

A Multidisciplinary Arts Program Impacting 740 Elementary Students

FY25 Arts Education Program Grant

Dunwoody Elementary School PTO Inc.

Mr. Chris Swanson
1923 Womack Road
Dunwoody, GA 30338

desgrantwriting@gmail.com
O: 214-202-4899
M: 678-637-9597

Mrs. Kate Edmonds

1923 Womack Road
Dunwoody, GA 30338

desgrantwriting@gmail.com
O: 214-202-4899

Application Form

General Information and GCA Data

Georgia Council for the Arts - FY25 Arts Education Program Grant Application

Welcome to the Georgia Council for the Arts FY25 Arts Education Program Grant Application. In order to successfully complete the application, you must review the FY25 Arts Education Program Grant guidelines, which can be found on the Arts Education Program Grant web page: <https://gaarts.org/grants/arts-education-program-grant/>.

The FY25 Arts Education Program Grant Application deadline is **FRIDAY, March 1, 2024, at 11:59 PM**. Applications and application materials will not be accepted or considered after the deadline. Please submit your application prior to the deadline.

Each eligible applicant may submit only **ONE** Arts Education Program Grant Application.

If you have questions or need assistance with the application, please reach out to GCA Grants Staff for help. Please note: GCA Grants Staff **will not** be available to provide assistance after 5:00 PM on the date of the application deadline.

GCA GRANTS AND ARTS EDUCATION PROGRAM MANAGER
Emily Yewell Volin: evolin@gaarts.org or 404-962-4015

Arts Education Program Name*

Enter the title of the program for which your organization is requesting GCA Arts Education Program Grant funding.

A Multidisciplinary Arts Program Impacting 740 Elementary Students

Fiscal Year Start Date*

Enter the date that the organization's fiscal year begins.

07/01/2024

Fiscal Year End Date*

Enter the date that the organization's fiscal year ends

06/30/2025

Date Program Begins*

This date may not be earlier than July 1, 2024.

08/05/2024

Date Program Concludes*

This date may not be later than June 30, 2025.

05/29/2025

Grant Request Amount*

Enter the amount you are requesting from GCA to fund the proposed program described in this grant application.

\$8,000.00

Total Program Expenses*

Please enter the total Program Expenses for the proposed program described in this grant application.

\$12,030.00

Total Program Income*

Please enter the total Program Income for the proposed program described in this grant application. The total Program Income should include the grant request amount and should be equal to or greater than total Program Expenses.

\$4,030.00

Individuals Benefiting

Enter the number of people you anticipate will be directly engaged with the program. Do not include people who will be reached through marketing, such as people who receive your postcard announcement or people who hear an interview about your project on the radio.

Adults Engaged*

38

Children/Youth Engaged (0-18 years)*

740

Artists Directly Involved*

Number of artists directly involved in providing artistic services specifically identified with the award. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution. If no artists were directly involved in providing artistic services enter 0.

12

Legislative Districts

In the following three questions, enter the number that represents your organization's legislative districts. If you do not know those numbers, go here for Georgia State House and Senate districts and here for your U.S. Congressional District.

Georgia House District*

80

Georgia Senate District*

40

U.S. Congressional District*

4

Authorized Officials

Authorized Officials

Your organization must designate two Authorized Officials who are able to sign a legal grant contract and documents on behalf of the organization. These two people may be staff members, board members, or officials at a parent organization. The two Authorized Officials must have different contact information, including address, phone number and e-mail.

Authorized Official #1*

Bethany Rittenberry

Title*

Co-President

Email*

brittenberry.despto@gmail.com

Phone*

4233221631

Street*

4915 Leeds Ct

City*

Dunwoody

State*

GA

Zip*

30338

Authorized Official #2*

Emily Santa Maria

Title*

Co-President

Email*

esantamaria.despto@gmail.com

Phone*

4048955946

Street*

4862 Summerford Dr

City*

Dunwoody

State*

GA

Zip*

30338

Narrative

Narrative

Please provide complete answers to each of the narrative questions. Applicants failing to answer all of the questions will be ineligible for review. Do not include links to outside sources in your narrative. Panelists are not required to follow these links.

Applicant Overview, Program Description, Goals, Planning, and Evaluation

Applicant Mission Statement and Brief History*

Provide the applicant's mission statement and a brief history of the applicant institution.

Dunwoody Elementary School was founded in 2009 and is a K-5 elementary school in the Dekalb County School District. The school received STEM certification initially in 2014 and has maintained and renewed this certification. Dunwoody Elementary currently serves 740 students and this number is expected to be similar for 2024-25.

The Dunwoody Elementary School PTO (the applicant) was founded in 2009 with a mission to promote open communication and understanding between parents and staff of the Dunwoody Elementary School. Our efforts serve to enhance and maximize the education of every child while aiding them in achieving their highest potential. The DES PTO sponsors assistance to teachers in the classroom setting, holds fund-raisers for supplemental educational materials and experiences, supports school and family social interaction, and provides a non-biased forum for sharing information on issues that impact our children. It is our belief that the team effort of a parent-teacher organization offers the best possible learning environment for our children.

DES had great arts programming the past two years due to support from GCA. The PTO is excited to continue to improve upon the arts programming by bringing new arts experiences to the students of DES.

Application: Program Description and Details*

Fully describe the arts education program for which funding is requested. Include the following information:

- Title and description
- Date(s)
- Location(s)
- Artists, instructors, consultants, and leaders involved in the program
- Total number of students, audience, and/or participants expected to participate in the program

A Multidisciplinary Arts Program Impacting 740 Students

August 5, 2024 - May 22, 2025 at Dunwoody Elementary School.

The program consists of five components: printmaking artist residency (K-3rd, 515 students), pottery artist residency (4-5th, 225 students), performance of The Inventive Process of Floralee (K-5th, 740 students), theatrical artist residency (2nd, 138 students), performance of Didgeridoo Down Under (K-5th, 740 students).

The printmaking and pottery classes will be taught by Spruill Center for the Arts teaching artists and Ms. Kingi (art teacher) and will take place during the school day. For printmaking, they will learn about relief printing, reflections/mirror images, positive/negative space, to use print making tools and create original prints. For pottery, the students will learn the basics of working with clay, and how to create a finished piece of kiln fired ceramic work. The art will be graded and displayed. Spruill has several instructors in each discipline.

All students (4 assemblies) will experience The Inventive Process of Floralee, an educational play which unites science and art helping students to think critically about topics rooted in STEM. It will have students "thinking like scientists" as the students help the princess solve a variety of math, engineering, science, and dance challenges. It will be produced by Stage Door Theatre and acted by Daja Rice and Tyshawn Gooden.

After the play there is a workshop led by the actors to further educate and engage the students.

Stage Door Theatre will provide two teaching artists to work with 2nd grade students. The classes will teach them stage presence, projection, taking turns, playing a character, and theatrical terminology. Stage Door will provide 4 lessons to each of the five 2nd grade classrooms with their music teacher, Ms. Esartia.

All students (3 assemblies) will experience the Didgeridoo Down Under Show by Rob Thomas with Didgeridoo Down Under. The past 2 years the PTO assisted with grant funding has brought different genre musical groups (bluegrass and string chamber) to perform for the upper grades. For this year the PTO is excited to have a performance that is adjusted to be entertaining for each grade level, to bring another type of musical instrument to the students, and to expose them to a new cultural experience. The DDU Show is an

energetic fusion of Australian music, culture, art, science, comedy, character building and audience participation.

Application: Program Goals*

What are the goals for the arts education program described above? (Note: Program goals should be measurable and should focus on how the program will impact students, not just the applicant.)

The overarching goal is to provide students new art experiences which are integrated in the school curriculum.

Goals for the printmaking and pottery components are to have each student to experience a new art medium and create an artwork through a different and unique way. The students will have real-world experiences with working artists and partner with stakeholders in the community.

The goal of The Inventive Life of Floralee is for the students to realize how STEM subjects intersect with life and "how to think like a scientist". They will also learn appropriate audience behavior.

The goal of the theater component is to increase students' vocabulary and understanding of terms commonly used in a theater production and learn to vocalize clearly in front of an audience.

The goal of the Didgeridoo Down Under Show is for gain appreciation, knowledge, experience and understanding of this type of music and its cultural significance. They will also learn appropriate audience behavior.

Measuring Success and Evaluation Tools*

How will the applicant measure the success of the program to impact students based on the stated goals? Describe the evaluation tools that will be used.

Parents and students will be surveyed related to the arts programming at year end to get feedback about if they found the programming meaningful to students.

For the printmaking and pottery components, students will create a final product using the skills, techniques, processes to complete artwork to display and share with the stakeholders and community. The K-5 students will showcase their work with written Artist Statements demonstrating their knowledge and techniques related to their art and using a rubric to guide their responses and writing.

For the Floralee performance, a post-performance quiz will be provided by Stage Door Theatre to test the students.

For the theater residency component, goals will be met by students' response, use and understanding of theater vocabulary, which will be tested. They will use their skills to prepare a performance for their parents which will be their final assessment.

For the DDU performance, the students will be asked to write about what they learned and their work will be graded by their teachers. The students will also be evaluated on their behavior by their teachers.

Define the Community Served*

Define the community served by the proposed arts education program and describe the involvement of teachers, parents, or other members of the community in the program planning and evaluation process.

The 740 students of Dunwoody Elementary will benefit from this arts programming, each student having at least 3 touch points with different art experiences. The total number of hours of programming is 3,450 hours of arts education. The 12 artists and their organizations will also benefit from the impactful work.

The program was developed by working with the PTO board, principal, teachers, parents, and students to get feedback about prior year programming. The feedback included that performances are very impactful to the students and families. By using e-newsletters to communicate about the programs to parents coinciding with timing of the performances, there are follow up conversations with students and families "around the dinner table". The students gained confidence and knowledge from past theater actor residencies which had a positive impact on the students' performances. The past visual artist residency had no student work product,

which has been an important improvement to this year's program; the students will be able to exhibit what they learn in printmaking and pottery through a completed work of art. After feedback was procured about past year's programming, lists of options were provided by Mrs. Edmonds, grant writer, to the music teacher, art teacher, PTO leadership and the principal. The top choices of a diverse program were selected by the group. Mrs. Edmonds worked with the artists and the school teachers to fully develop the program for this application.

Student Impact and Accessibility

Target Student Audience*

Who is the target student audience for the proposed program and how will the program engage them? How will the target student audience benefit from this program? How did the consideration of student needs inform the program design?

The past two years the PTO and GCA has provided supplemental arts programming to all the students of Dunwoody Elementary School. The program in this application provides more touch points per student than in past years, with each student having 3-4 touch points with artists.

The visual art residencies will engage all the students of the school and be more impactful than in the past due to the students creating a work product, which proved difficult in a past photography residency.

Last year there was a musical performance for upper grades and a play for young grades. This year, by finding two performances which are adjusted to be entertaining to different grade levels and dividing the assemblies by grade level groupings, all the students get to experience two meaningful performance art experiences.

The actor residency is being adjusted to have fewer class visits in this program in order to use funding in a broader way that impacts all the students rather than emphasis on only 2nd grade. However, this is the third year that 2nd grade will receive this instruction so over time many students in the school do benefit from this portion of the program. The workshop format of theater instruction will also benefit the 2nd graders for years to come on their future performances.

Partner Schools, Organizations, Agencies, and/or Artists*

This grant program requires a partnership between either a school and a non-profit organization or local government agency, a school and a teaching artist, or a nonprofit organization or local government agency and a teaching artist. Describe the entities (school, nonprofit organization or local government agency, and/or teaching artist) engaged as partners in the program, their role in the planning and evaluation process, and how the partnership will enable the applicant to engage the target student audience and/or improve the quality of the program.

Dunwoody Elementary School PTO is the organization that will provide the funding match and Kate Edmonds is a parent and volunteer grant writer for the PTO. The PTO, principal, and art teachers collaborated on the program and are excited for additional arts exposure and education for all the students.

For the printmaking and pottery residencies, Spruill Center for the Arts is a Dunwoody arts center and 501c3 which provides 800 classes to 5,000 students each year. Ms. Kingi (DES art teacher), Grace Cox (Youth Programs Manager) and Ken Horvath (Ceramics Director) are coordinating the teaching artists, supplies, curriculum and evaluation.

Stage Door Theatre is a 501c3, 49 years as a theater company, and has been a partner to DES for the past two years, with students being taught by Stage Door and viewing Stage Door Performances. Bridget McCarthy (Stage Door Education Director) approached DES about interest in the traveling performance of Floralee and the DES team thought it will be a good fit due to its STEM related theme. Stage Door has been teaching youth since 2021 and will create the quiz to evaluate the students' learning from the performance. Ms. Esartia (DES music teacher) will work with Ms. McCarthy to guide and approve the curriculum for the 2nd grade residency. Didgeridoo Down Under has been performing for 21 years and 3,000 performances. After bluegrass and string performances in the past, a didgeridoo will be a surprising new experience for the students.

Engaging Underserved Students*

How will the applicant effectively engage underserved students with this program? (Note: Underserved audiences are those groups that lack access to arts education because of any barrier, such as language, geography, ethnicity, economic status, physical ability, developmental ability, etc.)

Dunwoody Elementary school has a diverse student population with a minority population of 69%. The demographics are 10% Hispanic, 32% Asian, 21% African American, 6% multiracial, 31% White. The school has 17% of the student population receiving free lunches. The school has 12% with English as a second language and 13% receiving Special Education. All of these students will be in the arts education program proposed. The programs transcend barriers. For example, English doesn't have to be your first language to enjoy a musical performance. By bringing these performances to the school the students are gaining experiences they otherwise may not get to experience. The acting class engages the students at their level. 80% of Stage Door's teaching staff is BIPOC and it is powerful for students to see themselves in their teachers. For the visual arts classes, the classes will engage all the students regardless of background. The Didgeridoo Down Under Show teaches a message of acceptance and empowerment, which will be a positive message for all the students.

Facility and Program Accessibility*

What steps will the applicant take to ensure that the venues/locations for the program are accessible to people with physical disabilities? If the program will serve students with specific hearing, vision, or other disabilities, what steps will the applicant take to ensure program accessibility for those students?

Dunwoody Elementary School where the programs will take place is ADA compliant. The art and music teachers will diligently follow the accommodations listed in IEPs (Individual Education Plan) for the students with disabilities. Depending on their disability, students may have differential instructional support in the form of modified assignments, support personnel, etc. Students with vision issues may use magnification, glare removal and other visual enhancements to access information using their vision. Students with more limited functional vision may require the use of screen reading technology and/or audio books to access their instructional materials. Students with hearing issues may be provided with assistive listening devices, augmentative and alternative communication devices as well as alerting devices. The teachers will work to accommodate any special needs to give all students access to the program.

Program Excellence and Outcomes

Description and Qualifications of Personnel*

Provide a description of the relevant qualifications and experience of the personnel managing the program, as well as the artistic and academic personnel, including teachers and teaching artists involved in the program.

Mrs. Edmonds, the volunteer grant writer, wrote the grant for 2024-25, 2022-23 and 2023-24 and administers the contracts and schedules.

Ms. Kingi, DES teacher, has been teaching art for 23 years. She is a graduate of Spelman College with a BFA of Art, and a MS in Educational Administration from the University of Scranton. She is a practicing artist and has her own company, KINGInspiration LLC, for which she creates her inspirational abstract paintings.

Ms. Esartia, DES music teacher since 2010, received her BMUS in Piano Performance at University of Georgia, her MA in Piano Performance from Manhattan school of Music, and a MA in Music Education from Teachers College, Columbia University.

Grace Cox is the Youth Programs and Community Outreach Manager at Spruill Center for the Arts in Dunwoody, GA. For the past decade she has been working in arts education and creative non-profits

Ken Horvath, Ceramics Director for Spruill, has been working and teaching in the ceramics field for 40+ years. His teaching techniques insure rapid skill development in students.

The teaching artists for Spruill will be determined based on schedules in the fall and will be highly qualified.

Bridget McCarthy, Education Director for Stage Door, holds a BA in Theatre and Spanish from Hope College. She is an accomplished actor and Mental Health Coordinator which is a new helping profession within the performing arts supporting responsible and compelling portrayal of mental health and challenging or traumatic themes.

Daja Rice, actor in Floralee, obtained her BA in Theatre Performance and Education from North Carolina Central University and her Master of Fine Arts in Acting from University of Georgia. Some of her favorite roles to date have been Effie White in DreamGirls, Claudia Macteer in The Bluest Eye, and Deloris Van Cartier in Sister Act. Daja has spent most of her career performing on the stage but also enhancing the personal, professional, and artistic development of youth through the performing arts. She currently holds the position of Theatre Director at Landmark Christian School and runs a mobile program, Rice Performing Arts Camp, which she cofounded with her husband, Jonathan Rice.

Tyshawn Gooden, actor in Floralee, is an Atlanta-based signer, actor, and director with extensive experience facilitating arts education programs. He has performed with Out Front Theater Company, the Phoenix Theatre, Atlanta Theatre To Go, Woodstock Arts, and West Georgia Theatre. He's also directed at Actor's Express, Windmill Arts Center, and West Georgia Theatre.

Stage Door artists in residence will be selected based on schedule and will be highly qualified.

Rob Thomas, DDU performer, is a didgeridoo pioneer in the U.S. He has been making and playing didgeridoos for almost 30 years; has performed throughout the country; has recorded several CDs; and has produced music for numerous films, including the IMAX movie Sacred Planet.

Example of Recent Arts Education Programming*

Provide an example of recent programming produced by the applicant that demonstrates high quality work in arts education. If the applicant does not have a history of producing arts education programs, describe how the applicant institution is prepared to deliver high quality work in arts education.

During 2022-23 school year, the PTO with various grant funding (including GCA) sponsored a bluegrass musical performance for grades 3-5, Stage Door artist residency for grades 1-2, and a photography residency for all the DES students. During the 2023-24 school year, the PTO with GCA funding sponsored a performance by Spelman Chamber Orchestra for grades 3-5, Stage Door artist residency for grade 2, and a field trip to Stage Door Theatre to see the play The Mad Hatterpillar (grades K-3). The response to all of the programming has been strongly positive with resulting appreciation, learning and enjoyment. We have adjusted the programming in this application so all the students will experience 2 performances and a visual art residency.

Alignment with State and/or National Education Standards*

Does this program adhere to state and/or national education standards? If so, identify which standards and how the program aligns with them. If not, describe how the program meets other measures of academic quality. (Please note: The current state standards in the fine arts [visual art, theatre, dance, music, and media arts] are the Georgia Standards of Excellence [GSE], available on the Georgia Department of Education website - <https://www.georgiastandards.org/Georgia-Standards/Pages/Fine-Arts.aspx>. QCC standards and GPS standards are no longer considered up-to-date. The National Core Arts Standards are also available online - <https://www.nationalartsstandards.org/>.)

Yes, the programming aligns with State of Georgia Standards of Excellence. Standards are shown for one grade level but are similar for other grades.

Printmaking and pottery: VA1.CR.1 Engage in the creative process (etc.): students have an assignment, make a plan, revise and complete a project.

VA1.CR.2 Create works of art based on selected themes: the students' projects will be mixed media.

VA1.CR.3 Understand and apply media, (etc.): students will learn and use printmaking (pottery) techniques.

Floralee: TA2.RE.2 Critique various aspects of theatre and other media

TA2.RE.1 Engage actively and appropriately as an audience member.

Theater artist residency: TA2.CN.2 Examine the role of theatre in a societal, cultural, and historical context.
TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments.

Didgeridoo: ESGM4.RE.1 Listen to, analyze, and describe music.

ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts: the students will make connections between music, visual arts, performing arts and theater.

ESGM4.RE.2 Evaluate music and music performances: the students will write their feedback after the performance.

ESGM4.CN.2 Connect music to history and culture: the students will learn and exhibit appropriate behavior during the performance.

Program Design as Part of a Sequential and Ongoing Curriculum*

Is the program designed as part of a sequential and ongoing curriculum? If so, describe how the program fits within the appropriate sequential and ongoing curriculum. If not, explain how the program contributes to student learning along a continuum of academic progress, knowledge building, and/or skills development in the specified artistic discipline(s).

The program is a part of the art and music education ongoing curriculum at the school. The printmaking and pottery classes are art techniques that use the Elements of Art, line, shape, color, space (positive and negative), texture and Principles of Design, pattern, balance. All of these build upon each other in the art curriculum during the year. The pottery classes will make use of the kiln at the school and enable the art teach to use it more often going forward. The Floralee performance will teach the students "how to think like a scientist" which fits within the school focus as a STEM school. It also fits within the curriculum by teaching and practicing how to be a good audience. The Stage Door residency will help prepare the students for their performance in the second semester and in future years' performances. The Didgeridoo Show will teach inclusivity, acceptance and about a different culture and music, which widens their world view, makes them better community members, and fits within the social development goals for the students throughout the year.

Attachments

Attachments

Upload each of the following required elements. For complete details on each requirement, review the FY25 Arts Education Program Grant Guidelines at <https://gaarts.org/grants/arts-education-program-grant/>.

Files will be accepted in the following formats:

Budget Form (includes Budget Breakdowns) - Excel form only (see Arts Education Program Grant web page on the GCA website to download the form)

Board List/Advisory Board - Word, Excel, or PDF

Support Material - Word, Excel, PDF, or image file format (JPG, PNG, or GIF)

IRS Letter (only required of some applicants) - Word, PDF, or image file format (JPG, PNG, or GIF)

Budget and Budget Breakdown Form*

Complete the FY25 Arts Education Program Grant Budget and Budget Breakdown Form in Excel and upload the file here. A blank budget and budget breakdown form can be found on the GCA website at the following link:

<https://gaarts.org/grants/arts-education-program-grant/>.

FY25-Arts-Education-Grant-Budget-Form - DES.xlsx

Board List/Advisory Board*

Instructions for the Board List/Advisory Board vary based on organization type. Please review this section which can be found on pages 19-20 in the FY25 Arts Education Program Grant Guidelines, which are available on the GCA website at the following link: <https://gaarts.org/grants/arts-education-program-grant/>.

Dunwoody Elementary School PTO Inc Board of Directors 2023-24.docx

Support Material*

Support material may include any material submitted by an applicant that gives panelists a deeper understanding of the proposed arts education program. Support material will need to be combined into one document, preferably a PDF, with a maximum of 10 pages of content. This includes resumes, letters of support, lesson plans, study guides, other curriculum materials, evaluations, surveys, survey results, photos, and links to photos, videos, audio files, or websites. If you need assistance combining support material documents into one PDF file, contact Allen Bell, Director of Grants and Research, at abell@gaarts.org or 404-962-4839.

DES Support Material.pdf

IRS Letter (only required of some applicants)

A non-profit applicant that has never received a GCA grant or has not received a grant from GCA since FY21 should upload a copy of the organization's IRS 501(c)3 letter. A letter from the state indicating that the applicant has non-profit status cannot be submitted in place of the IRS 501(c)3 letter. A nonprofit organization that does not have 501(c)3 status by the grant deadline date is not eligible to apply. This requirement does not apply to state college/university entities, government entities, public schools, or organizations that have been funded by GCA since FY22.

Signature

This application must be signed by one of the Authorized Officials listed in the Applicant Information section. The authorized typed name in the signature block is the same as a handwritten signature. By signing this document, the signer attests to the following :

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

Bethany Rittenberry

File Attachment Summary

Applicant File Uploads

- FY25-Arts-Education-Grant-Budget-Form - DES.xlsx
- Dunwoody Elementary School PTO Inc Board of Directors 2023-24.docx
- DES Support Material.pdf

FY25 Arts Education Program Grant Budget Form

Section 1: Three Year Financial Comparison

Complete the following chart with the applicant organization's annual operating budget/actuals. These figures should reflect the applicant organization's actual fiscal years.

	Actuals from the Most Recently Completed Fiscal Year	Budget for the Current Fiscal Year
Operating Income	\$164,753.00	\$147,900.00
Operating Expense	\$164,416.00	\$236,857.00
Surplus (Deficit)	\$337.00	(\$88,957.00)

If the Three Year Financial Comparison shows a deficit in any years, or dramatic fluctuations from year to year, use the space in the following worksheet (Notes) to provide information about how the deficit was resolved.

Section 2: FY25 GCA Arts Education Program Budget

Use this chart to enter the budget for the arts education program for which you are requesting funding. Highlighted rows require a breakdown. Each breakdown should be entered on subsequent worksheets. The totals for highlighted rows will autofill once the breakdown is complete. You will not be able to edit the total for highlighted rows. Enter the amount for non-highlighted rows directly into this form. The proposed program may or may not have an entry for every budget line under expenses or income.

Line Number	Line Description	Total
EXPENSES		
1	Personnel-Administrative	\$0.00
2	Personnel-Artistic	\$0.00
3	Outside Fees	\$10,440.00
4	Marketing	\$0.00
5	Remaining Expenses	\$1,590.00
6	TOTAL EXPENSES	\$12,030.00
INCOME		
7	Membership	\$0.00
8	Admissions	\$0.00
9	Contracted Services	\$0.00
10	Corporate Donations	\$0.00
11	Foundation Contributions	\$0.00

12	Individual Donations	\$4,030.00
13	Federal	\$0.00
14	State (Other than GCA)	\$0.00
15	County Government	\$0.00
16	City Government	\$0.00
17	School	\$0.00
18	School District	\$0.00
19	Applicant Cash	\$0.00
20	Revenue-Other	\$0.00
21	Funds Requested in this Application	\$8,000.00
22	TOTAL INCOME	\$12,030.00
	BALANCE	\$0.00
	TOTAL IN-KIND	\$0.00

als.

Budget for the Upcoming Fiscal Year
\$145,000.00
\$145,000.00
\$0.00

From year to year,
it will be addressed or why the fluctuations occurred.

:

ing support.

worksheets.

able to alter those cells on this budget- that can only be done from the corresponding breakdown

or income. For those lines where there is no entry, the amount should remain listed as \$0.00.

The total in this line should not be more than Total Income (Line 22) and should be at least 1.5 times the Grant Request Amount (Line 21).

Programs for which your organization receives payment, such as classes, touring productions, workshops, etc.

Any source of revenue that does not fit into any other category.

Applicants MUST enter an amount in this line between \$1,500-\$8,000.

The total in this line should be equal to or greater than Total Expenses (Line 6) and at least 1.5 times the Grant Request Amount (Line 21).

This line shows if there is enough income in the budget to cover expenses. If you see a red cell with a negative number, then your budget is showing a deficit, and you need to either add more income or remove some expenses until this number is equal to or greater than 0.

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If the Three Year Financial Comparison shows a deficit in any years, or dramatic fluctuations from year to year, use the space in the following worksheet to provide information about how the deficit will be addressed or why

The budget for 2023-24 Current Fiscal Year shows a deficit due to current expenditures from a prior year's fundraising effort. There was a timing delay due to county project requirements which delayed the installation of sunshades over the playground. The money was raised 2 years ago but is being spent the current fiscal year. The balance sheet shows a checking account balance at the beginning of this fiscal year was \$117,563, which was due to the prior fund raising and is being used to pay for the sunshades and resulting cash shortfall this fiscal year.

Budget Breakdown
Line 1- Personnel-Administrative

Line Number	Line Description
	EXPENSES
1	Personnel-Administrative

Enter the breakdown for Personnel-Administrative below. The total will autofill into the total column.

Position Title	Total Expense
Example-Museum Security	\$2,700.00

wns
ministrative

Total
\$0.00

he TOTAL box above as well as in the overall Arts Education Program Budget.

Notes or Explanation
One security person daily (9 hrs) for 5 days a week for 4 weeks at \$15 per hour.

Budget Breakdo
Line 2- Personnel-#

Line Number	Line Description
	EXPENSES
2	Personnel-Artistic

Enter the breakdown for Personnel-Artistic below. The total will autofill into the TOT.

Position Title	Total Expense
Example-Artistic Director	\$2,000.00

owns
Artistic

Total
\$0.00

AL box above as well as in the overall Arts Education Program Budget.

Notes or Explanation
1/8 of total salary

Line Number	Line Description
	EXPENSES
3	Outside Fees

Enter the breakdown for Outside Fees below. The total will autofill into the TOTAL bc
See the guidelines for a list of ineligible expenses.

Expense Description	Eligible Expense
Example-Fee for the band	\$2,000.00
Example- Fee for bartender	
Spruill Center for the Arts	\$3,840.00
Stage Door - Floralee	\$3,400.00
Stage Door - artist residency	\$1,400.00
Didgeridoo Down Under	\$1,800.00

Budget Breakdowns
Line 3- Outside Fees

Total
\$10,440.00

ox above as well as in the overall Arts Education Program Budget.

Ineligible Expense	Notes or Explanation
\$200.00	

Fees to Spruill Center for the Arts for ceramics and pottery tea
 Performances and related workshops for The Inventive Proces
 Fees for teaching artists from Stage Door Theatre
 Fees for Didgeridoo Down Under Show

aching artists
ss of Floralee

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Line Number	Line Description
	EXPENSES
5	Remaining Expenses

Enter the breakdown for Outside Fees below. The total will autofill into the TOTAL b
See the guidelines for a list of ineligible expenses.

Expense Description	Eligible Expense
Example-Rental Fee for Venue	\$1,500.00
Example- Cast Party	
Pottery supplies	\$1,130.00
Printmaking supplies	\$460.00

Budget Breakdowns

Item 5- Remaining Expenses

Total
\$1,590.00

shown above as well as in the overall Arts Education Program Budget.

Ineligible Expense	Notes or Explanation
\$200.00	This fee is for use of the space for one week Clay, glaze and tools Foam sheets, ink, paper

Budget Breakdown
Line 9- Contracted Services

Line Number	Line Description
	INCOME
9	Contracted Services

Enter the breakdown for Contracted Services below. The total will autofill into the TO

Income Description	Total Income
Example-Class Fees from Students	\$1,500.00

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ervices

Total
\$0.00

TAL box above as well as in the overall Arts Education Program Budget.

Notes or Explanation

Budget Breakdc
Line 10- Corporate C

Line Number	Line Description
	INCOME
10	Corporate Donations

Enter the breakdown for Corporate Donations below. The total will autofill into the T

Income Description	Total Income
Example-Donation from ABC Hardware	\$500.00

**owns
Donations**

Total
\$0.00

TOTAL box above as well as in the overall Arts Education Program Budget.

Notes or Explanation

Budget Breakdo
Line 11- Founda

Line Number	Line Description
	INCOME
11	Foundation

Enter the breakdown for Foundation income below. The total will autofill into the TO

Income Description	Total Income
Example-Grant from John Doe Foundation	\$2,000.00

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ation

Total
\$0.00

TOTAL box above as well as in the overall Arts Education Program Budget.

Notes or Explanation

Budget Breakdown
Line 20 - Revenue-C

Line Number	Line Description
	INCOME
20	Revenue-Other

Enter the breakdown for Revenue-Other below. The total will autofill into the TOTAL k

Income Description	Total Income
Example-Cash on Hand	\$2,000.00

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Other

Total
\$0.00

box above as well as in the overall Arts Education Program Budget.

Notes or Explanation
These were surplus funds from last fiscal year.

**Budget Breakdowns
In-Kind**

Line Number	Line Description
	IN-KIND

Enter the breakdown for In-Kind below. The total will autofill into the TOTAL box above as well as

In-Kind Description	Value of In-Kind Donation
Example- Six gallons of paint donated by XYZ Paint Store	\$60.00

Total
\$0.00

in the overall Arts Education Program Budget.

**Dunwoody Elementary School PTO Inc.
Board of Directors
2023-24**

Name: Bethany Rittenberry
Position: Co-President
Affiliation: Parent
Number of years on board: 3
Board term end date: June 30, 2024
City and County of residence: Dunwoody, Dekalb County

Name: Emily Santa Maria
Position: Co-President
Affiliation: Parent
Number of years on board: 2
Board term end date: June 30, 2025
City and County of residence: Dunwoody, Dekalb County

Name: Becca Goldman
Position: VP Ways and Means
Affiliation: Parent
Number of years on board: 2
Board term end date: June 30, 2024
City and County of residence: Dunwoody, Dekalb County

Name: Erin O'Brien
Position: VP Communications
Affiliation: Parent
Number of years on board: 1
Board term end date: June 30, 2025
City and County of residence: Dunwoody, Dekalb County

Name: Shari Diamond
Position: VP Programs
Affiliation: Parent
Number of years on board: 1
Board term end date: June 30, 2025
City and County of residence: Dunwoody, Dekalb County

Name: Enasia King
Position: VP Academic Affairs
Affiliation: Teacher
Number of years on board: 3
Board term end date: June 30, 2024
City and County of residence: Dunwoody, Dekalb County

Name: Ashish Shubham

Position: Treasurer
Affiliation: Parent
Number of years on board: 1
Board term end date: June 30, 2024
City and County of residence: Dunwoody, Dekalb County

Name: Dana Maloof
Position: Financial Secretary
Affiliation: Parent
Number of years on board: 1
Board term end date: June 30, 2025
City and County of residence: Dunwoody, Dekalb County

Name: Michelle Myers
Position: Secretary
Affiliation: Parent
Number of years on board: 1
Board term end date: June 30, 2024
City and County of residence: Dunwoody, Dekalb County

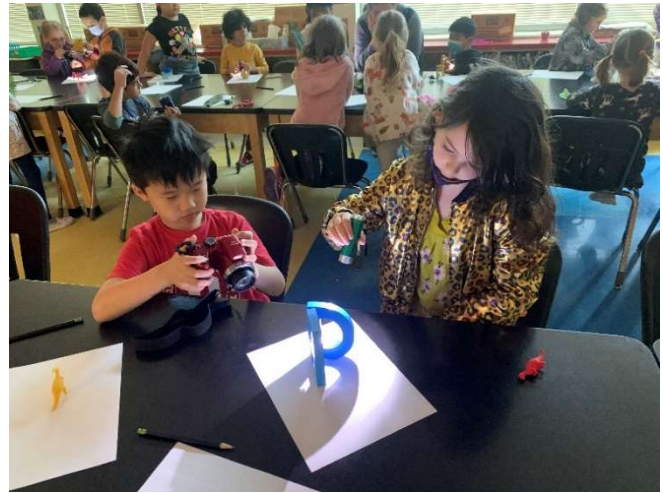
Name: Latonya Jones
Position: Principal
Affiliation: Principal of Dunwoody Elementary School
Number of years on board: 3
Board term end date: June 30, 2024
City and County of residence: Smyrna, Cobb County

Name: Stacey Hsu
Position: Parliamentarian
Affiliation: Parent
Number of years on board: 3
Board term end date: June 30, 2025
City and County of residence: Dunwoody, Dekalb County

A Multidisciplinary Arts Program Impacting 740 Elementary Students

Examples of past two years of quality art programming due to GCA funding:

Example of past artist residency: photography artist in residence- working with DES students during 2022-23 school year.



Stage Door Players teaching 1st grade students during the 2022-23 and 2nd grade in 2023-24 school year.



Students watching Spelman Chamber Orchestra performance during 2023-24 school year. The goal is to have different genera of music each year – for 2024-25 the request is for didgeridoo performance.



A Multidisciplinary Arts Program Impacting 740 Elementary Students

Students watching *The Mad Hatterpillar* performance by Stage Door Theatre during 2023-24 school year:



A Multidisciplinary Arts Program Impacting 740 Elementary Students

Proposed Programming for the 2024-25 school year with GCA funding:

Spruill Center for the Arts – artist residencies in print making (grades K-3) and pottery (grades 4-5)

Spruill Center for the Arts website: <https://www.spruillarts.org/youthclassesandcamps>

Mission Statement: Spruill Center for the Arts fosters creativity and social connections through the arts by offering a diverse visual arts program to students of all ages and skill levels, providing a platform for artists to share their talents through exhibitions, sales, and instructional opportunities and enriching community through programs designed to inspire the artist in everyone.

Experience: Annually Spruill Center for the Arts holds 800 classes reaching 5,000 students of all ages, including youth and adults.

Curriculum:

For the Printmaking class, students in grades K-3rd will be learning about relief printing, reflections/mirror images, positive and negative space. The process is similar to linocut (but with age appropriate materials). They will learn about classic printmaking tools such as brayers, block printing inks, and how to sign their prints like a professional. Students will have 1-3 finished pieces to take home at the end of the class.

For the ceramics class, 4th and 5th grade students will learn the basics of working with clay, and the steps needed to create a finished and usable piece of ceramic work. They will learn how to score and slip to combine two pieces of clay together, and they will learn how to design a 3 dimensional art project for 360 degree viewing. In the first class they will be hand building their ceramic piece which will need to be bisque fired before the second class. In the second class they will be glazing (painting and decorating with ceramic glaze) their work before a final kiln firing.

Pictures of students printmaking and creating pottery in Spruill classes:



A Multidisciplinary Arts Program Impacting 740 Elementary Students

Stage Door Theatre – performance of *The Inventive Process of Floralee* for grades K-5

Website and Season 50 brochure: <https://stagedoortheatre.org/season-50-brochure/>

Mission Statement:

Stage Door Theatre's mission is to strengthen our vibrant community of patrons, artists, and youth by providing an intimate and inclusive home where shared stories and human experiences are celebrated.

Experience:

Established in 1975, Stage Door Theatre engages the community in the transformative power of theatre through performances, education, and community engagement. In the past year, 4,000 patrons attended mainstage and Academy productions as well as Spotlight Series events showcasing local artists. We also connected with 2,000 students through our education and outreach programs.

Program Description:

This two-person, interactive, fairy tale will have your audiences “thinking like scientists” as they follow the Princess of Floralee on the adventure of a lifetime, searching for the kidnapped king kept in the clutches of a viciously vile and wrathfully wicked witch. Along the way, audiences will help the princess solve a variety of math, engineering, science, and even dance challenges as she uses her brains, wit, and sound judgment to find her father in the land Scalenfell. Our princess meets characters like a figure-skating dragon, a Platypus saving Pirate, a gate with a flair for the dramatics, and a witch! This unique educational opportunity unites science and art by giving audiences a chance to laugh, dance, and think critically about topics rooted in STEM.

Photos Stage Door Theatre past production of the play *The Mad Hatterpillar*:



A Multidisciplinary Arts Program Impacting 740 Elementary Students

Stage Door Theatre – artist residency to teach 2nd grade theater education

Website with photos and information about the organization and examples of past performances:

<https://stagedoortheatre.org/academy/>

Mission Statement / Experience – see above.

Students served in 2022-23:

Classes: 50

Camps: 300-400

Outreach: 250

Total: 600+

Curriculum Description:

Stage Door Theatre's curriculum is based on state and national standards for theatre education.

Students will effectively learn theatrical knowledge while also learning valuable life skills including self-expression, collaboration, and innovation.

LEARNING GOALS			
Creating	Performing	Responding	Connecting
Demonstrate observation and listening skills in a theatrical context.	Imitate movements, voices and feelings of people, animals and objects through dramatic play	Identify and demonstrate factors that make a performer effective (body language, voice, expression).	Explain personal and collective emotional responses to theatre works.
Use body and voice to imitate characters in stories, myth, fairy tales etc.	Work collaboratively to create and perform a story.	Understand and use theatre vocabulary (character, setting, plot, etc).	Use the process of theatre to integrate information from other academic areas.
Improvise movements and voices to convey a character's decisions and motivations.			

A Multidisciplinary Arts Program Impacting 740 Elementary Students

Photos from 2023-24 Stage Door Theatre artist residency with 2nd graders:



A Multidisciplinary Arts Program Impacting 740 Elementary Students

Example of theater curriculum
for one day of class

STAGEDOOR

THEATRE

EDUCATION OUTREACH

Topic: Theatre Games & Improv

Lesson: 1A

LESSON FOCUS AND GOALS:

Get to know the teachers and the environment. Establish comfortability with theatre language. Learn new theatre games.

MATERIALS NEEDED:

None

LEARNING OBJECTIVES:

Introduce theatre language.
Teach Zip, Zap, Zop and Senses Game

STRUCTURE / ACTIVITY:

ZIP ZAP ZOP

The game begins with all participants forming a circle. The first person says, "Zip!" and then "sends" the word to someone on the other side of the circle by making eye contact and pointing to them. That person receives the "Zip!" and sends a "Zap!" to another person across the circle. That third person receives the "Zap!" and sends a "Zop!" to another player. The zip-zap-zop cycle would continue perpetually in a perfectly played game; in actuality, it goes until someone misses their cue or "Zaps" when they were supposed to "Zop." When someone messes up everyone grabs hands and runs into the circle shouting "AWOOGAH". The person who messed up restarts the game.

SENSES GAME

Ask children to relax and explore their five senses by pretending to:

Touch

A hot stove, Icicles, Sharp tacks, Velvet

Taste

A sour lemon, Their favorite candy, Spinach

Hear

A gentle wind, Underwater sounds, A whistle

See

A car coming far away and towards you, A giant, An ant, A big black spider

Smell

Freshly baked bread, A skunk, Perfume, Onions

A Multidisciplinary Arts Program Impacting 740 Elementary Students

Didgeridoo Down Under (DDU) – Didgeridoo Down Under Show for grades K-5

Promotional Video for performance (select DDU Elementary Show: Australian Music, Character Building & More! promo for in-person): <https://www.dideddownunder.com/gallery>

Organization Mission Statement:

Through DDU interactive shows and workshops, we are working to ... promote kindness, acceptance and respect among all people and cultures ... further appreciation of world music and art ... ignite excitement about learning and reading ... encourage environmental protection ... help end bullying in schools ... spark imagination and creativity ... and deliver superb entertainment. ... In short, we are working to help develop better global citizens in our own unique way.

Experience:

DDU performs 500+ programs in more than 300 venues each year. Since 2003, they have presented 10,000+ programs in 4,000+ venues for well over a million viewers and participants.

Program Description:

The **Didgeridoo Down Under Show** is an energetic fusion of Australian music, culture, art, science, comedy, character building and audience participation. The didgeridoo has been played by Aboriginal Australians for at least 1,500 years, and is known for its otherworldly sound. During the show, we play a variety of exotic didgeridoos and worldly percussion instruments. We also use a multitude of props – maps, globes, artwork, puppets, motivational signs and more – to deliver educational lessons and empowering messages. The program is very participatory, and several segments involve kids playing instruments, dancing or acting out a story. We can adjust the program for various age levels. It's interactive, educational, motivational and super fun for all ages!

Photo from program:

