



## **New Jersey State Council on the Arts Special Guidance for FY25 GOS/GPS Applicants Arts Basic to Education**

*Este documento también está disponible [en español](#).*

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The Arts Council places a high priority on arts education and supports it in a variety of ways through a long-established and multi-faceted arts education and lifelong learning program. The Arts Council believes that arts learning is integral to the lives of every New Jerseyan, from programming that directly serves young people in schools and alternative educational sites, to creative aging programming, to the professional development of teaching artists. For further information on the full range of Council-supported arts education and lifelong learning programs, please check the [Council's website](#).

The Arts Basic to Education (ABE) category for GOS/GPS applicants supports the operations or projects of nonprofit organizations that have a primary focus (50% or greater) on arts learning and arts instruction for all ages. Supported programs provide direct learning about art, art forms, and the processes of creating and expressing art. The learning of other subjects through art (“arts integration”) is not supported by ABE grants.

ABE-supported programs could include, but are not limited to: assembly programs; in-class workshops; residency programs; after-school instruction; private lessons; arts-based professional learning; creative aging; teaching artist development; community programs; and curriculum-connected art-making activities. An ABE organization’s programs should be age- and learning level-appropriate.

ABE-supported programs often involve direct relationships between the nonprofit provider of the arts learning experience and educational and community institutions. Therefore, teaching artists involved should be reviewed for their artistic and educational experience, as well as their ability to navigate learning environments and administrative systems.

Keep the following in mind when preparing the narrative and assembling support materials:

- Provide evidence of your board’s commitment to arts education. Panels will be looking for a strong statement of the board’s arts education philosophy and evidence of tangible ways the organization acts on that philosophy.
- Be sure to address educational quality, as well as artistic quality. Include support materials that document the educational and artistic quality your programs provide.
- When addressing how to assess quality and measure success, be sure to include how student/participant learning is being evaluated.
- When addressing diversity, equity, access, and inclusion (DEAI) in your arts education programming, please be sure to include how your organization, its staff, and its teaching artists ensure cultural appropriateness and responsiveness in its programming. Also include how your programming ensures that all learners are included in your instruction, inclusive of ability, neurodiversity, gender identity and expression, language, economic status, and race/ethnicity.

- In the narrative questions, ABE applicants should interpret “audience” to mean the participants who directly benefit from and participate in the ABE program(s). When addressing public benefit, please consider the students/participants, school/community staff, caregivers, and greater geographic community of the school or community organization in your responses.
- In discussing numbers of students/participants served, applicants should make clear distinctions among those served deeply through residencies, long-term workshops, and other programs focused on sequential arts experiences and those served broadly by assembly programs and short-term workshops.
- Describe how school/community staff is involved in the planning process for residencies and other programs.
- Describe the selection, review, and training process for teaching artists who implement your programming.
- Describe how professional development for teachers and school administrators is incorporated into residencies and other programs.
- When completing Finance Charts, remember that fee for service income (regardless of source) is considered earned income. Contributed income received from a school board/district should be listed under Contributed Income-Government.
- ABE applicants must provide links or upload work samples based on the different disciplines involved in the programs. Consult the examples of support materials suggested for the panel categories for submission selections and instructions.
- Describe teaching tools and “leave-behind” materials (such as lesson plans) used and provided by your programs for schools and students, and how they were developed. Consider including examples as support materials.
- Letters of support are most valuable when they speak to the experience and/or impact provided/to be provided by the applicant, as opposed to simply thanking the applicant for the programs, especially for letters from schools regarding arts education programs.