

What is The Key to a Successful Pennsylvania Council on the Arts Grant Application

for Program Stream / Entry Track / Arts Organizations & Arts Programs?



Outline of Presentation

- General Information
- What Hasn't Changed
- What's New
- Hints & Tips

General Information

- History and Mission of the PCA
- Activities
- Responsive Funding
- The Council
- Citizens for the Arts in Pennsylvania
- Arts & Culture Caucus

History and Mission

The PCA is a state agency in the Office of the Governor, created by legislative act of the Pennsylvania General Assembly in 1966.

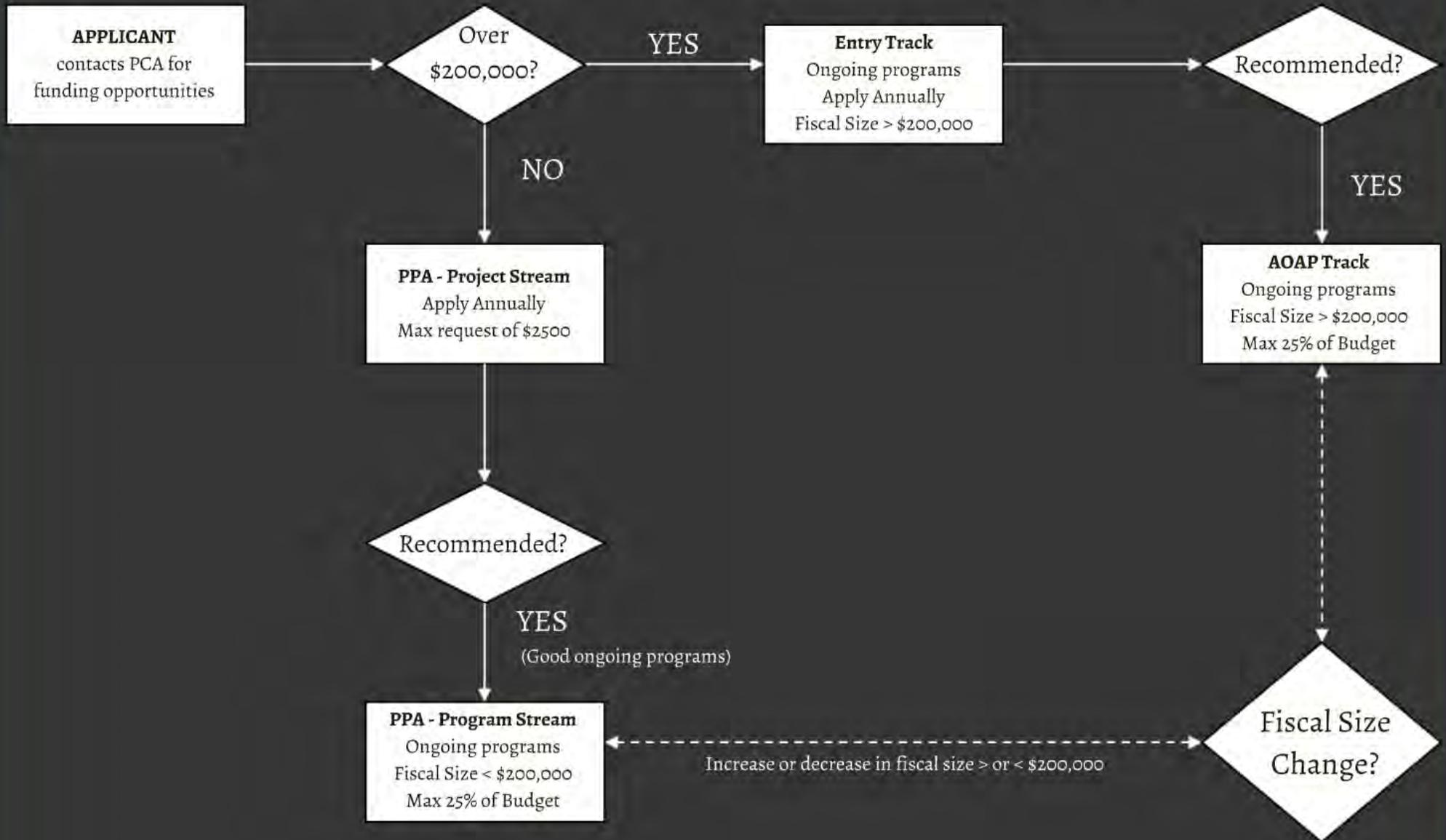
Mission:

"to foster the excellence, diversity, and vitality of the arts in Pennsylvania and to broaden the availability and appreciation of those arts throughout the state."

Activities

- The PCA accomplishes its mission through a combination of:
- Grants to the arts;
- Partnerships and initiatives;
- Technical assistance to partners and applicants; and
- Serving as a resource for arts-related information.

Arts Projects & Ongoing Support



Pennsylvania Council on the Arts

Tom Wolf, Governor

E. Jeanne Gleason, Chair, Johnstown

Jeffrey W. Gabel, Vice Chair, Gettysburg

Susan H. Goldberg, Philadelphia

Gayle Isa, Philadelphia

Justin Laing, Pittsburgh

William Lehr, Jr., Palmyra

Sen. Charles T. McIlhinney, Jr., Doylestown

Jeffrey Parks, Bethlehem

Rep. Tina Pickett, Towanda

Robert W. Pullo, York

Rep. Brian Sims, Philadelphia

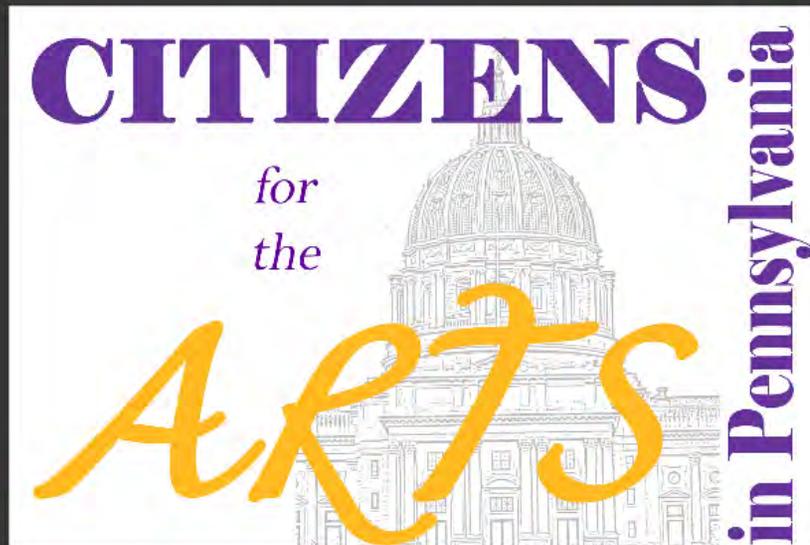
Lee Steadman, Erie

Sen. Christine M. Tartaglione, Philadelphia

Paula A. Vitz, Red Lion

James A. West, Jr., Pittsburgh

Jen Holman Zaborney, New Cumberland



www.citizensfortheartsinpa.org

Jenny Hershour - Managing Director



Save the Arts in PA Rally

July 2009

Pennsylvania Legislative Arts & Culture Caucus

Chairs: Sen. Jay Costa (D, Allegheny County)

Sen. Patrick Browne (R, Northampton/Lehigh Counties)

Rep. Stan Saylor (R, York County)

Rep. Tim Briggs (D, Montgomery County)

www.paartsculturecaucus.com



What Hasn't Changed

- Review Criteria
- Scoring of Applications
- Application Process
- Panel Process

The Three Criteria

Quality and Quantity of Artistic
Product, Process or Service (0 to 35 points)

Access to the Arts (0 to 35 points)

Management (0 to 30 points)

Criteria Scale

Descriptor	Quality of Artistic	Access to the Arts	Management
Exemplary ↕	35	35	30
	34	34	29
	33	33	28
	32	32	27
	31	31	26
Superior ↕	30	30	25
	29	29	24
	28	28	23
	27	27	22
	26	26	21
Very Good ↕	25	25	20
	24	24	19
	23	23	18
	22	22	17
	21	21	16
Good ↕	20	20	15
	19	19	14
	18	18	13
	17	17	12
	16	16	11
Acceptable ↕	15	15	10
	14	14	9
	13	13	8
	12	12	7
	11	11	6
Marginal ↕	10	10	5
	9	9	4
	8	8	3
	7	7	2
	6	6	1
Unacceptable ↕	5	5	0
	4	4	Unacceptable
	3	3	
	2	2	
	1	1	
	0		

Application & Panel Review Process



Apply

eGRANT



Select Panelists

Create Panel Books



Review

Applications

Award Agreements



Council Approves

Funding Formula



Hold Panel Meetings

Final Reports



Activities



Panelists' Role

- Provide an objective evaluation.
- Reach consensus about the criteria recommendations.
- Identify innovation and achievement.

Program Director's Role

- Facilitates meeting but does not make comments on the applications.
- Provides factual information.
- Presents work samples.
- Helps panelists reach consensus.
- Assists the panel in applying all the criteria.
- Helps the panel deal with questions.
- Keeps the panel focused on the information in the application.
- Records panelists' comments.

First Round

- **SUPPORT MATERIAL:** PCA staff will pass around and present any required support materials included with the application packet.
- **LEAD EVALUATOR:** Presents the application to the panel for discussion. The discussion includes identifying strengths and weaknesses of the application and then provides scores.
- **SECOND EVALUATOR:** Presents any additional observations, highlights any differences from the Lead Evaluator's review, and then provides scores. Is ready to present those applications in case Lead Evaluator is unable to present.
- **ENTIRE PANEL:** Discusses the application and reaches a consensus for each criterion.

Second Round

- **REVIEW OF EACH CRITERION:** Opportunity to review scores in rank order for each criterion.
- **CONSISTENCY:** Look for consistency throughout the process.
- **SCORE ADJUSTMENTS:** Changes may be made to individual scores if adjustments are necessary.

What's New

- Narrative Questions
- Financial & Statistical Report
- PA Cultural Data Project
- Attachments
- Hints & Tips

Narrative Questions

We don't expect these questions to apply to all applicants. We have tried to create questions that will assist you in capturing the data to tell your story in a complete and compelling way. We want to know about your success and challenges, your opportunities, and obstacles and how you addressed these. Surviving a crisis is as much an indicator of organizational strength as starting a new program.

Responses in this application must reflect things that happened in the past two most recently completed fiscal years.

Each narrative box has a 5000 character limit.

PRODUCT/PROCESS/SERVICE

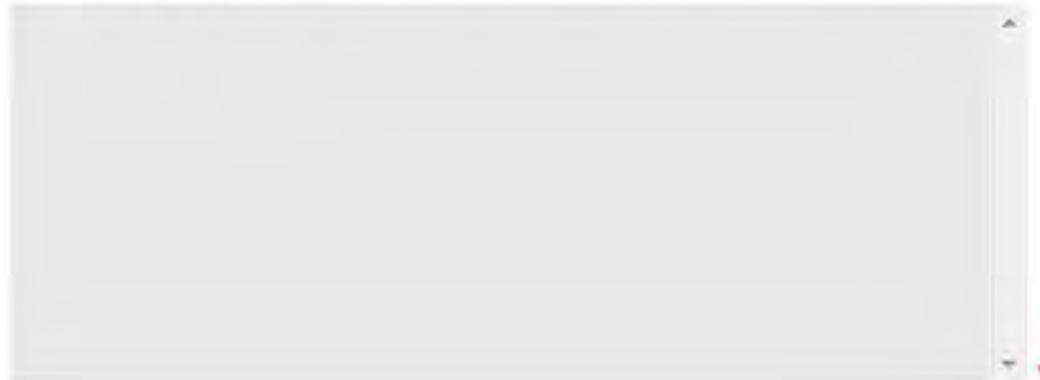
B. Quality and quantity of primary programs and key program staff:

Summarize your principal programs and artistic activities and/or services you provided.

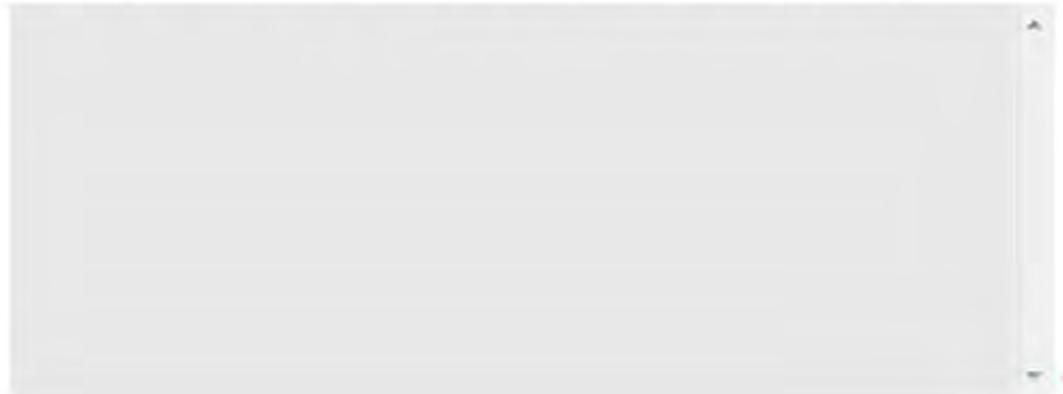
How many activities and/or services did you provide?

Assess and summarize the quality of your principal programs, artistic activities and/or services that you provided.

Describe the qualifications and achievements of your primary program staff and how their qualifications and achievements contributed to your mission.



C. Evaluation of artistic quality and/or quality of services you provided:
Provide examples of your programmatic successes and challenges.
Describe how you evaluated your successes and challenges.
In response to your evaluation, what actions did you take or changes did you make?
What were the outcomes of these actions or changes?
Support your narrative with your own specific data and references to the F&S Report.



Quality and Quantity of Artistic Product, Process or Service

Panelist Criteria

- The degree to which the activities of the applicant advance the mission of the applicant.
- Demonstrated artistic success as evidenced by the quality of artists, activities, programs, services and artistic leadership and staff, as well as the quality of the work sample and supplemental materials.
- Effectiveness/results are supported in the narrative by data from the F&S Report, specifically Section 2, “Earned Income;” Section 3, “Program Expenses;” Section 4, “Program Activity;” and other information provided by the applicant.

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D. Composition of your audience and community

Describe your primary audience/customers/membership and/or the community you served. Support your narrative with your own specific data and references to the F&S Report.

E. Access offered to your audience, community and general public

Assess and summarize the experiences you provided to your audience and the quality of their experience (examples: affordability, as well as enhancements to your programs such as talk back sessions, open rehearsals, web-based experiences). How did you add value to what you provided such as audience comfort, a sense of welcoming and opportunities for higher levels of engagement)? Describe your market or audience research. What does your audience want from you? Describe your communications, advertising and outreach efforts. Support your narrative with your own specific data and references to the F&S Report.

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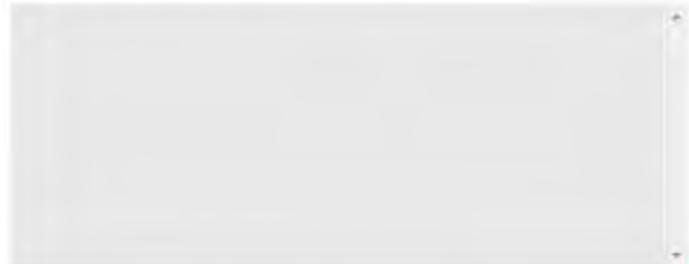
F. Outreach to underserved communities

Summarize any outreach you provided to underserved communities, new or non-traditional audiences/customers/membership. Describe your successes and challenges in reaching new or nontraditional audiences, customers or members. Describe and quantify your services or accommodations for people with disabilities and older Pennsylvanians. Support your narrative with your own specific data and references to the F&S Report.



G. Education programs to pre K-12th grade:

If you provide pre K-12th grade educational programs, arts in education and arts education activities, please describe and summarize the impact of these activities. Support your narrative with your own specific data and references to the F & S Report. If you do not offer pre-K to 12 activities, insert N/A.



H. Outcomes of efforts in providing access

Provide examples of your successes and challenges in providing access to your programs and services. How did you evaluate your successes and challenges? In response to your evaluation, what actions did you take or changes did you make? What were the outcomes of these actions or changes? Support your narrative with your own specific data and references to the F&S report.



Access to the Arts

Panelist Criteria

- Demonstrated effectiveness/results in serving audience/customers/clients and the general community.
- Degree of success in reaching new and non-traditional audience/customers/clients.
- Effectiveness/results in marketing and promoting activities.
- Demonstrated results in reaching underserved community(s) as the applicant defines underserved and evidence of provision of services or accommodations for persons with disabilities.
- Evidence of effectiveness/results of educational activities, (including pre-K through 12th grade, if the applicant provides services to pre-K through 12th grade students).
- Effectiveness/results are supported by data from the F&S Report, specifically Section 2, “Earned Income/Contributed Income/Individuals;” Section 3, “Expenses/ Program/Advertising, Marketing and Outreach;” Section 4, “Attendance/Program Activity/Admission Prices;” and other information provided by the applicant.

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I. Organizational structure, management, governance, planning process

Describe your:

- Management structure and managerial functions
- Board structure and relations
- Program management
- Staffing
- Market research
- Fundraising
- Public relations
- Facilities management

Summarize your organization's planning:

- How you plan - method and process
- Include community involvement
- Major goals and objectives
- Progress

What data did you collect and what information did you use? How did you use the data to develop options for your final plan?

Support your narrative with your own specific data and references to the F&S Report.

J. Your Institutional, Organizational or Program's successes and challenges

List and describe examples of your institution's, organization's, or program's strengths and weaknesses, successes and challenges.

What actions did you take or changes did you make based on the above?

What were the results of these actions or changes?

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K. Changes in Financial Position

Describe the changes in your financial position and evaluate your financial position at the end of the most recent completed fiscal year. If you had an operating surplus or deficit, what was it and how did you address it?

What, if any, other actions did you take in response to changes in your financial position?

How has your financial position affected your programming, organizational structure, staff complement, management, governance, and fiscal management?

Support your narrative with your own specific data and references to the F&S Report.

L. Cash Flow

Over the last two years, what steps have you taken to manage your cash flow?

What was the impact on your overall financial performance?

Support your narrative with your own specific data and references to the F&S Report.

5000 characters remaining

M. Current Situation and Plans

How do the last two years affect your current situation and your plans? You may briefly describe activities before or after the last two years. Information about those activities will not be considered in the panel's determination of points in their criteria review, but may be included to provide clarity about the past two years.

Management Panelist Criteria

- Effectiveness/results of the applicant's organizational structure in supporting activities that address the applicant's mission.
- Demonstrated success in the ability to plan and implement the plan.
- Demonstrated ability to evaluate and effectively address opportunities and challenges.
- Effective financial management as evidenced by data from the F&S Report, specifically Section 2, "Revenue/Earned," "Revenue/Contributed," with a healthy mix of revenue from all sources and not heavily dependent on one source of Unearned Income; Section 3, "Expenses," with a balance between "Program," "Fundraising," and "General and Administrative;" Section 4, "Non-Financial" / "Number of Contributors," "Attendance," "Program Activity," "Staff," "Volunteers;" and other information provided by the applicant. Explain any year to year changes of 20% or more.



PENNSYLVANIA
CULTURAL DATA
PROJECT

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www.pacdp.org

CDP 2.0



Attachments

- Different Requirements for Different Programs
- Check the PCA Website for Requirements at www.arts.pa.gov
- Call your Program Director or Partner for assistance

Hints and Tips

- You provide the information the panel will use to evaluate your application for funding.
- Read: The new PCA guidelines. All of it. Before you start.
- Review: Your past two years. What happened? What were the milestones?
- Reflect: What worked? What didn't? Why? What did you learn?
- Report to the panel on the above in a way that is clear, complete and compelling. Tell your story. Use the questions and directions to help you tell your story.

Remember

Questions vs. Criteria

Be sure to address all of the bullet points under the review criteria and do not worry about answering all of the questions.

2016-17

Teacher and Artist Partnership &
Long-Term Residency
Guidelines and Application
Now Available!



Jamie Dunlap, PCA Arts in Education Director
jadunlap@pa.gov

Thank You

For more information or assistance,
please contact:

your PCA program director,

your PPA partner,

or visit our website at

www.arts.pa.gov

and follow the PCA on Facebook at

[www.facebook.com/](http://www.facebook.com/PennsylvaniaCouncilonthearts)

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50^{YEARS}
pennsylvania

COUNCIL ON THE ARTS

