

MARYLAND STATE ARTS COUNCIL

arts in education

ARTISTS-IN-RESIDENCE PROGRAM

GUIDELINES AND APPLICATION FORMS FOR SCHOOL YEAR 2019-2020 (FY20)



Individuals who do not use conventional print may contact the Maryland State Arts Council to obtain this publication in an alternate format. Telephone: 410-767-6555



For individuals who are deaf or hard-of-hearing.
Maryland Relay: 1-800-735-2258 or 711



ANNOUNCEMENTS

→ An electronically submitted **eGRANT** is required for all residency applications. See page 7-8 for instructions.

- Residency applications must be submitted electronically using MSAC's **eGRANT** system, available on the Internet at www.msac.org. Applicants must complete the electronic signature portion and the completed application must be submitted successfully.
- Schools may only apply for one residency for the 2019-2020 school year.

REMINDERS OF PAYMENT:

- **2019-2020 school year: MSAC will pay grant to the artist; the schools will pay grant match to MSAC.**
 - **The total cost of the residency can be no more than \$5,000.**
 - **Required forms will be re-evaluated and some eliminated during this process, which will be noted on this page in future years' guidelines.**
- **PLEASE NOTE**: Schools must select a residency artist prior to submitting application. See the section titled "Artist Selection" on page 14.
- Questions? Contact Jennifer Menkaus, Arts in Education (AiE) Program Associate, at 410-767-8865 or Jennifer.menkaus@maryland.gov.

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MARYLAND STATE ARTS COUNCIL

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An agency of the Maryland Department of Commerce Division of Tourism, Film and the Arts

Lawrence J. Hogan, *Governor*
Boyd K. Rutherford, *Lt. Governor*
Kelly M. Schulz, *Secretary of Commerce*
Benjamin H. Wu, *Deputy Secretary of Commerce*

Councilors

The Council is an appointed body of 17 citizens. Thirteen are named by the Governor to three-year terms which are renewable once. Two legislators and two private citizens are appointed by the President of the Senate and the Speaker of the House. Councilors serve without salary.

Jack Rasmussen, *Chair*, Montgomery County
Julie Spangler Madden, *Vice-Chair*, Howard County
Joan Lyon, *Secretary-Treasurer*, Garrett County

Carole Alexander, Anne Arundel County
Timothy App, Baltimore City
Lily Bengfort, Queen Anne's County
Barbara Bershon, St. Mary's County
Zoe Charlton, Baltimore City
Anthony Cornwell, Allegany County
Jacqueline Copeland, Baltimore County
Carla Du Pree, Howard County
Senator Richard S. Madaleno, Jr., Montgomery County
Shelley Morhaim, Baltimore County
B.G. Muhn, Montgomery County
Gary Vikan, Baltimore City
Delegate Alonzo Washington, Prince George's County
Anne Winter West, Baltimore County

Staff

MSAC maintains a professional staff to administer its grants programs and Council-initiated programs. Staff members are available to provide technical assistance to the arts community.

Ken Skrzysz, *Executive Director*

Arthur Brown
Chad Buterbaugh
Rosa Chang
Liesel Fenner
Jen Menkhaus
Kayla Morgan
Dana Parsons
Amelia Rambissoon
Steven Skerritt-Davis

MARYLAND STATE ARTS COUNCIL OVERVIEW

Overview

The Maryland State Arts Council (MSAC) encourages and invests in the advancement of the arts for all Marylanders. Its grants and programs support artists and arts organizations in their pursuit of artistic excellence, ensure the accessibility of the arts to all citizens and promote statewide awareness of arts resources and opportunities.

The Council comprises an appointed body of 17 citizens from across the state, 13 of whom are named by the Governor to three-year terms that may be renewed once. Two private citizens and two legislators are appointed by the President of the Senate and by the Speaker of the House. All councilors serve without salary.

To carry out its mission, MSAC awards grants to not-for-profit, tax-exempt organizations for ongoing arts programming and projects. The MSAC also awards grants to individual artists, and provides technical and advisory assistance to individuals and groups. The Council reserves the right to prioritize grants awards.

The MSAC receives its funds in an annual appropriation from the State of Maryland and from grants from the National Endowment for the Arts, a federal agency. The Council may also receive contributions from private, non-governmental sources.

Authority

Maryland State Arts Council is an agency of the State of Maryland under the authority of the Department of Commerce, Division of Tourism, Film and the Arts.

Larry Hogan, Governor | Boyd K. Rutherford, Lieutenant Governor
Kelly M. Schulz, Secretary | Ben Wu, Deputy Secretary
Liz Fitzsimmons | Managing Director, Division of Tourism, Film and the Arts

Mission Statement and Goals

The mission of MSAC is to encourage and invest in the advancement of the arts for the people of our state. The goals of the Council are to support artists and arts organizations in their pursuit of artistic excellence, to ensure the accessibility of the arts to all citizens and to promote statewide awareness of arts resources and opportunities.

The MSAC's programs are aimed at benefiting all Maryland residents regardless of political or religious opinion or affiliation, marital status, race, color, creed, age, national origin, sex or sexual orientation, physical or mental disability, or geographic location within the State.

Professional Grants Review Panels

To assist the Council in its decision-making, professionals in the arts are appointed to a variety of grants review panels. The function of panels is to evaluate applications from organizations and individuals and to offer policy recommendations to the Council. Each year, more than 100

individuals serve as grants review panelists for the Council's programs, including Grants for Organizations, Arts in Education, Folk and Traditional Arts, Individual Artist Awards, and Community Arts Development. Anyone wishing to serve or to nominate someone to serve should contact the MSAC office for detailed information and nomination forms.

Staff

MSAC maintains a professional staff to administer its grants programs and Council-initiated programs. Staff members are available to provide technical assistance to the arts community.

Meetings

All Council and Grants Review Panel meetings are open to the public in accordance with the Open Meetings Act set forth in Title 3 of the General Provisions Article of the Annotated Code of Maryland. The dates, times, and locations of Council and Grants Review Panel meetings may be obtained from the MSAC website at www.msac.org or by contacting MSAC offices at (410) 767-6555.

MARYLAND STATE ARTS COUNCIL

ARTS IN EDUCATION PROGRAM OVERVIEW

The National Endowment for the Arts (NEA) established a program known as Artists in Schools in 1966, bringing artists-in-residence to schools to share their skills and expertise with students and teachers. The initiative evolved over the years into the present federal Arts in Education Program, which state arts agencies implement in every jurisdiction of the United States. In Maryland, funds for the AiE Program are provided by the MSAC's budget and a federal grant from the NEA. Schools and other sponsoring organizations provide additional funding according to a matching formula that varies depending on the type of project and art form.

In 1985, a comprehensive state plan for arts education was developed cooperatively by the Maryland State Department of Education, Maryland Alliance for Arts Education, and MSAC. This plan articulated three goals:

- Strengthen discipline-based arts instruction through the development of sequential curricula and staffing by qualified teacher-specialists;
- Relate learning in all subjects by integrating the arts across the curriculum;
- Effectively use quality arts resources available outside of school systems to promote, strengthen, and enhance school-based programs.

Current initiatives in arts education reflect a concern for providing every student in Maryland an opportunity to learn in and through the arts. These skills and knowledge will reinforce 21st Century Learning needs. The Partnership for 21st Century Skills, a creative think tank composed of top business leaders and educators, states that certain skills are essential for the workplace of the 21st Century. Those skills include creative thinking, problem solving, collaboration, global awareness, and media management. All of these skills are reinforced by the arts, thus making the arts an essential element to any curriculum.

In 2008, the Maryland State Board of Education accepted The Voluntary State Curriculum in the Arts. This curriculum defines what students must know and be able to perform within the arts disciplines and across grade levels. In 2009, The Maryland State Department of Education redeveloped the Code of Maryland Regulations (COMAR) for the Fine Arts. COMAR ensures that students meet the content requirement for the Voluntary State Curriculum and ensures that students across the state receive equal access to fine arts instruction. Maryland school systems believe that partnerships are an essential ingredient in advancing the goal of improved arts instruction. Schools, cultural and community organizations, and artists are all working together to enhance the arts programs in Maryland schools. One key organization in these partnerships is the Arts Education in Maryland Schools Alliance (AEMS Alliance). Their efforts have led to a Maryland Arts Integration Network, the Maryland Artist Teacher Institute, a Teaching Artist Institute, and many programs to support schools in bringing the arts to the forefront of the curriculum.

In September, 2013, Governor Martin O'Malley's P-20 Leadership Council voted unanimously to have a statewide task force on arts education in Maryland schools. Dr. William E. (Brit) Kirwan,

Chancellor of the University System of Maryland, made the initial motion to endorse and commented on the power of the arts in his life and the importance of the arts for all students. Co-chairing the task force was nationally known sculptor and founder of Arts Education in Maryland Schools (AEMS) Alliance, Mary Ann Mears, and Dr. Jack Smith, Deputy Superintendent at the Maryland State Department of Education. Governor O'Malley's commitment to arts education was longstanding, and he was been recognized nationally with the prestigious Public Leadership in Arts Award. To continue Maryland's standing as a national leader in education, the Governor wanted to ensure that all students have access to a quality education which includes the arts. Council members commented on the critical importance of creativity and innovation in the workforce and the need for students to have a creative edge in order to be globally competitive.

The task force was charged with creating a plan that ensures a quality arts education for all Maryland students. Specifically, the task force was asked to:

Examine Maryland policies and regulations on arts curriculum and instruction in the context of the new standards in arts education so as to identify gaps and alignment needs;

Determine the current status of arts education in Maryland schools;

Review pertinent research on the impact of fine arts instruction on student success in school; and

Make recommendations to the Governor's P-20 Leadership Council regarding fine arts education in Maryland public schools to include (a) policy and regulations, (b) professional development, (c) curriculum and instruction, and (d) resource allocation.

The P-20 Task Force on Arts Education presented the final report to the Governor and the Council in September 2014. Governor O'Malley's Leadership Council voted unanimously to accept the recommendations from his task force on arts education. The ten recommendations are based on the principles of equity and quality of arts education.

The full Task Force report can be downloaded here:

<http://www.aems-edu.org/PDFs/Task%20Force%20Final%20Report.pdf>

Updates on the completion status of the Task Force recommendations may be found here:

<http://aems-edu.org/keyIssues/GovernorsTaskForce/Updates.html>

On November 23rd, the revisions to the Code of Maryland Annotated Regulations (COMAR) were formally adopted to include the new Maryland Fine Arts Standards, include media arts as a recognized arts discipline, introduce standards for Pre-Kindergarten, and formally establish the Maryland Fine Arts Advisory Panel.

In January of 2018, the U.S. Secretary of Education announced the approval of Maryland's consolidated state plan under the Every Student Succeeds Act (ESSA).

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

More information on ESSA and ESEA here: <https://www.ed.gov/esea>

ESSA allows states more flexibility in how they deliver education to students. Each state crafted a plan that will best offer educational opportunities to meet the needs of the state and its students.

The following are some of the unique elements from Maryland's approved plan as highlighted by the state:

- *Awards credit for elementary school students completing a well-rounded curriculum as measured by the percentage of students passing social studies, fine arts, physical education and health.*
- *Supports low-performing schools through innovative strategies based on collaboration between local school districts and the state, including providing access to leadership coaches for school leaders at low-performing schools in order to give guidance on the implementation of school improvement strategies. **

**[U.S. Department of Education](https://www.ed.gov/)*

AiE Program Mission: The MSAC's AiE Program is designed to promote, strengthen, and enhance the arts and arts education in Maryland's elementary and secondary schools and other community settings. To accomplish its mission, the AiE Program:

- Identifies and provides access to educational arts resources available outside the school system
- Offers financial and technical support for artist residencies in schools and co-funds performances and other arts projects for the benefit of students, teachers, and communities
- Assists in the professional development of artists for in-school programs
- Stimulates support for integrating the arts as a vital and effective element in the curriculum

AiE Program Components: Components of the Arts in Education program are:

- The **AiE Visiting Performers Program** provides opportunities for presentations of one or more performances, sometimes followed by workshop sessions for students in assembly programs or classrooms. Names of artists selected by the advisory panel to participate

in the Visiting Performers Program are listed in the Visiting Performers Roster. Artists are selected for inclusion in the Visiting Performers Program on the basis of artistic achievement and ability to work with students and faculty in a school environment. For more information on the AiE Visiting Performers Program, visit the MSAC website at www.msac.org.

- The **AiE Artists-in-Residence Program** provides opportunities for hands-on intensive workshops involving a small core group of students and teachers over a number of days or weeks. A larger group benefits from additional activities including artists' lectures and demonstrations and projects developed by classroom teachers with the artist's assistance. Names of artists selected by the advisory panel to participate in the Artists-in-Residence Program are listed in the Artists-in-Residence Roster. Artists are selected for inclusion in the Artists-in-Residence Program on the basis of artistic achievement and ability to work with students and faculty in a school environment. Residencies are available in:
 - **Performing Arts:** dance, multi-discipline, music, puppetry, and theater
 - **Playwriting**
 - **Poetry**
 - **Visual Arts:** architecture, ceramics, dollmaking/puppetmaking, fiber arts, glass, handmade paper/books/artist books, media, mixed media, murals, photography, sculpture, site specific installation, and two dimensional art
- **Artist Rosters:** The Visiting Performers Roster and the Artists-in-Residence Roster are located at the MSAC website – www.msac.org. The rosters are searchable by criteria such as artist name, artistic category, geographic availability, etc. Artists wishing to be included on either roster should contact a member of the AiE staff.
- **Community Arts Development/Arts in Education Program (CAD/AiE):** County arts councils receive MSAC funds designated for AiE programs in their counties. The CAD/AiE Program is separate and distinct from the MSAC AiE Program, and is administered in each county by the county arts council. Contact your county arts council concerning the availability of CAD/AiE projects. The MSAC AiE staff is available to provide technical assistance as needed for CAD/AiE projects. Contact information for all Maryland county arts councils is available on the MSAC website – www.msac.org.

MSAC ARTIST-IN-RESIDENCE APPLICATION PROCEDURE

New applicants are encouraged to contact Jennifer Menkaus, Arts in Education Program Associate, before submitting an application. Ms. Menkaus may be contacted at 410-767-8865 or jennifer.menkhaus@maryland.gov. **Each school may submit only one application.**

1. **Identify a Site Coordinator** for the school—this can be a teacher or the principal but **MAY NOT BE PTA PERSONNEL**. The Site Coordinator is responsible for arranging the residency details, meeting with the artist, monitoring the residency, and arranging payment. The Site Coordinator must also track the status of that payment; often just sending it to the accounts payable office is not sufficient.
2. **Choose an artist** by checking the artist-in-residency roster at <http://www.msac.org/artists-in-residence-roster>. You may search by name, discipline, or geographical region.
3. **Contact the artist** and discuss your plans. Because the school is responsible for 100% of the cost of any materials related to the residency, materials and their costs should be discussed with the artists you are considering. If they accept your offer, the artist will provide you with a confirmation code that must be entered into the eGRANT application. Note that the AiE staff cannot provide confirmation codes to school representatives.
4. **Obtain travel information for your selected artist:** mileage to and from your school, tolls, parking, hotel (subject to approval by AiE program director), etc. The mileage rate will be listed in the application but is subject to change.
 - To calculate mileage: # of miles to and from school from artists' home X number of days of the residency = mileage
 - To calculate mileage cost: Mileage X .58 (current mileage rate, subject to change – check application)
 - For example: if the mileage is calculated as 20 miles RT X 5 days = 100 miles for the residency, then multiply 100 x .58 = \$58.00. This amount would be entered in the mileage section of the travel budget.

Applications without a travel budget, or without an indication via check mark that there is NO TRAVEL will not be accepted/approved. The Site Coordinator may also write 'no travel' on the application at the time of signature. This is rare, as there is always mileage.

5. **Submit in eGRANT:** eGRANT is MSAC's online application system and may be accessed through MSAC's website (<http://www.msac.org/artists-in-residence-roster>). Please contact your jurisdiction's board of education to find out the school's date of

incorporation and federal identification number. If you are having problems finding out this information, contact MSAC at 410-767-8865. Leaving these fields blank may cause problems with eGRANT as you work on the application.

- **If your school is new to the program, create a new login and password; returning users should use their previous login and password.** If you are not sure if your school is a new or returning applicant, or if you cannot locate your school's login and password, please contact MSAC at 410-767-8865 or jennifer.menkhaus@maryland.gov. **Do not create a second account.**
 - **You must click on the Submit My Application button and eGRANT must accept your application.**
 - You will receive an email from eGRANT stating that your application was successfully submitted. NOTE: Whoever is listed as the contact in your school's eGRANT profile will receive the PDF by email. If you're new, please change the profile by signing in and choosing 'user info' in the white toolbar menu at the top of the screen.
 - Technical support for eGRANT is available during regular office hours, 8:00AM through 5:00 PM, Monday through Friday.
6. **Review materials and Awardees notification info:** If the grant is awarded, you will receive an award letter with the invoice STAPLED to the letter, directed to the attention of the Site Coordinator who filled out the application. **The school is responsible for the invoice. Do not separate it from the letter. If you are a site coordinator who received the letter but not the invoice, check with your school's office, then email jennifer.menkhaus@maryland.gov right away for another copy.**
7. **Meet with the artist before and after the residency and submit required paperwork:** Every residency has an Orientation meeting with the artist, at which time the Orientation Checklist is filled out by both teacher/staff and artist. At the end of the residency, the Meeting Evaluation form is filled out at another meeting between the teacher/staff and artist. The goals of the residency and whether or not they were met are discussed. This form is signed by all who participated. The artist files the Orientation Checklist and Meeting Evaluation and should not leave either form with the site coordinator to send in. A Final Report form is then filed by the school only, sent to the program director. If MSAC does not have this form on file in a timely manner, the school is ineligible for a residency the following year.
8. **Pay for the residency: The school will be paying their grant match to MSAC and MSAC will pay the artist, which is half the cost of the residency. MSAC will pay the other half, the grant, directly to the artist.** If the school does not pay in a timely manner (within no later than thirty (30) days

after completion of the residency), the school is ineligible to apply the following year and payment is due immediately.

9. **Publicize the residency:** It is highly recommended that the school announce the residency and any unveiling of work/reception to the local press and provide that documentation to MSAC. Media exposure for the Arts in Education program promotes bigger and better budgets in subsequent years.

10. **The school must submit the Final Report form,** given by the artist in order to be eligible to receive future funding.

MSAC AIE ARTISTS-IN-RESIDENCE PROGRAM REQUIREMENTS

Applicant Eligibility: In order to apply for an AiE residency, an applicant organization:

- **Must have been both incorporated in Maryland as not-for-profit and have received tax exempt status** from the U. S. Internal Revenue Service. Units of government (e.g., public schools, city/county recreation centers, etc.) are also eligible to apply.
- **Must have paid their local match** for all previous year's residencies.
- **Must have filed a final report** for all previous year's programs through both the Maryland State Arts Council's Artists-in-Residence Program and Visiting Performers Program.

PLEASE NOTE: Boards of education, parent teacher associations, and other entities may not submit an application on behalf of a school. The school must be the applicant and the information provided on the application must pertain to the school. To qualify for AiE funds, the school must provide adequate staff support for the artist, sufficient time for the artist to work with students during school hours, workspace that meets the artist's requirements, materials and supplies needed for the residency program, and the local match of the residency's cost from non-state, non-federal sources.

Site Coordinator: The site coordinator must be a teacher or the principal from the school. Board of education, PTA, and other entities may not submit an application on behalf of the school. The site coordinator's responsibilities include, but are not limited to, organizing and overseeing activities at the residency site; artist selection; planning; ordering materials; scheduling; monitoring; communicating with the artist, the school administration, and the AiE Program staff; and evaluation. A current email address and home phone number **must** be supplied for the site coordinator on the application form. Due to the volume of applications, schools will have closed for the year before all applications are reviewed and the AiE staff may need to contact the site coordinator at home regarding application revisions.

Artist Information: Only those artists listed on the Artists-in-Residence Roster located at www.msac.org are eligible to participate in MSAC AiE funded residencies. A file of support materials (including resumes, slides, photographs, newspaper clippings, and other information) is maintained for all artists-in-residence. Files for all artists are available for review at the MSAC office by appointment.

Artist Selection: All residency applications must specify an artist and confirmation code for question 10. Applications that do not specify a residency artist and confirmation code for question 10 will be placed on the waiting list. MSAC approved Artists in Residence may be found here: <http://www.msac.org/artists-in-residence-roster>

Confirmation Code: Each artist listed on the Artists-in-Residence Roster has been assigned a confirmation code. When a residency artist gives their confirmation code to a school representative, they are indicating that they have reviewed the residency's goals, schedule, and budget with the site coordinator and are committed to the residency. **PLEASE NOTE: The AiE staff cannot provide confirmation codes to school representatives.** The name of the residency artist and their confirmation code must be provided for question 10 in order to submit the application. Schools must share the final draft of their application with the artist (copy may be saved via eGrant) for their approval before the artist will provide the confirmation code.

Artist Status: The AiE artist's status is that of a consultant and not a school employee; therefore, a member of the school community must be present at all times while the artist is working with the students. **The teacher remains responsible for the class AT ALL TIMES – even when the artist is present.** MSAC does not require AiE artists to undergo a criminal background check. If the school cannot have a member of the school community present at all times when the artist is working with the students, the residency will be canceled.

Core Groups: By definition, a residency involves an artist providing sequential learning workshops to students over a period of time. In order to better facilitate these workshops, the students are divided into core groups. **A core group is defined as a group of 25-30 students maximum. A core group is not a grade.** A residency will have one or several core groups depending on the number of students involved. **For example: a fourth grade class of 100 students would be divided into four core groups of 25 students each.** The number of students in the core groups may vary depending on the type of residency and the residency artist selected. **As you interview artists for the residency, make sure that you clearly communicate your expectations regarding the number of students that will participate in the core groups.** The number of sessions requested for the residency must allow each core group to receive the minimum number of workshop sessions as specified in the guidelines. A session is defined as approximately 50-60 minutes.

Materials: The school is responsible for 100% of the cost of any materials related to the residency. Materials and their costs should be discussed with the artists you are considering. **DO NOT INCLUDE MATERIAL COSTS IN THE RESIDENCY APPLICATION BUDGET.**

Application Review: Each application is reviewed for completeness. The site coordinator will be notified if revisions are necessary.

Notification: All schools will be notified by letter regarding the outcome of each residency application submitted. **Notification letters will be mailed to the site coordinator at their school address in late August/early September. Please alert school staff to expect this communication from MSAC and that the invoice should not be separated from the letter, but that both should be delivered to the site coordinator.**

Funded Residencies and Payment: For each funded residency, an invoice will be enclosed with the notification letter. The invoice will list the local match that the school must pay for the residency. **The local match must be submitted to the AiE Program in the form of a check.**

Non-Funded Residencies: All non-funded residency applications will be placed on a Waiting List. Residency applications on the Waiting List may be funded if additional residency money becomes available.

Final Report: At the completion of the residency, the site coordinator must complete and submit a final report. The final report is available on the MSAC website - www.msac.org under the "Arts in Education" tab (see "applications and forms" in the drop down list).

Failure to submit the final report may cause future residency applications to be declared ineligible.

AIE PERFORMING ARTS RESIDENCIES GUIDELINES & APPLICATION FORM

GOAL: To offer students a better understanding of the performers’ art through participatory activities and workshops.

REQUIREMENTS: Performing arts residencies must:

- be a minimum of 12 sessions, including orientation, planning, and evaluation meetings
- be a maximum of 40 sessions, including orientation, planning, and evaluation meetings
- consist of at least one professional performance
- consist of at least three sequential workshop sessions per core group

A 12 session performing arts residency would proceed as follows:

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| One session | Orientation Meeting – is held prior to the start of the residency with the artist and participating school staff. Objectives and goals for the residency, including arrangements concerning the number and grade level of participating students, space, schedules, and follow-up activities are worked out in detail during this meeting. One completed copy of the Orientation Meeting Checklist form (available at www.msac.org) must be submitted to the AiE Program Director before the residency starts. |
| One session | Planning – time is allotted for the artist to create a residency plan based on decisions made at the orientation meeting. |
| N/A | Professional Performance(s) – by the artist-in-residence take place at the beginning of the residency to provide an exemplar to the students. The performance(s) is NOT counted as a workshop session, but as a separate cost in the budget. School representatives must contact artists directly concerning the cost of performances. |
| Nine sessions (core groups only – min. 3 per core group, min. 3 grps) | Workshop Sessions – must include sequential workshops with core groups. May also include sessions for student performances. Workshop sessions are conducted in the classroom and can be scheduled on consecutive days, on one or more days per week over several weeks, or in any other way agreed upon by the school and the performing artist. |
| One session | Evaluation Meeting – is held at the completion of the residency with the artist and participating school staff. One completed copy of the Evaluation Meeting form (available at www.msac.org) must be submitted to the AiE Program Director. |
| Optional Sessions | Professional Development – includes sessions with classroom teachers to familiarize them with the arts-based learning strategies used by the artist during the residency so these may be incorporated throughout the school year. May also include parent-staff-child sessions. Total Cost divided by \$70 |

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| | dollars equals number of requested sessions. For example, Total Cost \$700 divided by \$70 per session equals 10 professional development sessions. |
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School representatives may contact any performing artist listed in the Artists-in-Residence Roster located on the MSAC website.

BUDGET: A performing arts residency budget includes the items listed below:

- REQUIRED – One (1) orientation meeting at \$70 per session.
- REQUIRED – One (1) planning session at \$70 per session.
- REQUIRED – A minimum of one (1) professional performance.
- REQUIRED – Core group sessions at \$70 per session.
PLEASE NOTE: Each core group must receive at least three (3) sequential workshop sessions with the artist.
- REQUIRED – **Travel expenses**, including mileage, tolls, hotel fees, and per diem. Hotel fees and per diem are valid only for residencies that require the artist to stay overnight. In order for the artist to stay overnight, the artist’s home must be located more than 60 miles (one way) from the school. **Schools/artists should email jennifer.menkaus@maryland.gov to obtain approval for hotel.**
- REQUIRED – One (1) evaluation meeting at \$70 per session.
- OPTIONAL – Student performances at \$70 per session.
- OPTIONAL – Professional development workshops at \$70 per session.

The school’s cost (local match) for the residency is 50 percent of the total, paid directly to MSAC. MSAC AiE funds cover the remaining 50 percent. School representatives must contact artists directly concerning the cost of professional performances, professional development workshops, and travel.

The school is responsible for 100% of the cost of any materials related to the residency.

AiE PLAYWRITING RESIDENCIES GUIDELINES & APPLICATION FORM

GOALS: To introduce students to elements of dramatic writing and to encourage them to write plays based on stories and conflicts from their lives and imaginations. The playwright uses a variety of techniques and exercises to guide the students in the development of dramatic action and structure, character, and dialogue towards the creation of a stage-ready one-act play.

REQUIREMENTS: Playwriting residencies must:

- be a minimum of 24 sessions, including orientation, planning, and evaluation meetings
- be a maximum of 36 sessions, including orientation, planning, and evaluation meetings
- consist of at least eight sequential workshop sessions per core group

For example, a 30 session playwriting residency would proceed as follows:

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| One session | Orientation Meeting – is held prior to the start of the residency with the artist and participating school staff. Objectives and goals for the residency, including arrangements concerning the number and grade level of participating students, space, schedules, and follow-up activities are worked out in detail during this meeting. One completed copy of the Orientation Meeting Checklist form (available at www.msac.org) must be submitted to the AiE Program Director before the residency starts. |
| One session | Planning – time is allotted for the artist to create a residency plan based on decisions made at the orientation meeting. |
| 27 sessions (core groups only) | Workshop Sessions – must include sequential workshops with core groups. May also include sessions for student readings. Workshop sessions are conducted in the classroom and can be scheduled on consecutive days, on one or more days per week over several weeks, or in any other way agreed upon by the school and the playwright. |
| One session | Evaluation Meeting – is held at the completion of the residency with the artist and participating school staff. One completed copy of the Evaluation Meeting form (available at www.msac.org) must be submitted to the AiE Program Director. |
| Optional Session | Professional Development – includes sessions with classroom teachers to familiarize them with the arts-based learning strategies used by the artist during the residency so these may be incorporated throughout the school year. May also include parent-staff-child sessions. Total Cost divided by \$70 dollars equals number of requested sessions. For example, Total Cost \$700 divided by \$70 per session equals 10 professional development sessions. |

The number of playwriting residencies per year will be limited to the availability of participating AiE playwrights-in-residence. School representatives may contact any playwright listed in the Artists-in-Residence Roster located on the MSAC website.

BUDGET: A playwriting residency budget includes the items listed below:

- REQUIRED – One (1) orientation meeting at \$70 per session.
- REQUIRED – One (1) planning session at \$70 per session.
- REQUIRED – Core group sessions at \$70 per session.
PLEASE NOTE: Each core group must receive at least eight (8) sequential workshop sessions with the playwright.
- REQUIRED – Travel expenses, including mileage, tolls, hotel fees, and per diem. Hotel fees and per diem are valid only for residencies that require the artist to stay overnight. In order for the playwright to stay overnight, the playwright’s home must be located more than 60 miles (one way) from the school.
Schools/artists should email jennifer.menkhaus@maryland.gov to obtain approval for hotel.
- REQUIRED – One (1) evaluation meeting at \$70 per session.
- OPTIONAL – Student reading/performances or other follow-up activities at \$70 per session.
- OPTIONAL – Professional development workshops at \$70 per session.

The school’s cost (local match) for the residency is 50 percent of the total, paid directly to MSAC. MSAC AiE funds cover the remaining 50 percent. School representatives must contact artists directly concerning the cost of professional development workshops and travel.

The school is responsible for 100% of the cost of any materials related to the residency.

AiE POETRY RESIDENCIES GUIDELINES & APPLICATION FORM

GOALS: To demonstrate to students the creative use of language in expressing their feelings and thoughts, to inspire them to write poems, and to encourage them in the study of language and literature. Poetry workshops are most effective with students who have already mastered rudimentary writing skills (grades 3 and up) although good results can be achieved with children as young as K-1. In elementary grades, it is preferable not to select students based on academic criteria, since most children in this age group respond readily to the poet. In middle and high school, workshops are most effective when students participate on a voluntary basis.

REQUIREMENTS: Poetry residencies must:

- be a minimum of 12 sessions, including orientation, planning, and evaluation meetings
- be a maximum of 40 sessions, including orientation, planning, and evaluation meetings
- consist of at least five sequential workshop sessions per core group

An 18 session poetry residency would proceed as follows:

| | |
|--|--|
| One session | Orientation Meeting – is held prior to the start of the residency with the artist and participating school staff. Objectives and goals for the residency, including arrangements concerning the number and grade level of participating students, space, schedules, and follow-up activities are worked out in detail during this meeting. One completed copy of the Orientation Meeting Checklist form (available at www.msac.org) must be submitted to the AiE Program Director before the residency starts. |
| One session | Planning – time is allotted for the artist to create a residency plan based on decisions made at the orientation meeting. |
| 15 sessions (core groups only) | Workshop Sessions – must include sequential workshops with core groups. May also include sessions for student poetry readings. Workshop sessions are conducted in the classroom and can be scheduled on consecutive days, on one or more days per week over several weeks, or in any other way agreed upon by the school and the poet. |
| One session | Evaluation Meeting – is held at the completion of the residency with the artist and participating school staff. One completed copy of the Evaluation Meeting form (available at www.msac.org) must be submitted to the AiE Program Director. |
| Optional Sessions | Professional Development – includes sessions with classroom teachers to familiarize them with the arts-based learning strategies used by the artist during the residency so these may be incorporated throughout the school year. May also include parent-staff-child sessions. Total Cost divided by \$70 |

| | |
|--|---|
| | dollars equals number of requested sessions. For example, Total Cost \$700 divided by \$70 per session equals 10 professional development sessions. |
|--|---|

School representatives may contact any poet listed in the Artists-in-Residence Roster located on the MSAC website.

BUDGET: A poetry residency budget includes the items listed below:

- REQUIRED – One (1) orientation meeting at \$70 per session.
- REQUIRED – One (1) planning session at \$70 per session.
- REQUIRED – Core group sessions at \$70 per session.
PLEASE NOTE: Each core group must receive at least five (5) sequential workshop sessions with the poet.
- REQUIRED – Travel expenses, including mileage, tolls, hotel fees, and per diem. Hotel fees and per diem are valid only for residencies that require the artist to stay overnight. In order for the poet to stay overnight, the poet’s home must be located more than 60 miles (one way) from the school. **Schools/artists should email jennifer.menkhaus@maryland.gov to obtain approval for hotel.**
- REQUIRED – One (1) evaluation meeting at \$70 per session.
- OPTIONAL – Student poetry readings or other follow-up activities at \$70 per session.
- OPTIONAL – Professional development workshops at \$70 per session.

The school’s cost (local match) for the residency is 50 percent of the total, paid directly to MSAC. MSAC AiE funds cover the remaining 50 percent. School representatives must contact artists directly concerning the cost of professional development workshops and travel.

The school is responsible for 100% of the cost of any materials related to the residency.

AiE VISUAL ARTS RESIDENCIES GUIDELINES & APPLICATION FORM

GOAL: To involve students and teachers in the creative process by working with a professional visual artist. The students are challenged to explore their own creativity by designing and executing a work of art under the artist’s guidance and inspiration.

REQUIREMENTS: Visual arts residencies must:

- be a minimum of 20 sessions, including orientation, planning, and evaluation meetings
- be a maximum of 60 sessions, including orientation, planning, and evaluation meetings
- consist of an adequate number of sequential workshop sessions for each core group to accomplish the identified objectives and goals for the residency
- **may not be used to provide an arts experience for the whole school to participate in. Minimum number of core groups is 3, maximum number is 8; 25-30 students per core group**

A 60 session visual arts residency would proceed as follows:

| | |
|--|---|
| One session | Orientation Meeting – is held prior to the start of the residency with the artist and participating school staff. Objectives and goals for the residency, including arrangements concerning the number and grade level of participating students, space, schedules, and follow-up activities are worked out in detail during this meeting. One completed copy of the Orientation Meeting Checklist form (available at www.msac.org) must be submitted to the AiE Program Director before the residency starts. |
| One session | Planning – time is allotted for the artist to create a residency plan based on decisions made at the orientation meeting. |
| 27-57 sessions (core groups only – min. 3 per core group – whole school residencies not recommended) | Workshop Sessions – must include an adequate number of sequential workshop sessions for each core group to accomplish the identified objectives and goals for the residency. <u>May also include sessions for material preparation, and installation of completed artwork.</u> The number of sessions required by the artist for material preparation and/or installation may vary depending on the art form selected. Workshop sessions are conducted in the classroom and can be scheduled on consecutive days, on one or more days per week over several weeks, or in any other way agreed upon by the school and the visual artist. |
| One session | Evaluation Meeting – is held at the completion of the residency with the artist and participating school staff. One completed copy of the Evaluation Meeting form (available at www.msac.org) must be submitted to the AiE Program Director. |
| Optional Sessions | Professional Development – includes sessions with classroom teachers to familiarize them with the arts-based learning strategies used by the artist during the residency so these may be incorporated throughout the school |

year. May also include parent-staff-child sessions. Total Cost divided by \$70 dollars equals number of requested sessions. For example, Total Cost \$700 divided by \$70 per session equals 10 professional development sessions.

School representatives may contact any visual artist listed in the Artists-in-Residence Program Roster of Artists located on the MSAC website.

BUDGET: A visual arts residency budget includes the items listed below (supplies are not included and are the sole responsibility of the school.)

REQUIRED – One (1) orientation meeting at \$70 per session.

REQUIRED – One (1) planning session at \$70 per session.

REQUIRED – Core group sessions at \$70 per session.

PLEASE NOTE: Each core group must receive an adequate number of sequential workshop sessions in order to accomplish the identified objectives and goals for the residency

REQUIRED – Travel expenses, including mileage, tolls, hotel fees, and per diem. Hotel fees and per diem are valid only for residencies that require the artist to stay overnight. In order for the artist to stay overnight, the artist's home must be located more than 60 miles (one way) from the school. **Schools/artists should email jennifer.menkhaus@maryland.gov to obtain approval for hotel.**

REQUIRED – One (1) evaluation meeting at \$70 per session.

OPTIONAL – Material preparation at \$70 per session.

OPTIONAL – Installation at \$70 per session.

OPTIONAL – Follow-up activities at \$70 per session.

The school's cost (local match) for the residency is 50 percent of the total, paid directly to MSAC. MSAC AiE funds cover the remaining 50 percent. School representatives must contact artists directly concerning the cost of professional development workshops and travel.

The school is responsible for 100% of the cost of any materials related to the residency. Materials can be purchased by the school through the artist or purchased directly by the school with guidance from the artist. In general, the school should budget an additional \$500-\$600 for materials.

**ARTISTS-IN-RESIDENCE PROGRAM
RESIDENCY APPLICATION**

**RESIDENCY APPLICATIONS MUST BE SUBMITTED IN EGRANT.
APPLICATIONS NOT SUBMITTED IN EGRANT WILL BE DECLARED INELIGIBLE.
SEE PAGE TWELVE FOR EGRANT INSTRUCTIONS.**

DISCIPLINES: POETRY, PLAYWRITING, PERFORMING ARTS, VISUAL ARTS (check off in eGrant)

A. GENERAL INFORMATION

| | | |
|---|--------------------------------------|---|
| Name of School/Site | | |
| Street Address or Rural Route | | |
| City | State MD | Zip Code + Four |
| School Telephone - include area code | | County - if Baltimore City, please write "City" |
| State Legislative District Number* | | Federal Congressional District Number* |
| <input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. | Principal's First/Middle Name | Principal's Last Name |
| Principal's Work Phone - include area code | | Principal's E-mail Address |
| <input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. | Site Coordinator's First/Middle Name | Site Coordinator's Last Name |
| TEACHER/Site Coord. Title (may not be PTA) | | Site Coordinator's E-mail Address |
| Site Coordinator's <u>Home Address</u> (for summer mailing purposes, if necessary)** | | |
| City | State | Zip Code + Four |
| Site Coordinator's <u>Home/Cell</u> Phone** | | Site Coordinator's Work Phone** |
| Total School Enrollment | Grade Levels | Number of Teachers |

*This information may be obtained at the www.mdelect.net website.

**Please provide site coordinator home address and home/cell/work numbers for contact purposes during summer months, if necessary.

1. Please fill out the following section completely. The information is required.

a) Please identify the predominant racial characteristics (51%) of your school, as well as additional details gathered for statistical purposes only, and that will not affect the review of your application. Check only one.

- | | |
|--|---|
| <input type="checkbox"/> Asian | <input type="checkbox"/> Native Hawaiian/Pacific Islander |
| <input type="checkbox"/> Black/African-American | <input type="checkbox"/> White |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> No single group predominates |
| <input type="checkbox"/> American Indian/Alaska Native | |

b) Check more than one as appropriate.

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Free and Reduced Meals (FARM) | _____ If FARM, what is your rate? |
| <input type="checkbox"/> Title I | |
| <input type="checkbox"/> Urban | |
| <input type="checkbox"/> Rural | |

c) Total Number of adults and youth engaged in the arts through “in-person” experiences

Adults: _____ # Children/Youth (0-18 years): _____

d) Total number of Artists directly involved: _____

e) Total Paid Attendance: 0

f) Total Free Attendance: _____

g) Total Attendance (Paid & Free) _____

h) Project Activity Location(s):

2. For each school year below, please check each type of MSAC AiE-funded residency your school/site has received. Check all that apply.

School Year 2016-2017

- Performing Arts
- Playwriting
- Poetry
- Visual Arts
- None

School Year 2017-2018

- Performing Arts
- Playwriting
- Poetry
- Visual Arts
- None

School Year 2018-2019

- Performing Arts
- Playwriting
- Poetry
- Visual Arts
- None

B. NARRATIVE – May not exceed two 8 ½" x 11" pages.

NOTE TO BROMELKAMP – ANSWERS TO ALL NARRATIVE QUESTIONS ARE REQUIRED IN ORDER TO SUBMIT.

1. Describe the proposed residency program. Include the overall goals of the program. List additional activities (e.g., professional development workshops, exhibits of student work, opening reception, etc.) that will be conducted during the residency.
2. Describe how students in the core group(s) will benefit from this residency.
3. Describe how educators will use knowledge gained during the residency to enhance arts instruction after the residency program is completed.
4. Describe how the proposed residency will address the school's artistic or curricular objectives.
5. Describe how other students in the school and/or community members will benefit from this residency.
6. To what extent will underserved or special needs populations such as urban youth, non-English language learners, rural populations, students with disabilities, or youth at risk benefit from this residency?
7. Please indicate the time of year you would like this residency to occur. Be specific with month and year if possible.

Fall 2019

Winter 2019-2020

Spring 2020

Specific months, if possible: _____

8. **→ REQUIREMENT – See section titled “Confirmation Code” under the Program Requirement.** Artist Selection - All residency applications must specify a residency artist and confirmation code.

Name of artist selected:

Confirmation code:

C. RESIDENCY BUDGET

| C.1. CORE GROUP WORKSHEET | | | |
|--|--|--|--|
| <i>Please provide the information below for each core group that will participate in the residency.</i> | | | |
| | Grade Level(s) of Each Core Group (List Separately) | Approximate Number of Students in Each Core Group (Maximum 25-30) | Total Number of Sessions the Core Group(s) will Work with the Artist(s) CORE GROUPS ONLY – minimum 3 sessions |
| EX | CORE GROUP 1 – GRADE 3 | 25 | 3 |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| Totals | | Total # students: | Total # core group sessions: |
| C.2. RESIDENCY WORKSHEET | | | |
| Session Type | | | Number of Sessions Planned |
| Orientation meeting | | | 1 |
| Planning (if another session is needed, contact program director) | | | 1 |
| Core group sessions (minimum 3 sessions per core group) | | | [Total # core group sessions from above] |
| Student Reading/Performance/Showcase (maximum 2 sessions) ALL DISCIPLINES—rehearsals are not eligible for funding | | | |
| Professional development workshop sessions - may not exceed 1/3 the total cost of residency (minus performance fee if fee is applicable). | | | |
| VISUAL ARTS ONLY: Material Prep (maximum 5-7 sessions) | | | |
| VISUAL ARTS ONLY: Installation (maximum 2-3 sessions) | | | |
| Evaluation meeting | | | 1 |
| Total # of Sessions | | | |

C. RESIDENCY BUDGET (continued)

| C.3. TRAVEL EXPENSES WORKSHEET | |
|--|----------------------|
| <i>The current reimbursement rate for mileage is 58 cents per mile.</i> | |
| Total cost of mileage – incl. costs of the artist’s daily round-trip commute and any other mileage related to the residency. RATE IS \$.58 | |
| Total cost of tolls | + |
| Total cost of hotel fees^ (requires approve; see below) | + |
| Total cost of per diem^ – current per diem rate is \$41 per night | + |
| Other-specify^ (must be approved by AiE program director before entering) | + |
| Total Cost of Travel. If zero, check here <input type="checkbox"/> | = |
| C.4. BUDGET WORKSHEET | |
| 1. Total Number of Sessions | |
| 2. Multiplied by \$70 per session | x \$70.00 |
| 3. Plus the cost of professional performance (only performing arts) | |
| 4. Plus travel expenses (If zero, please enter “0” in section C.3) | + |
| 5. EQUALS TOTAL COST OF RESIDENCY+ | = |
| 6. Local match* (school’s cost) = half of line No. 5 | |
| 7. MSAC funds = half of line No. 5 | |

^Hotel fees and per diem are only for residencies that require the artist to stay overnight and must be approved by AiE Program Director: christine.stewart1@maryland.gov.

+The school is responsible for the cost of any materials related to the residency.

*The local match must be comprised of non-state, non-federal funds.

D. CERTIFICATION

Completed residency applications must be successfully submitted via eGRANT. E-mailed or faxed copies of the paper version will not be accepted.

ONLY TEACHER OR PRINCIPAL MAY SIGN ON BEHALF OF THE SCHOOL.

Grant match payment information is below. When submitting in eGrant, please read completely before checking both boxes. Checking one box only will render the application incomplete.

- ┆ Checking this box verifies that the applicant agrees to complete and submit this application by electronic means including use of an electronic signature.

┌ We, the undersigned, certify that all the information contained in this application is true, complete, and accurate and that our signature is an agreement on behalf of the school to, contingent upon approval of the application by the Maryland State Arts Council, provide payment of the grant match to the artist named in this application once the residency is complete.

NO HARD COPY REQUIRED. DO NOT SEND MONEY WITH THIS APPLICATION.

REMINDER: GRANT MATCH IS DUE TO THE ARTIST UPON COMPLETION OF THE RESIDENCY.

Award letters are mailed at the end of August, beginning of September. If you do not receive the award letter, contact Jennifer Menkhaus immediately at Jennifer.menkhaus@maryland.gov.

NATIONAL STANDARD FOR ARTS INFORMATION EXCHANGE

This information is being gathered for the National Endowment for the Arts. One form must be completed for each application submitted.

Applicant
Organization _____

Federal Congressional District
Number _____

The State of Maryland has eight federal congressional districts. Please fill in the district number of your organization's business address.

Applicant Status: Which category best describes the applicant's legal status? Check only one.

- | | | |
|--|--|--|
| <input type="checkbox"/> 02 - Organization-Nonprofit | <input type="checkbox"/> 04 - Government-Federal | <input type="checkbox"/> 05 - Government-State |
| <input type="checkbox"/> 06 - Government-Regional | <input type="checkbox"/> 07 - Government-County | <input type="checkbox"/> 08 - Government-Municipal |
| <input type="checkbox"/> 09 - Government-Tribal | <input type="checkbox"/> 99 - None of the Above | |

Applicant Institution: Which category best describes the applicant? Check only one.

- | | | |
|--|--|---|
| <input type="checkbox"/> 03 Performing Group | <input type="checkbox"/> 19 School District | <input type="checkbox"/> 35 Religious Organization |
| <input type="checkbox"/> 04 Performing Group-Coll/Univ | <input type="checkbox"/> 20 Parent-Teacher Org | <input type="checkbox"/> 36 Seniors' Center |
| <input type="checkbox"/> 05 Performing Group-Comm | <input type="checkbox"/> 21 Elementary School | <input type="checkbox"/> 37 Parks and Recreation |
| <input type="checkbox"/> 06 Performing Group-Youth | <input type="checkbox"/> 22 Middle School | <input type="checkbox"/> 38 Government-Executive |
| <input type="checkbox"/> 07 Performing Facility | <input type="checkbox"/> 23 Secondary School | <input type="checkbox"/> 39 Government-Judicial |
| <input type="checkbox"/> 08 Art Museum | <input type="checkbox"/> 24 Vocational/Tech School | <input type="checkbox"/> 40 Government-Legis House |
| <input type="checkbox"/> 09 Other Museum | <input type="checkbox"/> 25 Other School | <input type="checkbox"/> 41 Government-Legis Senate |
| <input type="checkbox"/> 10 Gallery/Exhibit Space | <input type="checkbox"/> 26 College/University | <input type="checkbox"/> 42 Media-Periodical |
| <input type="checkbox"/> 11 Cinema | <input type="checkbox"/> 27 Library | <input type="checkbox"/> 45 Media-Radio |
| <input type="checkbox"/> 12 Independent Press | <input type="checkbox"/> 28 Historical Society | <input type="checkbox"/> 46 Media-Television |
| <input type="checkbox"/> 13 Literary Magazine | <input type="checkbox"/> 29 Humanities Council | <input type="checkbox"/> 47 Cultural Series Org |
| <input type="checkbox"/> 14 Fair/Festival | <input type="checkbox"/> 30 Foundation | <input type="checkbox"/> 48 School of the Arts |
| <input type="checkbox"/> 15 Arts Center | <input type="checkbox"/> 31 Corporation | <input type="checkbox"/> 49 Arts Camp/Institute |
| <input type="checkbox"/> 16 Arts Council/Agency | <input type="checkbox"/> 32 Community Service Org | <input type="checkbox"/> 50 Social Service Org |
| <input type="checkbox"/> 17 Arts Service Organization | <input type="checkbox"/> 33 Correctional Institution | <input type="checkbox"/> 51 Child Care Provider |
| <input type="checkbox"/> 18 Union/Professional Assoc | <input type="checkbox"/> 34 Health Care Facility | <input type="checkbox"/> 99 None of the Above |

Applicant Discipline: Which category best describes the applicant's main art form? Check only one.

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> 01 Dance (do not include mime) | <input type="checkbox"/> 09 Media Art |
|---|---------------------------------------|

- 02 Music
- 03 Opera/Music Theater
- 04 Theater
- 05 Visual Arts
- 06 Design Arts
- 07 Crafts
- 08 Photography (include holography)
- 10 Literature
- 11 Interdisciplinary
- 12 Folklife/Traditional Arts
- 13 Humanities
- 14 Multi-Disciplinary
- 15 Non-Arts/Non-Humanities (none of the above)

Project Discipline: Which category best describes the art form of the funded project? Check only one.

- 01 Dance (do not include mime)
- 02 Music
- 03 Opera/Music Theater
- 04 Theater
- 05 Visual Arts
- 06 Design Arts
- 07 Crafts
- 08 Photography (include holography)
- 09 Media Art
- 10 Literature
- 11 Interdisciplinary
- 12 Folklife/Traditional Arts
- 13 Humanities
- 14 Multi-Disciplinary
- 15 Non-Arts/Non-Humanities (none of the above)

Activity Type: Which category best describes the activities of the project? Check only one.

- 01 Acquisition: Expenses for additions to a collection
- 02 Audience Services (e.g., ticket subsidies, busing senior citizens to an arts event)
- 03 Award/Fellowship (e.g., to individuals)
- 04 Creation of a Work of Art: Include commissions
- 05 Concert/Performance/Reading: Include production development
- 06 Exhibition: Include visual arts, film, and video, and exhibition development
- 07 Facility Construction, Maintenance, Renovation: note “design” is 04 “creation of a work of art”
- 08 Fair/Festival
- 09 Identification/Documentation: For archival, educational, and other purposes
- 10 Institution/Organization Establishment: For creation or development of a new institution/ organization
- 11 Institution/Organization Support: General operational support
- 12 Art Instruction: Include lessons, classes, and other means used to teach knowledge of and/or skills in the arts
- 13 Marketing
- 14 Professional Support – Administrative
- 15 Professional Support – Artistic

- ┆ 16 Recording/Filming/Taping: Do not include creating art works or identification/documentation for archival or educational purposes; see 04 and 09
- ┆ 17 Publication (e.g., manuals, books)
- ┆ 18 Repair/Restoration/Conservation
- ┆ 19 Research/Planning: Include program evaluation, strategic planning, and establishing partnerships/collaborations between agencies
- ┆ 20 School Residency: Artist activities in an educational setting wherein one or more core student groups receive repeated artist contact over time
- ┆ 21 Other Residency: Artist activities in a non-school setting wherein one or more core student groups receive repeated artist contact over time
- ┆ 22 Seminar/Conference
- ┆ 23 Equipment Purchase/Lease/Rental
- ┆ 24 Distribution of Art (e.g., films, books, prints)
- ┆ 25 Apprenticeship/Internship
- ┆ 26 Re-granting
- ┆ 27 Translation
- ┆ 28 Writing about Art: Include criticism
- ┆ 29 Professional Development/Training: Activities enhancing career advancement
- ┆ 30 Student Assessment: The measurement of student progress toward learning objectives—not to be used for program evaluation
- ┆ 31 Curriculum Development/Implementation: Include the design, implementation, and distribution of instructional materials, methods, evaluation criteria, goals, and objectives
- ┆ 32 Stabilization/Endowment/Challenge: Grant funds used to reduce debt, contribute to endowments, build cash reserves, or enhance funding leverage or stabilization
- ┆ 33 Building Public Awareness: Activities designed to increase public understanding of the arts or to build public support for the arts
- ┆ 34 Technical Assistance: With technical/administrative functions
- ┆ 35 Include the creation or expansion of existing web sites (or sections of web sites) as well as the development of digital art collections, databases, discussion areas or other interactive technology services delivered via the internet
- ┆ 36 Broadcasting: Include broadcasts via television, cable, radio, the web, or other digital networks
- ┆ 99 None of the above

Project Descriptors: Mark which, if any, of the descriptors below comprise a significant portion (50% or more) of the grant's resources/activities. Mark all that apply. If none apply, or if the below descriptors apply to a small or indeterminate portion of your funding/activities, leave this field blank.

- ┆ A - Accessibility: Grants or services related to ADA/504 compliance or other activities designed to increase access to the arts for persons with disabilities.

┘ I - International: Programs or activities supporting any of the following: grantees visiting other countries, foreign artists visiting the USA, any cultural exchange program, linkages with artists or institutions in other countries, or establishing/administering international programs in your own agency.

┘ P - Presenting/Touring: Grants or services resulting in the movement of artists or artworks for performances, readings, screenings, exhibits, etc., in different geographic areas. Use this code to indicate funds awarded for either the hosting/presenting of works originating outside of the grantee community or for the fees paid to artists or arts organizations that will, themselves, be touring in different areas.

┘ T - Technology: Grants or services using technology for the creation or dissemination of artworks or the use of technology for organizational management purposes.

┘ Y - Youth at Risk: Grants or services designed primarily to serve at-risk youth. Include arts-related intervention programs (for violence, drug-alcohol abuse and crime) as well as other creative programming specifically involving at-risk youth as primary project participants or beneficiaries.

Grantee Race: For organizations, grantees should code themselves based on the predominant group of which their staff or board or membership (not audience) is composed. Organizations should choose the one code that best represents 50 percent or more of their staff or board or membership.

- ┆ A - 50% or more Asian
- ┆ B - 50% or more Black/African American
- ┆ H - 50% or more Hispanic/Latino
- ┆ N - 50% or more American Indian/Alaska Native
- ┆ P - 50% or more Native Hawaiian/Pacific Islander
- ┆ W - 50% or more White
- ┆ 99 - No single group listed represents 50% or more staff or board or membership

Project Race/Ethnicity: If the majority of the grant activities are intended to involve or act as a clear expression or representation of the cultural traditions of one particular group, or deliver services to a designated population listed below, choose that group’s code from the list. If the grant or activity is not designated to represent or reach any one particular group, chose the terminal code “99.”

- ┆ A - Asian individuals
- ┆ B - Black/African American individuals
- ┆ H - Hispanic/Latino individuals
- ┆ N - American Indian/Alaska Native individuals
- ┆ P - Native Hawaiian/Pacific Islander individuals
- ┆ W - White individuals
- ┆ 99 - No single group

Total Number of adults and youth engaged in the arts through “in-person” experiences

Adults: _____ # Children/Youth (0-18 years): _____

Total number of Artists directly involved: _____

Total Paid Attendance: 0

Total Free Attendance: _____

Total Attendance (Paid & Free) _____

Project Activity Location(s):
