

Sample Application

2009 National Leadership Grants

Library Museum Collaboration Category

Queens Museum of Art

Inviting Institutions: A Collaborative Approach to Family Programming for Audiences with Special Needs

Project Abstract

The Queens Museum of Art, located in the nation's most diverse locale, seeks to partner with the Queens Library to create *Inviting Institutions*, a three-year model program using community based art therapy approaches to provide enhanced services for families with children with special needs. The partnership will initially focus on Spanish speaking families with children with autism spectrum disorder, while continuing to pilot programming for other underserved family populations with children with specific special needs. Programming will take place both at the Queens Museum of Art and at select Queens Library branches.

Project activities will include professional development, more than twenty five educational programs for families, collection development on special needs subjects, parent awareness events, socialization events, and at least two exhibitions of student work at the Queens Museum of Art. Program outcomes will include enhanced dialogue for cultural institutions providing services for families with children with special needs, nationally replicable models for library services using art therapy approaches and most importantly increased access for families to participate in cultural programming.

This program is the natural continuation of an ongoing partnership between the Queens Museum of Art and the Queens Library that provides arts and literacy programs for thousands of new immigrants every year. For families with children with special needs, the partnership seeks to provide additional and enhanced environments for families to access their local institutions and enjoy a positive social experience. As has been evidenced by the Museum's access programs for children with special needs, the transformative effects of art-based programming have a significant impact on the way families are able to participate in cultural programming without concern for language barriers or for the behavior of their children.

Request for IMLS National Leadership Grant Support
Inviting Institutions: A Collaborative Approach to Family Programming for Audiences with Special Needs

Prepared by The Queens Museum of Art

1. Assessment of Need

In Queens, NY, the most diverse county in the nation, there is a group of immigrant families that face double isolation caused by the stresses of language and cultural transition on the one hand, and coping with children with autism spectrum disorder on the other. While the United States as a whole begins to more closely resemble the demographics of Queens, and with the Autism Society of America reporting that autism spectrum disorder diagnosis is increasing by 10-17% annually, the wide ranging effects of broad-based programming for families with special needs is difficult to dispute. Indeed, for new immigrant families, the need is particularly acute.

With similar missions to provide meaningful interactions and services for all citizens of Queens, the Queens Museum of Art (QMA) and Queens Library (QL) successfully combined efforts to create the largest adult immigrant art museum education program in the nation, while simultaneously working toward the development of the first public library in an art museum in the United States. As such, we believe we are uniquely situated to explore the ways in which the arts can help to address this double isolation and to provide a model for programming for families with children with special needs. As often happens, the roots of this initiative came from the experience of one family – revealing the desire for programming and inspiring the Queens Library to approach the Queens Museum to seek out a model for how to better serve families with children with special needs, particularly families with children on the autism disorder spectrum, and paving the way for important future planning.

In October 2007, Ester and Israel, participated in the Queens Museum of Art's Spanish literacy and art class for families, as part of *Arts and Literacy for New New Yorkers*, a multi-year collaborative art and literacy program established by the Queens Museum of Art and the Queens Library. With two elementary school-aged sons on the autism spectrum, Ester, originally from Mexico, and Israel, from Guatemala, enjoyed the *Arts and Literacy* class so much that they invited other Spanish-speaking families from their children's special needs class to join them. Responding to Ester and Israel's enthusiasm, the Museum launched a brand-new art-making class in Spanish for children with autism spectrum disorder and their families, which has continued for more than one year.

According to a 2008 *Newsday* article, the discrepancies in diagnosis, education, and care-giving relating to autism spectrum disorder in the Long Island communities immediately surrounding Queens County can be traced largely to socio-economic conditions and race, with five times as many diagnoses in upper-income white neighborhoods as in lower-income minority neighborhoods. While much of this is due to differing cultural conceptions of "special education" and "learning differences," it has the concomitant effect of a reduction in services for the immigrant communities that most need the awareness, education, and support those programs for families with children with special needs can provide.

Inviting Institutions, the project described herein, seeks to provide an inclusive framework for understanding the needs of this underserved audience and to create replicable programming using community-based art therapy approaches in museum and library settings. The program

will leverage the Queens Museum's and Queens Library's expertise in serving new immigrant audiences to create a larger network of resources, safe environments, and programming for families with children with special needs. Building on the Museum and Library partnership already established through the *Art and Literacy* programs, previously funded through the IMLS and currently funded by The Altman Foundation and the TD Foundation, *Inviting Institutions* will initially focus on Latino families with children on the autism disorder spectrum, to provide staff training, professional development, a host of arts and literacy programs, and public events that will take place both throughout the Queens Library system and at the Queens Museum of Art. Over the three year period we intend to pilot at the Museum three new programs for families with children with special needs. Those that are successful we will also roll out into the library branches.

As an established leader in arts education for new immigrants and as one of only three museums in the United States to have full-time staff dedicated exclusively to art therapy through its *ArtAccess* program, and the only museum in the U.S. to have two full-time art therapists on staff, the Queens Museum of Art is uniquely qualified to address the needs of the special needs community as a whole. But as an institution with only one physical site, the impact of the Museum's collections on families of children with special needs are often limited to residents of those communities immediately surrounding the Museum.

By partnering with the Queens Library, which has more than sixty branches throughout Queens County, the Queens Museum of Art can reach a greater percentage of the Queens population and serve families in their own communities. This will continue to expand the Museum's network of people and organizations serving populations with special needs, provide programming that is more easily accessible and makes use of library collections, and allow QL and QMA to address the needs of more families with children with special needs.

The Queens Library will also be able to increase its program offerings to borough residents. While the QL system currently provides more than 22,000 programs each year, and conducts staff development on a regular basis, occasional special needs training sessions are not able to adequately prepare QL staff to produce programming geared specifically toward families with children with special needs. By collaborating with the Museum's art therapists, the Library will be able to expand and deepen its staff development, in relation to special needs in general and autism spectrum disorder in particular, for underserved communities. As it finalizes construction on its Children's Library Discovery Center (CLDC) scheduled to open in Fall 2009, a partnership with QMA's art therapists will also help the Library develop a collection that addresses the needs of children with learning differences and their families.

Furthermore, this year the QMA is poised to begin an ambitious architectural expansion project, led by Grimshaw Architects, that will double its size to 105,000 square feet, thereby providing more space for the permanent collection and changing exhibitions, enhanced educational facilities, and increased areas for public interaction. While this building project will ultimately expand the ability of the Museum to house *ArtAccess* programming, moving some special needs programming off-site during this time (construction is set to continue through 2011, when half the building will be under construction) will be vital to strengthening programs while continuing our twenty-five year commitment to the special needs community.

Cultural institutions throughout the country are continually faced with the issue of how to create inviting institutions where all members of the community – regardless of ethnicity, language, or learning differences – feel welcome and safe. Through *Inviting Institutions*, families will be provided with greater options to participate in programming in social environments and to engage in the library and museum experiences. A grant from the Institute for Museum and Library Services will enable both the QMA and the QL to build programs that consider the specific needs of these families and encourage a life-long relationship with their community's institutions. As well, *Inviting Institutions* will offer the opportunity to merge and expand on the success of both *ArtAccess* and *Arts and Literacy* programs to create a model for institutions seeking to provide social engagement for families with children with autism spectrum disorder and other special needs that include all members of the community.

2. National Impact and Intended Results

As a local and nationally recognized leader in access programming, and the winner of the 2008 NYC Mayor's Award in Honor of the Americans with Disabilities Act, the Queens Museum's *ArtAccess* programs have already been adapted for use by major cultural institutions such as Boston's Museum of Fine Arts, the Brooklyn Museum of Art, the Museum of Modern Art, the Jewish Museum, the U.S. Holocaust Museum, the Kreeger Museum, the American Museum of Natural History, and the National Gallery of Art. However, to date, *ArtAccess* programs have not been modified for libraries. By creating a replicable model for museums and libraries to partner together to provide programming for families with children with special needs, we see potential national impact in three areas:

- 1. Increased Dialogue:** In the field of Museum Access there is an emerging dialogue that is focused on the whole-family rather than the individual participant. Certainly other museums, including the Brooklyn Children's Museum in New York City, are providing access programming for families with special needs. However, there continues to be much to learn, particularly in the area of new immigrant families. By expanding the Queens Museum of Art's programs for families with children with special needs, both at the Museum and at the Library, we feel that our three year pilot program will push forward the museum fields' knowledge about access programs and their impact on the whole family. While we don't assume that the Museum alone will make a nationwide change, by continuing to identify and present with like-minded museums, we intend to inspire cultural organizations nationwide.
- 2. Programming Partnerships:** We hope that the Queens Library, in seeking a partner to provide programs for families with children with special needs will become an example for other libraries to work with cultural and non-cultural partners to expand their offerings for families including: on-site access programs run by the collaborators; additional parent awareness programs and; collection building.
- 3. Independent Programming:** At the end of three years, a model will emerge that will allow museums and libraries to provide access services for families with special needs

without a programming partner. With training and exposure to programs, the libraries will be able to adapt their existing programs, such as Story Time and other events, to create an appropriate environment for families with children with special needs. Libraries nationwide will see modifications that they can replicate in their own branches.

3. Project Design and Evaluation Plan

This project will develop a model for how libraries and museums can collaborate to make both institutions more meaningful for the diverse communities outside their doors, initially for Latino families with children on the autism spectrum disorder spectrum, and eventually, through pilot programming for families with children with varying special needs.

The Museum will use the successful *ArtAccess* program to develop compelling programming in Spanish and English for families of children with autism spectrum disorder at a number of select QL branches. Key to completing this goal will be the hiring of an additional bilingual *ArtAccess* staff member who will also serve as the *Inviting Institutions* project director to expand capacity and oversee day-to-day operations. The Museum will also employ Quality Services for the Autism spectrum disorder Community (QSAC) to provide professional development services to both general Museum and Library staffs to ensure up-to-date knowledge of how to best address the special needs community.

Project Design: Programming

First year programming will build on the success of QMA's current *ArtAccess* programs by using the extensive resources of the Queens Library to expand the number of programs being offered and the network of communities being served. In this early stage, the Museum and Library will work together to select two (2) QL branches where programming for families with children with autism spectrum disorder is likely to find an immediate audience. An *ArtAccess* staff member, working in tandem with a freelance *ArtAccess* Teaching Artist and, when appropriate, a library staff member to ensure adequate coverage in each program, will conduct a twelve (12) session program at each location, with a seasonal parent support component in each program to provide an outlet for parent education.

Criteria for choosing these initial locations will include: previously established relationships with parent coordinators at area schools and the presence of underserved Latino communities, such as the following communities needing Spanish-language services: Jackson Heights, the Langston Hughes Branch, Astoria, and Ridgewood.

ArtAccess will also use the first year of grant support to continue the one (1) Spanish language workshop for families with children with autism spectrum disorder begun under the *Arts and Literacy for New New Yorkers* program. In year one, the Museum will also design two (2) pilot programs that will begin in the Museum's classrooms and, if successful, will move out into branch libraries in the following year. These twelve (12) session programs will explore other special needs issues for families, such as families with children in foster care and families with children with severe multiple disabilities, and triple the amount of *ArtAccess* family programming on offer at QMA's site.

In the second year of the project, the Museum and Library will continue to offer programming at the two (2) branches targeted during the first year and add programming at four (4) additional branches. While these programs may focus on the needs of immigrant families with children with autism spectrum disorder, they will also use information gleaned in the course of the pilot programs established at the Museum during the previous year to develop programming that best meet the needs of specific communities in Queens. These will again be twelve (12) session programs, with a seasonal parent support component, led by a combination of an *ArtAccess* staff member, a freelance Teaching Artist, and, when appropriate, a library staff member. *ArtAccess* will pilot one (1) additional program at the Museum, again focusing on a new need of families with children with special needs. The Museum assumes a holdover of at least two (2) of the programs held at the Museum in the first year of the project, which would create a total of three (3) programs running at QMA in the second year of the project, each twelve (12) sessions long.

The third year of the project will see programming continue at the six (6) QL branches targeted in year one and year two of the project, with four (4) additional programs being added at selected Library branches. All ten (10) of these programs will be twelve (12) sessions long and contain a parent support component. At least three (3) programs will also be continued on-site at the Museum.

Project Design: Professional Development

To better understand the needs of families in the Queens community, the Museum will undertake six to nine months of consulting and needs assessment in the first year of the project. This dialogue will potentially take the form of: meetings with autism spectrum disorder specialists, community members, and a staff retreat for QL's more than 70 children's librarians. The goal will be to offer extensive opportunities for the Museum to build relationships with local experts and caregivers.

The Queens Library staff has not participated in a training session addressing the issue of children with special needs in more than two years, and the issue of autism spectrum disorder has never been addressed from the perspective of immigrant families. Staff development would also occur at the Queens Museum. The Museum's gallery and guard staff have received training about how to address issues that commonly arise with children with special needs in museum galleries, however, QMA staff, as a whole, has not received extensive special needs and autism spectrum disorder training.

The Museum's partnership with Quality Services for the Autism Community (QSAC) will be integral to completing the staff development portions of this grant project. Donnielle Rome, *ArtAccess* Coordinator, and Michelle Lopez, *ArtAccess* Educator, will work with QSAC to adapt their strategies and core knowledge of working with immigrant families with children with autism spectrum disorder and other special needs to the day-to-day work of librarians and museum staff.

For those branches selected to hold the early Museum-Library transitional classes, QMA will work with QSAC to design special on-site training sessions to ensure that staff members are

prepared for the specific needs of families of children with autism spectrum disorder. Creating a knowledgeable staff at these branches will be integral to helping spread the word about QMA-QL special needs programming. We are looking to QSAC to become a resource partner in this endeavor, hopefully providing us with opportunities to work with experts in this field, professional development opportunities for the staff at both institutions as well as helping us create a wide net to attract families with children on the autism spectrum disorder spectrum to participate in the proposed community based art therapy programs at their local library branches as well as at the Museum. In return we will explore where we can assist QSAC in providing more arts-based programming opportunities than they current offer.

Project Design: Public Events

Inviting Institutions will include public awareness events, with the goal of providing a forum for non-English speakers to receive information about special needs issues, with a focus on autism spectrum disorder. The Museum will use QSAC as a resource to conduct these sessions, with the goal of at least two (2) *Autism Awareness Events* at select branch library locations in the first year of the project. Information at these sessions will be available in multiple languages.

The second and third years of the project will build on the connections forged at these events to develop a broader community network for families with children with autism spectrum disorder. To this end, the Museum will host one (1) social event that will invite families from all over the borough to gather and socialize in QMA's galleries to coincide with an exhibition of work created by families in the program. To encourage participation from a wide variety of neighborhoods, the Museum will provide busing services.

Project Design: Collection Development

The overarching goal of *Inviting Institutions* is to create a model for institutions seeking an inviting and inclusive atmosphere for individuals and families, regardless of their abilities. To this end, during the final two years of the project, we will develop Library collections to better serve populations with special needs. This will include a collection accessible at the planned QL-QMA Satellite Library Branch, the first such library branch in the United States to be situated in a public art museum. The end result will be Museum and Library resources that continue to offer opportunities to families with special needs long after the completion of the grant project.

Evaluation Plan

During the first phase of the project, the Museum and Library will collaborate extensively with a Project Evaluator, QSAC, Project Advisor David Carr, and parent coordinators at local schools and community centers to develop a coordinated effort at determining areas of greatest need for immigrant families with children with special needs. The team will also be charged with developing the criteria for evaluating the implementation in the branches of the program for families with children with autism spectrum disorder and all the newly piloted programs at the Museum and Library.

The Evaluator with the core team will develop the tools of assessment. Outcomes Based Evaluation, highly effective in helping us to assess our previous New New Yorkers programs,

will be implemented. The team will also determine if action research can and should be implemented as part of this initiative.

4. Project Resources: Budget, Personnel, and Management

Budget

The Queens Museum of Art has a track record of successful implementation of grant projects, and an established history of successful collaboration with the Queens Library. The grant request amount of \$433,596 over three years was determined in consultation with Museum and Library executive staff. A significant portion of grant expenditures will cover labor costs associated with the project, as working with populations with special needs requires extensive personal interaction and significant preparation time. While physical site improvements will be integral to the sustainability of the project, funding for renovations to the Queens Museum and the Children's Library Discovery Center at the Queens Library has already been separately secured, though IMLS funding will be used to partially help develop the collections that these renovated sites will contain. Other costs associated with *Inviting Institutions* include: programming, professional development, conference travel, materials, language training, and collection development. The Museum will contribute \$279,836 in cash contributions and \$153,760 in in-kind contributions to the project's overall budget. The majority of these contributions will come from foundations, corporations, and individual donations, as well as the general operating support offered by New York City and the New York State. In the course of this project, QMA hopes to establish new audiences for its programs and exhibitions, and thereby leverage new sources of funding to further increase programming capacity moving forward. As mentioned above, *ArtAccess* and *Arts and Literacy for New New Yorkers* are currently funded by organizations such as the Altman Foundation and the TD Foundation.

Personnel

QMA is dedicated to presenting the highest quality visual arts and educational programming for people in the New York metropolitan area and particularly for the residents of Queens, a uniquely diverse ethnic, cultural and international community. *ArtAccess*, one of the Museum's most visible, respected, and long-standing educational programs, enjoys the full support of QMA staff and trustees. As full-time art therapists at the Museum, Michelle Lopez, Donnielle Rome and the new *ArtAccess* staff member will be dedicated primarily to implementing *Inviting Institutions: A Collaborative Approach to Family Programming for Audiences with Special Needs*. Family Education Staff, Laura Groskinsky and Tim Miller, and *Arts and Literacy for New New Yorkers* Project Coordinator Jose Rodriguez, will collaboratively plan and promote this project.

The successful completion of the project will require the Education Department to hire an additional *ArtAccess* educator, preferably someone with bilingual language skills, to oversee day-to-day project operations. While Ms. Lopez is fluent in both English and Spanish, an additional bilingual program staff member (not necessarily only in English and Spanish) will be key to furthering the goals of this project. IMLS funding is vital because it offers the chance to hire additional program staff immediately, as the Museum makes efforts to vastly expand the audience for *ArtAccess*. With renovations to the Museum projected to continue through 2011, this project will offer QMA the opportunity to have more trained educators in place when additional classroom space is completed

and the Museum's annual budget increases to be able to sustain the additional programming staff. For the Queens Library, Lynn Cole, Interactive Exhibits Supervisor, and Rosanne Cerny, Director of Children's Services, will serve as the primary liaisons and coordinators.

Management

Both the Queens Museum and the Queens Library are managed by experienced and long-tenured staff. Tom Finkelppearl, QMA Executive Director, and Debra Wimpfheimer, Director of Strategic Partnerships, will help to coordinate the project and foster effective collaborations with cultural and non-cultural organizations. Lauren Schloss, Director of Education at the Queens Museum of Art, will directly manage all ArtAccess staff. At the Library, Kathy Degyansky, Assistant Director of Program Coordination and Management, and Maureen O'Connor, Chief Operating Officer, will serve these same roles and maintain constant contact with the Museum and help to plan programming, professional development, and public events.

5. Dissemination

Dissemination will be through various channels and ensure that the project and its findings are widely accessible to interested parties. The QMA and QL websites will immediately begin to reflect the new programming being offered, both at the Museum and QL branches. The websites will describe the Museum-Library partnership, its professional development programs and its model joint family programming.

Beginning in year one, QMA and the QL will co-present their partnership at local and national and conferences, such as those sponsored by the American Association of Museums, the American Library Association, the National Art Education Association, the American Art Therapy Association, and the New York Art Therapy Association. We aim to present at one local and one national conference in year one and at two local and two national conferences in year two as well as in year three.

Dissemination of the program for families with children with autism spectrum disorder has already started. At the New York City Museum Educators Roundtable Annual Conference at the Metropolitan Museum of Art on May 19th, 2008, the Museum lead a panel discussion: *The Museum as Learning and Socialization Site for Immigrant Children with Autism spectrum disorder and Their Families*. Two museum staff presented a similar panel at the March 2008 National Art Education Association National Convention in New Orleans.

QMA and QL beginning in year one intend to have an articles published in at least two trade publications such as the *American Art Therapy Journal*, the VSArts quarterly publication, *Library Journal*, *Public Libraries*, and *Children and Libraries*.

QMA has a proud background of helping the educational growth of undergraduate and graduate students. Through university lecturers to both the Art Therapy and Special Education communities, QMA and QL staff will continue to grow the impact of such a program upon undergraduates and the graduated student body with hopes that it will contribute to a well-

rounded and informed graduate. Beginning in Year Two, QMA and QL staff will highlight this program at university partners such as Hofstra, C.W. Post, and Queens College.

6. Sustainability

Both the Queens Museum of Art and the Queens Library have an established history of adapting their services and collections to meet the changing needs of borough residents. As the demographics of Queens continue to reflect a diverse array of ethnicities and cultures, both institutions are committed to providing innovative programming that addresses the learning differences, language barriers, and cultural mores of the population. Joint professional development and public programming are ongoing endeavors between QMA and QL. The Queens Library is in the process of creating the Children's Library Discovery Center (CLDC) which will institutionalize much of the knowledge accumulated during the project. In addition, the QMA will continue to reach out to special needs funders in general and autism spectrum disorder funders in particular to provide ongoing financial support for *Inviting Institutions*, where an expanded program will help to attract a larger and more diverse group of funders.

Collection development, both at the Museum's QL-QMA Satellite Library Branch and at the CLDC, will have a lasting impact on library- and museum-goers, and help both institutions develop a reputation with families with children with special needs that will continue to attract audiences after the completion of the project. The *ArtAccess* staffer hired through *Inviting Institutions* will help ensure the continuation of programming and events, both at the Museum and in collaboration with the Library, while ensuring the minimum interruption of service as QMA transitions into its expanded classroom and gallery space.

The Museum's status as a liaison between cultural and non-cultural organizations such as QL, QSAC, and local universities will bring service organizations in Queens into closer contact and allow for increased interaction that will have profound effects on staff and audiences. For instance, QMA is exploring a potential partnership with Hofstra University that would have *ArtAccess* staff mentoring art therapy students to help continue or even expand on art-based services and programming at branches throughout Queens. Regardless of the outcome of such a partnership, Queens Library staff will gain the skills necessary to begin offering services such as "Story Time" that draw on art therapy skills to provide programming that makes use of library collections to develop inclusive family programming.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$256,499.00	\$302,332.00	\$558,830.00
2. Fringe Benefits	\$53,784.00	\$72,560.00	\$126,343.00
3. Consultant Fees	\$30,050.00	\$0.00	\$30,050.00
4. Travel	\$14,300.00	\$0.00	\$14,300.00
5. Supplies and Materials	\$14,908.00	\$2,149.00	\$17,057.00
6. Services	\$900.00	\$0.00	\$900.00
7. Student Support	\$0.00	\$0.00	\$0.00
8. Other Costs	\$6,600.00	\$0.00	\$6,600.00
TOTAL DIRECT COSTS (1-8)	\$377,040.00	\$377,040.00	\$754,080.00
9. Indirect Costs	\$56,556.00	\$56,556.00	\$113,112.00
TOTAL COSTS (Direct and Indirect)	\$433,596.00	\$433,596.00	\$867,192.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$433,596.00
2. Cost Sharing:	
a. Applicant's Contribution	\$279,836.00
b. Kind Contribution	\$153,760.00
c. Other Federal Agencies*	
d. TOTAL COST SHARING	\$433,596.00
3. TOTAL PROJECT FUNDING (1+2d)	\$867,192.00
Percentage of total project costs requested from IMLS	50 %

*If funding has been requested from another federal agency, indicate the agency's name:

PARTNERSHIP STATEMENT

Complete one of these forms for each formal partner.

Legal name of applicant organization (5a from Face Sheet): Queens Museum of Art

1. Legal name of partner organization: Queens Borough Public Library

2. Partner DUNS number: 050484153

3. Mailing address:

Street1: 89-11 Merrick Blvd. Street2:

City: Jamaica State: NY Zip+4: 11432

4. Partner Web address: <http://www.queenslibrary.org>

5. Partner project contact name: Kathleen Degyansky

Title: Assistant Director of Program Coordination and Management

Telephone number: 718-990-088

E-mail: Kathleen.Degyansky@queenslibrary.org

6. Governing control of partner (choose one):

- | | |
|---|--|
| <input type="checkbox"/> State Government | <input checked="" type="checkbox"/> Nonprofit with 501(c)3 IRS Status (Other than Institution of Higher Education) |
| <input type="checkbox"/> County Government | <input type="checkbox"/> Nonprofit without 501(c)3 IRS Status (Other than Institution of Higher Education) |
| <input type="checkbox"/> City or Township Government | <input type="checkbox"/> Private Institution of Higher Education |
| <input type="checkbox"/> Special District Government | <input type="checkbox"/> Individual |
| <input type="checkbox"/> Regional Organization | <input type="checkbox"/> For-Profit Organization (Other than Small Business) |
| <input type="checkbox"/> U.S. Territory or Possession | <input type="checkbox"/> Small Business |
| <input type="checkbox"/> Independent School District | <input type="checkbox"/> Hispanic-serving Institution |
| <input type="checkbox"/> Public/State Controlled Institution of Higher Learning | <input type="checkbox"/> Historically Black Colleges and Universities (HBCU's) |
| <input type="checkbox"/> Indian/Native American Tribal Government (Federally Recognized) | <input type="checkbox"/> Tribally Controlled Colleges and Universities (TCCUs) |
| <input type="checkbox"/> Indian/Native American Tribal Government (Other than Federally Recognized) | <input type="checkbox"/> Alaska Native and Native Hawaiian Serving Institutions |
| <input type="checkbox"/> Indian/Native American Tribally Designated Organization | <input type="checkbox"/> Nondomestic (non-U.S.) Entity |
| <input type="checkbox"/> Public/Indian Housing Authority | <input type="checkbox"/> Other (specify) |

7. What is the partner organization's mission? [500 characters] PaThe mission of the Queens Borough Public Library is to provide quality services, resources, and lifelong learning opportunities through books and a variety of other formats to meet the informational, educational, cultural, and recreational needs and interests of its diverse and changing population.

8. Describe the partner organization's service area (audience served, including size, demographic characteristics and geographic area) [500 characters] County of Queens. One of the five boroughs on NYC. Population 2.2 million. Foreign-born population comprises 45.1% of the population. 140 languages spoken. Total land area equals 112.1 square miles

9. List the partner's key roles and responsibilities in the project: [1000 characters] Provide venues and audiences for public programming for children and their parents. Schedule staff development sessions. Pilot programming for other special needs audiences. Develop special collections for circulation. Support all project activities with marketing resources.

Please note:

A. Submission of this application by the Authorized Representative of the applicant organization reflects the partner organization's agreement with the following statements:

- We will carry out the activities described above and in the application narrative.

- We will use any federal funds we receive from the applicant organization in accordance with applicable federal laws and regulations as set forth in the program guidelines and the terms and conditions of the grant award.
- We assure that our facilities and programs comply with the applicable federal requirements and laws as set forth in the program guidelines.

B. Prior to submission of the application, the applicant will ensure that the partner organization has provided to the applicant a signed original of this Partnership Statement for the applicant's records. Such original will be made available to IMLS, if requested by IMLS.

SAMPLE

PARTNERSHIP STATEMENT

Complete one of these forms for each formal partner.

Legal name of applicant organization (5a from Face Sheet): Queens Museum of Art

1. Legal name of partner organization: QSAC

2. Partner DUNS number:

3. Mailing address:

Street1: 253 West 35th St., 16th Floor Street2:

City: New York State: NY Zip+4: 10001

4. Partner Web address: <http://www.QSAC.com>

5. Partner project contact name: Lisa Veglia

Title: Deputy Executive Director

Telephone number: (212) 244-5560 x 2017

E-mail: Lveglia@qsac.com

6. Governing control of partner (choose one):

- | | |
|---|--|
| <input type="checkbox"/> State Government | <input checked="" type="checkbox"/> Nonprofit with 501(c)3 IRS Status (Other than Institution of Higher Education) |
| <input type="checkbox"/> County Government | <input type="checkbox"/> Nonprofit without 501(c)3 IRS Status (Other than Institution of Higher Education) |
| <input type="checkbox"/> City or Township Government | <input type="checkbox"/> Private Institution of Higher Education |
| <input type="checkbox"/> Special District Government | <input type="checkbox"/> Individual |
| <input type="checkbox"/> Regional Organization | <input type="checkbox"/> For-Profit Organization (Other than Small Business) |
| <input type="checkbox"/> U.S. Territory or Possession | <input type="checkbox"/> Small Business |
| <input type="checkbox"/> Independent School District | <input type="checkbox"/> Hispanic-serving Institution |
| <input type="checkbox"/> Public/State Controlled Institution of Higher Learning | <input type="checkbox"/> Historically Black Colleges and Universities (HBCU's) |
| <input type="checkbox"/> Indian/Native American Tribal Government (Federally Recognized) | <input type="checkbox"/> Tribally Controlled Colleges and Universities (TCCUs) |
| <input type="checkbox"/> Indian/Native American Tribal Government (Other than Federally Recognized) | <input type="checkbox"/> Alaska Native and Native Hawaiian Serving Institutions |
| <input type="checkbox"/> Indian/Native American Tribally Designated Organization | <input type="checkbox"/> Nondomestic (non-U.S.) Entity |
| <input type="checkbox"/> Public/Indian Housing Authority | <input type="checkbox"/> Other (specify) |

7. What is the partner organization's mission? [500 characters] QSAC is a non-profit organization dedicated to providing services to persons with autism spectrum disorders (ASD) throughout New York City and Long Island. Founded by a group of parents in 1978, QSAC is today an award-winning organization and as one of the largest agencies dedicated specifically to autism, a recognized leader in the field. QSAC provides comprehensive services and programs to individuals with ASD and their families, ranging from early intervention and preschool program for y

8. Describe the partner organization's service area (audience served, including size, demographic characteristics and geographic area) [500 characters] QSAC provides therapeutic, educational and support services to children and adults with autism throughout NYC and Long Island. We currently Service over 1000 individuals and their families.

9. List the partner's key roles and responsibilities in the project: [1000 characters] We are looking to QSAC will become a resource partner providing opportunities to work with experts in the field, professional development opportunities for the staff at both institutions as well as helping us create a wide net to attract families with children on the autism spectrum to participate in the proposed community based art therapy programs at their local library branches as well as the Museum.

Please note:

A. Submission of this application by the Authorized Representative of the applicant organization reflects the partner organization's agreement with the following statements:

- We will carry out the activities described above and in the application narrative.
- We will use any federal funds we receive from the applicant organization in accordance with applicable federal laws and regulations as set forth in the program guidelines and the terms and conditions of the grant award.
- We assure that our facilities and programs comply with the applicable federal requirements and laws as set forth in the program guidelines.

B. Prior to submission of the application, the applicant will ensure that the partner organization has provided to the applicant a signed original of this Partnership Statement for the applicant's records. Such original will be made available to IMLS, if requested by IMLS.

SAMPLE