Has the applicant selected a teaching artist from the COA Directory?**
- **Does the proposal include a plan for professional development?**
- **Does the proposal include a plan to engage the community significant enough to engender sustainability?**

FISCAL INFORMATION

ADMINISTRATIVE EXPENSES

Up to 20% of your grant request can be used for administrative expenses. The applicant and its partner(s) may share funds from a grant to cover these costs. COA defines administrative expenses as costs which are not directly associated with a specific program or department but which are necessary to support the funded project. Administrative expenses include staff salaries, general products or services (such as accounting), office rental, supplies, telephone, electric service, general insurance, postage, etc. *NOTE: A project or program manager may be a current staff member or a contracted individual. In either case, the manager's time that is directly associated with the project may be regarded as an administrative expense.*

MATCHING REQUIREMENT

Arts Learning grant awards require the applicant to "match" (provide a minimum financial contribution) no less than 50% of the grant request. Projects engaging a teaching artist from COA's Directory of Teaching and Performing Artists require a match (a minimum financial contribution) of no less than 40% of the grant request. While matching funds do not need to be confirmed at time of application, proposals that can verify funding sources at the time of application are favorably reviewed. **COA funding CANNOT be matched with other Connecticut state funds.**

Applicants may use in-kind contributions to meet up to 50% of their match.

Example For Determining Allowable Administrative And In-Kind Expenses, Required Match, And Applicant's Minimum Cash Contribution		
	With a COA Directory Teaching Artist	**With a NON- COA Directory Teaching Artist**
Amount of COA Request	**10,000**	**10,000**
Allowable Administrative Expenses (Maximum)	**2,000**	**2,000**
Amount of Required Match	**4,000**	**5,000**
Allowable In-Kind Expenses	**2,000**	**2,500**
Total project budget minimum	**14,000**	**15,000**
Total Applicant Cash Minimum	**2,000**	**2,500**

IN-KIND CONTRIBUTIONS

In-Kind contributions are goods or services that are donated and not paid for by the applicant with cash, e.g. volunteer time by a professional, office space, facilities, goods, etc. Applicants claiming an in-kind match are required to complete the FY2016 In-Kind Worksheet.

ELIGIBLE EXPENSES

The following eligible expenses must be DIRECTLY related to the project:

- Materials
- Space rental; occupancy costs (maintenance, security, insurance, utilities, etc.)
- Payments to contracted artistic, technical or administrative professionals
- Supplemental project insurance
- Project-specific permits and fees
- Artist fees
- Legal Fees directly associated with the project
- Hospitality expenses which are directly related to the project
- Evaluation services and documentation (photo, video, audio, collection of statistical information, etc.)
- Printing, advertising and marketing costs
- Limited brick and mortar expenses directly associated with the project and which will be implemented during the funding period
- Travel and conference registration expenses for staff and/or volunteers to attend local, regional or national relevant industry conferences, workshops, retreats, clinics, etc. that support the planning and/or implementation of the project
- Travel and ticket expenses for relevant field trips
- Teacher stipends
- Substitute teacher time
- Professional development

INELIGIBLE expenses:

- Expenses incurred outside of the funding period, including planning costs
- Activities already funded by another COA program during the same fiscal year
- Interest paid on loans
- Activities to eliminate or reduce existing deficits
- Scholarship assistance for academic or non-academic programs
- Fundraising
- Political contributions
- Lobbying activities & fees
- Legal fees not associated with the project
- Religious programming, activities or paraphernalia
- General brick and mortar construction costs, facility construction or capital improvements
- Expenses not related to the project

FISCAL SPONSORSHIP

Fiscal sponsorship is an arrangement where a legal entity manages the project budget and expenses. When an artist or organization engages a fiscal sponsor, the applicant must identify the fiscal sponsor at the time of application and complete the Fiscal Sponsorship section of the application. Applications must provide: (1) fiscal sponsor name and contact information, (2) an outline of the agreement including insurance requirements and (3) a copy of the formal agreement.

GENERAL FISCAL INFORMATION

- Grant funds must be applied toward arts-based projects that advance teaching and learning for birth to grade 12 as indicated in your application.
- COA intends to fully fund those requests that are awarded.

- COA may issue multiple grant payments. A payment schedule will be defined by COA in the grant contract. The first installment will be issued following the processing of a fully executed contract.
- The amount of COA grant funds is dependent on state and federal annual appropriations as allocated by the Governor and the Connecticut General Assembly and as awarded by the National Endowment for the Arts. This amount varies from year to year; therefore, COA's funding varies.
- Grantees will not receive funding for a newly approved FY2016 Arts Learning grant until: 1) any prior COA funded project is complete, and 2) the mandatory final report has been received.
- COA may utilize Guide Star or other such services to access financial records of non-profits.
- COA reserves the right to request additional financial documents from applicants.
- At the end of the funding period, grantees must complete a final report. As part of the final report, grantees will be required to provide:
    - accounting of actual expenses including the allocation of COA grant funds
    - confirmation of the match by providing the sources of both dollars and in-kind contributions
    - required evaluation and assessment data

CONTACTS, QUESTIONS & WRAP UP

GENERAL QUESTIONS & RESOURCES

Review responses to questions on the Frequently Asked Questions (FAQ) webpage along with general placemaking information. Submit ALL Arts Learning content questions by email to bonnie.koba@ct.gov. Program staff will review and post responses on an ongoing basis.

Contact Tech Support at support@fluidreview.com for technical related questions.

The COA Directory of Performing and Teaching Artists and the COA Artist Registry are two databases maintained by the Connecticut Office of the Arts and serve as a resource in seeking Connecticut artists. Applicants may also engage the services of local and regional arts agencies when seeking local artists.

RESPONSIBILITIES / ADDITIONAL INFORMATION

Review the **Connecticut Office of the Arts Grant Overview Guidelines**, as all guidelines are strictly enforced. In addition, all grantees must comply with:

- The Department of Economic and Community Development Ethics Statement
- Applicable state single audit requirements
- When planning a project in a specific community be sure to research municipal, state and federal ordinances and laws (if applicable) prior to submitting an application.
- Applicants should note that all information collected is considered public record.

REGIONAL PARTNERS

The Office of the Arts partners with Designated Regional Service Organizations that serve as local field offices to constituents and citizens. Towns served by the service organizations are provided on the DRSO webpage.