2019-20 APPLICATION GUIDELINES
Teacher and Artist Partnership and Long-Term Residency

DUE DATE: January 11, 2019 (ONLINE SUBMISSION PROCESS)

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The Mission of the Pennsylvania Council on the Arts (PCA) is to foster the excellence, diversity, and vitality of the arts in Pennsylvania and to broaden the availability and appreciation of those arts throughout the Commonwealth.

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OVERVIEW

During 2019-2020, the Pennsylvania Council on the Arts (PCA) will support a limited number of Teacher and Artist Partnership (TAP) projects and Long-Term Residency (LTR) projects.

The funding available for these projects emphasizes long-term, in-depth interaction among professional teaching artists, teachers and students through workshops and classes sponsored by schools, nonprofit organizations and units of government. All projects require that matching funds be provided by the host site.

Projects should enable the participants to understand the art form(s) involved and to develop their skills and creativity through said art form(s). Each project is locally designed and developed by the teaching artist, the project director and host site.

FOR TAPs ONLY: All TAP team members are <u>required</u> to attend the PCA week-long training that will be held in the summer of 2019 in Harrisburg. If all team members are unable to attend, funding may be delayed or withheld. At a minimum, TAP teams must include a project director, classroom teacher, the teaching artist and a school administrator. The TAP team members will learn the philosophy and techniques of the PCA TAP program, its components, and the requirements for participation by schools/school districts. NOTE: <u>Lodging and travel costs for all team members to attend the TAP training must be included in the proposed project budget</u>.

2016-17 Teacher Artist Partnership Project at Avonworth Elementary School

Teacher and Artist Partnership and Long-Term Residency Projects

TEACHER AND ARTIST (TAP) PARTNERSHIP DESCRIPTION

The Teacher and Artist Partnership (TAP) program is a long-term arts-based initiative for public or private nonprofit schools, designed and funded by the Pennsylvania Council on the Arts. Briefly, a TAP enables a K-12 teacher and artist to collaborate for at least 60 days to embed the arts into curriculum instruction. One of the aims of any TAP is to impact teachers' instructional strategies by showing the countless possibilities offered through artful learning**.**

A TAP project is different from a traditional artist residency in a number of ways, including but not limited to the following:
- It is longer in length (a minimum of 60 days or equivalent);
- Both the artist and teacher teach lessons on an alternating schedule during the project period;
- Both the artist and teacher critique ("debrief") the lesson following its completion, either immediately after the lesson or before the end of the school day;
- The school/district must provide time for the teacher to be involved in the debriefing critique as well as a private location for such a conference;
- The project director is required to conduct a minimum of five observations with documentation throughout the course of the project;
- Evaluation of the TAP project will continue beyond the submission and approval of the final report to the PCA. TAP teams are required to continue their evaluation into the subsequent year; and
- Both the artist and teacher will be observed by PCA staff/consultants/partners during the project period, and will be asked questions about all aspects of the project at various times during the project period.

TAP Project Requirements
- Any entity receiving PCA funding for a TAP project must understand that it is a part of an ongoing action research endeavor and subject to active oversight by the PCA.

- The duration of each TAP project must allow for sufficient planning time for teachers, artists, and administrators and substantial periods of time in the school (a minimum of 60 days or equivalent). The artist should plan on about 15-20 hours per week in the school.

- Each TAP may include a visiting artist and a culminating event or performance, as appropriate in the artistic discipline.

- Each TAP project must:
    - Be constructed as a collaboration of the teacher, artist, project director and appropriate school administrators;
    - Have the team attend the PCA required TAP training in the summer of 2019;
    - Include time to conduct at least two professional development workshops for school faculty, administrators, and artists, as appropriate;
    - Have artistic and curricular goals and objectives;
    - Engage learners in the creative process through appropriate activities that support the goals and objectives of the TAP project;
    - Include time to conduct evaluation planning, data collection and data analysis and conclude with a final, evaluative report in which the results of the analysis are presented along with conclusions drawn from the analysis and recommendations based on those conclusions;

- Have a plan and mechanism to document and share the evaluation information with authorizers, i.e., campus leadership, school district, school board, and the PCA; and
- Share the students' and teacher's work process and progress with parents and the community.

TAP Structure

The requirements for participating teachers, artists and administrative support systems in TAP projects are different from those in the usual residency model. Artists must be able to communicate clearly to teachers the basic elements and knowledge base of their art form(s) along with the skill sets necessary to create work in that form. Further, they must identify the key technical vocabulary and rhetorical elements used in the creation, performance/exhibition and critiquing of their art form. Specifically:

- Significantly more time is required for planning and on-going evaluation than under the usual residency model;
- The <u>selection of both the teacher and the artist is critical</u> to the TAP;
- The school must understand and support the requirements for planning and debriefing time and assist in the implementation of the program; and
- Outcomes from the TAP program may be used by the PCA to promote and sustain subsequent programs.

LONG-TERM RESIDENCY (LTR) DESCRIPTION

Long-Term Residency (LTR) projects may take place in public or private nonprofit schools, early childhood institutions, specialized schools, nonprofit community organizations, public or government agencies, or nonprofit social institutions.

An LTR project is different from a usual artist residency in a number of ways, including, but not limited to, the following:

- It is longer in length (a minimum of 60 days or equivalent);
- The project director is required to conduct observations and documentation throughout the course of the project; and
- Both the artist and teacher may be observed by PCA staff/consultants during the project period.

LTR Project Requirements

- The duration of each LTR project must allow for sufficient planning time for teachers, artists, and administrators and substantial periods of time in the school (a minimum of 60 days or equivalent). The artist should plan on an average of 15-20 hours per week at the host site.

- Each LTR may include a visiting artist and a culminating event or performance, as appropriate in the artistic medium.

- Each LTR project must:
  - Be constructed as a collaboration of the project director, host site staff and teaching artist;
  - Have artistic and curricular goals and objectives for school-based projects;
  - Include time to conduct at least one professional development workshop for faculty, administrators, staff, and community as appropriate;
  - Engage learners in the creative process through appropriate activities that support the goals and objectives of the project;

- Include time to conduct evaluation planning, data collection and data analysis and conclude with a final, evaluative report in which the results of the analysis are presented; and
- Have a plan and mechanism to document and share the evaluation information with authorizers, i.e., community, school district, school board, and the PCA.

LTR Structure
- More time is required for planning and on-going evaluation than under the usual residency model.
- Outcomes from the LTR program may be used by the PCA to promote and sustain subsequent programs.

ELIGIBILITY

Artist
- Must have professional experience for the preceding three years in the artistic discipline to be taught in the proposed project.
- May not be a full-time student in a degree-granting program.
- Must be a resident of Pennsylvania at the time the application is submitted.
- Must be able to attend the required PCA sponsored training (*for TAPs only*).

NOTE Artists may be part of only one application for a TAP or LTR project in any one year.

Host
- The host site(s) must be in Pennsylvania.
- The host site for an LTR may be either a school/school district, a government or public agency, or a nonprofit, tax-exempt organization.
- The host organization for a TAP must be a public or private nonprofit school, early childhood institution, or a specialized school.
- The host must provide the participants.
- The host must ensure that there will be a contact/coordinator on site.
- The project classroom teacher and a school administrator from the host school must be able to attend the required PCA sponsored training (*for TAPs only*)

Project Director
The project director must:
- Either be a person with the host organization, a PCA Arts in Education Partner, or affiliated with a nonprofit arts education organization within the host's community;
- Be responsible for publicizing the project;
- Provide ongoing assistance to the artist and teacher;
- Comply with all PCA reporting requirements;
- Coordinate with the project team to schedule appropriate planning days; and
- Be able to attend the required PCA sponsored training (*for TAPs only*).

FUNDING PROCESS

Project selection will be based on factors including, but not limited to: completeness of the application; evidence of host commitment; evidence that the applicant and lead project participants meet the project parameters and requirements; an artist interview, which may occur after the application has been

submitted but before the review process; geographic and demographic representation; and availability of funds.

FOR TAP PROJECTS ONLY:
<u>PCA staff and/or consultants may request an interview with the proposed teacher and artist as part of the application process.</u> TAP projects will not begin until the final plan has been approved by the PCA. No funds will be provided for activities (other than required planning and training) that commence before PCA approval. Final plans must include evaluation design and assessment instruments. If selected: 1) the project director must meet with the teacher and artist to develop an initial project outline before the required training; 2) the project director must ensure that deadlines are met; 3) the project director must work as a team member during the training; and 4) the project director must assist in the final development of the plan, including evaluation methods and assessment tools.

TAP Funding

- The PCA will support TAP projects up to $30,000.

- Participating TAP schools must commit to match at least 20% of the project funding. At least half of the match must be monetary. The monetary match requirement from the school will increase by 10% for each year the same school participates in a TAP project (20% in year two; 30% in year three; 40% in year four; 50% in year five). Teacher release time may be used toward the non-monetary match requirement. Priority in the selection process may be given to proposals with a larger monetary match from the school or other funding sources.

- The PCA will support a TAP project at a single school for no more than five years.

- Eligible expenses include: teaching artist fees and travel; visiting artist fees and travel; project director administration fees; professional development for teachers, school administrators or artists; costs for the culminating event or performance; supplies; documentation; student assessment; and project evaluation.

- The teaching artist(s) funded in either a TAP or LTR may not be used to replace or supplant any teacher or administrator connected to the host site (e.g. art teacher, music teacher, school administrator).

- Proposed budgets may include up to 25% in administration costs to support the project director.

- Proposed TAP budgets must include travel, lodging and time expenses for the required PCA-sponsored training in the summer.

- Applicants must budget for appropriate documentation, student assessment, and project evaluation.

LTR Funding

- The PCA will support LTR projects up to $15,000.

- Participating LTR schools or host organizations must commit to match at least 33% of the total project funding.

- Eligible expenses include: teaching artist fees and travel; visiting artist fees and travel; project director administration fees; professional development for teachers, school administrators or artists; costs for the culminating event or performance; supplies; onsite observations; documentation; student assessment; and project evaluation.

- Proposed budgets may include up to 25% in administration costs to support the project director.

- Applicants must budget for appropriate documentation, student assessment and project evaluation.

LEGAL REQUIREMENTS

Funding restrictions
In general, the PCA does not fund the following for TAP and LTR Projects:
- Capital expenditures, including equipment costing $500 or more per item;
- Activities for which post-secondary academic credit is given;
- Activities that have already been completed;
- Activities that have a religious purpose;
- Proposals that charge participants for residency activities; and
- Projects where the primary activity is any of the following: performances by artists, tours or exhibits; artist fellowships or individual artistic projects; staffing functions of the host site and art therapy.

Student Artwork
Artwork that is produced by a student as part of a PCA-funded TAP or LTR project remains the property of the student and may not be used by others beyond the scope of the project without the express, written consent of the participant and the parent or legal guardian (if the participant is a minor).

Requirements from the Pennsylvania Department of Education
Act 34 – PA Criminal History Record Check
Required by Act 34 of 1985 and Act 114 of 2006, as amended, for all prospective employees of public schools, private schools and their contractors' employees who will work in direct contact with children. Also required for "student teacher candidates". This is one of three required background checks or clearances. To be provided by the applicant and reviewed by the school (or higher education administrator) prior to the applicant working in a position in which he will have direct contact with children. Criminal history reports shall be no more than one year old at the time of employment. See Act 114 of 2006 for further detailed information on PA background check requirements (https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2006&sessInd=0&act=114).

Submit the request online at the PA State Police PATCH website at https://epatch.state.pa.us/Home.jsp. The results should be printed and presented to the school district for review prior to employment. The report presented for review shall be no more than one year old.

Act 151 – PA Child Abuse History Clearance
Effective December 31, 2014
The Pennsylvania Child Abuse History Clearance application can be submitted online. Once you enter the link below you will be directed to the Child Welfare Portal where you must create an account or log in if you already have an account. Note: you will need an email address to create an account.

Submit the request online at https://www.compass.state.pa.us/cwis. The original report must be presented to the school district for review prior to employment. The report presented for review shall be no more than one year old.

Act 114 – FBI Criminal History Report
A fingerprint-based FBI criminal background check valid for school employment is also required. Please consult the Pennsylvania Department of Education (PDE) site (https://www.education.pa.gov/Teachers%20-%20Administrators/Background%20checks/Pages/default.aspx) for information on registering for a background check that is valid for school employment. A registration confirmation number must be provided to the school district prior to employment in order for the report to be reviewed. The report shall be no more than one year old.

With respect to the requirements and additional guidance for participating school entities, in compliance with Act 168 of 2014 and Act 24 of 2011, please consult the section of the PDE website where you can view information

on background checks (https://www.education.pa.gov/Teachers%20-%20Administrators/Background%20checks/Pages/default.aspx).

NOTE: All school contractors and their employees are required to obtain criminal background records.
All independent contractors and their employees who will have direct contact with children must obtain the required State and Federal background check reports prior to working in a position in which they will have direct contact with children. The school is required to review all reports to determine the fitness of the applicant to work in a position in which they will have contact with children.

TAP/LTR SUBMISSIONS MUST INCLUDE THE FOLLOWING:

- A statement/letter of agreement confirming that the host leadership has read and understands the project requirements; and that the host site is able to provide the appropriate match requirement, if selected for project funding. This letter of agreement must be drafted, put on letterhead and signed by the host leadership/school administrator. *(If applying for a TAP project, the letter must be signed by the superintendent, principal and teacher);*

- Current work samples and résumé(s) for the proposed project artist(s);

- Current résumé for the proposed project director; and

- Sample lesson plan and evaluation tools.

REVIEW CRITERIA

Artistic Quality and Professionalism of the Artist(s):
- o Quality of work samples submitted;
- o Ongoing professional experience as an artist/teaching artist;
- o Quality of teaching skills as demonstrated by past experience in collaborative efforts, educational or artistic experience, and experience as a teaching artist;
- o Evidence of commitment and preparedness to work with the teacher as a team; and
- o (*FOR TAPs ONLY*) Demonstrated readiness to share equally the teaching responsibility for the curricular content as well as the artistic content.

Quality of Project Design:
- o Project description;
- o Proposed schedule;
- o Completeness and adequacy of project supplies/equipment list and overall budget; and
- o (*FOR TAPs ONLY*) Evidence of the likelihood of effectiveness for using the arts to teach a curricular area through a sustained and authentic partnership between an artist and a teacher.

Evidence of Support for the Proposed Project:
- o Commitment to the project goals of those involved, including match;
- o Past successful efforts in arts education, artist residencies and the success of those efforts;
- o Evidence of the likelihood of success and to provide for continuation of efforts beyond PCA support;
- o Strength of leadership's goals and purpose to serve as the host site;
- o Commitment to observing and evaluating the project by appropriate administrator(s), such as school principal, curriculum specialists, etc.;
- o Commitment to sharing what is learned from the project with others within and outside of the host organization as the project progresses and after it has been completed (in-service for other teachers, presentations to school boards, etc.);
- o Capacity to document and evaluate the impact of the project on student learning and teacher effectiveness and satisfaction; and
- o (*FOR TAPs ONLY*) Strength of teacher's rationale to be a TAP teacher, especially demonstrated readiness and enthusiasm to share equally in the teaching responsibilities with the artist for the artistic as well as the curricular content.

HOW TO APPLY

STEP 1. READ THE GUIDELINES

STEP 2. REGISTER and APPLY through DCED's Electronic Single Application platform, available here: https://www.esa.dced.state.pa.us

STEP 3. SUBMIT ONLINE
The completed application must be submitted online by January 11, 2019. No hard copies are required.

NEED HELP?
For Technical and Login questions, contact customer Service at: 866-466-3972
For Narrative and Attachment questions, contact Jamie Dunlap at 717-525-5542 or jadunlap@pa.gov

About the New Electronic Single Application Platform

The PCA's Electronic Single Application (ESA) platform is a 100% digital process from registration to payment.

The Pennsylvania Council on the Arts has partnered with the Pennsylvania Department of Community and Economic Development (DCED) to provide the ESA to all PCA applicants.

It is available at: **https://www.esa.dced.state.pa.us**

Please note that in addition to the PCA's applications, DCED has a large number of programs available for nonprofit organizations, local governments, and for-profit companies. To access a list of the best possible program options for their organization/company, applicants can use the Program Finder, which is included in the links on the footer/bottom of the Single Application site. The Program Finder will provide a list of potentially available programs, based on eligibility and/or the use of funds, with a short program description and links to program fact sheets and guidelines.