

# Artists-in-Education Grant Program

The Artists-in-Education grant program provides opportunities to enhance the curriculum at your school by providing opportunities to bring in a visiting artist to work on a creative project with students and teachers

# Developing Your Application

**1.** ● Identify teacher(s) to work with on the grant.

**2.** ● Meet with teacher(s) to review the grant guidelines and process.

**3.** ● Contact prospective artists or their agents to discuss the proposed residency.

**4.** ● Select an artist and meet with the artist and teacher.

**5.** ● Share the proposal with the PTA for approval.

**6.** ● Share the proposal with the Principal for approval.

**7.** ● Start your online application.

**Plan Ahead!**

Start talking to your teachers and the administration ASAP.

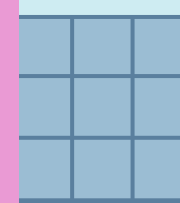


1.

Identify teacher(s) to begin working with as soon as possible. School administration and classroom teachers need time to prepare for lessons and make the necessary schedule adjustments.

2.

Meet with the teacher(s) to review the grant criteria, connection to curriculum goals, and select an artist(s) to contact. If you already have an artist or project in mind, bring the artist's resume and project description to the meeting.



# Finding Artists

## 3.

Contact prospective artists or their agents to discuss the proposed residency. Make sure to discuss how you plan to incorporate the residency into curriculum goals.

For artist ideas, you can view the Maryland State Arts Council (MSAC) [Teaching Artist Roster](#), [Arts for Learning Maryland](#), or contact HCAC at (410) 313-2787 or [info@hocoarts.org](mailto:info@hocoarts.org).

HCAC does not have a roster of “approved” artists and PTAs are encouraged to construct residencies around any artists they feel strongly about or who come recommended via other sources!

# Example Residencies

## African Music & Stories • Kofi Dennis

In this 7-day residency, elementary school students learned African drum, songs, stories and games which included 12 workshops, 2 assemblies, and a concert. Students enjoyed a hands-on learning experience that complimented existing curriculum while broadening exposure to the arts and West African Culture.

## *Romeo & Juliet* • Chesapeake Shakespeare

In this 2-week middle school residency, teaching artists help students to break down any pre-existing barriers between themselves and Shakespeare's works. After a couple of day's introduction, the students studied, rehearsed, and finally performed scenes from *Romeo and Juliet* for fellow students.

## Poetry • Story Tapestries: Regie Cabico

In this 5-day residency, elementary school students learned about spoken word poetry. Artist Regie Cabico performed his own pieces and then taught key concepts and structures of spoken word poetry by having students work on their own poems. The residency culminated with a Poetry Slam performed by the students.

## Felting • Katherine Dilworth

In this 14-day residency, 3<sup>rd</sup>-5<sup>th</sup> grade students created individual felt squares with a visual metaphor of their pandemic experience. Squares were then sewn to larger felt fabric panels to create a long quilt. With the administration's support, the quilt was hung outside the cafeteria doors for staff, students, and visitors to enjoy.

## Photography • Christina Delgado

In this 4-day residency, elementary school students made connections to school, their environment, their community, and the arts; which ultimately resulted in a final photo/art exhibit. Teachers working alongside the teaching artist gained professional development in arts integration methods.

## Ukelele • Bryan Powell

In this 5-day residency, elementary school students learned proper technique to hold and strum the ukulele, fret board fingerings, and chord structure. Students used musical concepts to perform popular songs as well as compose their own songs. A live performance was cancelled, but friends and family were provided a recording.

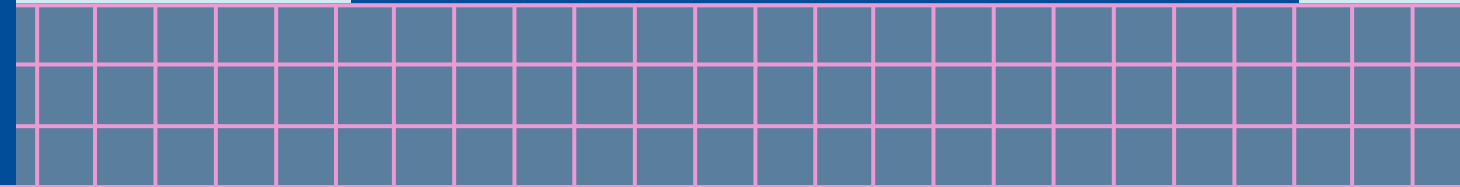


4.

Select an artist and set a meeting with the artist and the teacher to develop the project work plan, description, and evaluation method.

5.

Share the proposal with the PTA to ensure their financial support and request needed documentation. Make sure to review the matching requirements.



6.

Share the proposal with the Principal to ensure the administration's support.

7.

Start your online application.

Don't forget to discuss an evaluation method with the teachers and artist. A sample evaluation is a required piece of the application.

# Elements of a Strong Proposal

The grant review panel is made up of local artists and academics who are excited to read your application. Focusing on these elements will ensure that you submit a strong project proposal.

An Engaging, Well-Planned Project

Collaboration

Clear Goals

Reasonable Budget that Meets the Match Requirement

Sample Evaluation

Don't Overthink It



## An Engaging, Well-Planned Project

A successful project will focus on hands-on engagement over solely auditorium or assembly-style presentations. The project should have detailed sequence of activities/lessons and include an orientation, planning period and follow-up session.

## Collaboration

The strongest project proposals show evidence of careful planning and are created in collaboration with the teacher, artist, school administration, and PTA.

## **Clear Goals**

The goals of the artistic residency are clearly outlined in the proposal and address how the project addresses MSDE and school curriculum objectives.

## **Reasonable Budget that Meets the Matching Requirement**

The budget for the project is realistic, only uses grant funds for permitted expenses, and meets the 1-to-1 matching requirement. Income and expenses should be the same.

## Sample Evaluation

A sample of the end-of-residency evaluation is required. Collaborate with the chosen artist(s) and the teacher to develop a survey, set of questions, or effective evaluation method which shows and describes how the evaluation will be used to measure results.

## Don't Overthink It

We want to hear from *you* about the positive impact you believe this project will have on your school. We are not looking for a lot of technical language or jargon. We **ARE** looking for you to clearly explain your goals.

# Application Sections

Applicant Information

Funding Sources

Project Information

Project Narrative

Project Budget - Expenses

Project Budget - Revenue

In-Kind Donations

Support Materials/Work Samples

Certification & Signature

# Example Application

Let's go through the application sections with a past application as that received funding as an example to better understand what the Committee on Grants will be looking for in each application section. (Credit: Amanda Roberge, M. ED and Patuxent Valley MS PTA Cultural Arts Representative)

The example application is for a 5-day Chesapeake Shakespeare Company residency at Patuxent Valley Middle School that will complement English class curriculum as students read *Romeo & Juliet*.

This is just an example. You are encouraged to develop your own residency projects with artists of ***any medium*** that you are excited about and think will bring value to your school!

# Funding Sources

This section asks for information on any additional funding sources. This funding might be from somewhere like the Maryland State Arts Council (MSAC). Obtaining funding like this can lower the amount of the PTA match requirement. There is more information about the matching requirement in the budget section.

## Example Application

List other organizations to which you have applied or received funding for this project. Please list both the organization and status of the request in the first column (i.e. Maryland State Arts Council - pending/funded/declined).

	Amount Requested
PTA — pending fundraising next school year	2,000
SubTotals:	2,000
Grand Totals:	\$2,000

# Project Information

This section is a brief overview of the project and requires information about the residency dates and length as well as the artist(s), teachers, and number of students participating. These are details you should figure out in collaboration with the teacher and the artist(s) when developing your application.

This is a representative sample.  
Application questions may differ.

Name of artist(s) or arts organizations participating.	Chesapeake Shakespeare Company
Number of artists participating.	4
Estimated number of days the artist(s) will be at the school.	5
Estimated number of hours per day the artist(s) will be at your school.	7
If the project is a one-day assembly, please describe what type of pre- and post-assembly activities students will do.	N/A
Will this project require ongoing preparation with the students between workshops? If YES, please estimate the total number of hours of ongoing preparation required.	No
Will the project include a presentation to the parents or larger community? If YES, please estimate total number of community members.	No
Total School Enrollment	800
How many students will directly participate in the project in person?	300
How many students will directly participate in the project virtually?	0
How many students will indirectly participate in the project in person?	0
How many students will indirectly participate in the project virtually?	0
How are students with special needs included through the project/program? Will the artist(s) need to make special preparations to adapt the project for these students? (5000 characters)	Students will have access to more individualized support from special educators throughout the residency in addition to the artists. Student groups will be carefully planned by teachers in order to provide the least restrictive environment for each student, and scenes will be assigned with their needs in mind.

Example Application

# Project Narrative Questions

**1.** Describe the project. Include detailed information on residency activities and expected goals. Please also include a timeline of the residency. The timeline may be uploaded via the **Support Materials** page.

**2.** Describe the extent of involvement for students directly participating, for students indirectly participating, and for parents, teachers, and administrators.

**3.** How will this project complement your school's curriculum or other goals? How will it complement national standards for arts education as set forth in the National Core Arts Standards? Please be specific and cite how elements of the proposed project directly relate to these standards.

**4.** What are the methods or the process that you will use to evaluate whether or not this project was successful? Is there an opportunity for the students to indicate whether or not they felt this project was successful or beneficial? Please upload a sample of any evaluation materials via the **Support Materials** page.

**5.** Should social distancing restrictions take place, what impact will it have on your ability to reach out and provide programs for Howard County residents? What adjustment to your programming will you make?

The limit for the answer to this question is **1,500 characters**

The limit for each of these answers is  
**10,000 characters.**



1. Describe the project. Include detailed information on residency activities and expected goals. Please also include a timeline of the residency. The timeline may be uploaded via the **Support Materials** page.

#### Example Application Answer

Four actors from the Chesapeake Shakespeare Company in Baltimore, Maryland, will travel to our school to work directly with students on acting out specific scenes within *Romeo and Juliet*. The actors will teach students how to make thoughtful choices when it comes to volume, pitch, duration, and movement within their scenes to take the play from the page to the stage.

Timeline of residency:

Five consecutive days:

Day 1 - ice breakers, acting warm-ups, prologue memorization and movement

Day 2 - 5 - learn lines with character objectives and emotions, learn to act (putting movement to text), applying acting lessons to assigned scenes to perform on day five.

2. Describe the extent of involvement for students directly participating, for students indirectly participating, and for parents, teachers, and administrators.

#### Example Application Answer

Over the course of the week, students will have the opportunity to participate in an Actors' Workshop with members from the Chesapeake Shakespeare Company of Baltimore. Students will work in small groups to reread, practice, and present a variety of specific scenes from Shakespeare's classic play, *Romeo and Juliet*.

The actors will work with the students during their scheduled English classes; the residency will not impact their other classes at all. We have found that the Residency greatly increases their understanding and fosters an appreciation and enjoyment of Shakespeare, setting them up for success in high school and beyond. In previous years, the kids have thoroughly enjoyed the Residency at the end of the year and found it to be a great way to end their middle school English career.

3.

How will this project complement your school's curriculum or other goals? How will it complement national standards for arts education as set forth in the National Core Arts Standards? Please be specific and cite how elements of the proposed project directly relate to these standards.

### Example Application Answer

The Chesapeake Shakespeare in-school residency program aligns with the third unit of our HCPSS ELA curriculum, Love and Friendship. In this unit, students study drama and theater through texts such as *Romeo and Juliet* by William Shakespeare in order to explore the types of relationships that exist between individuals and the bonds that often sustain relationships. Students develop an understanding of and appreciation for the four types of love, love that goes beyond romance: storge, phileo, eros, and agape. Students analyze how writers portray love and the conflicts each presents. This project will also enable students to analyze the genre of drama and how techniques such as stage directions, asides, monologues, and soliloquies impact a play. Throughout the unit and the residency, students will develop an understanding of the Shakespearean tragedy and how the author incorporates both prose and poetry to convey a story which remains timely and relevant to society and societal morals.

In addition, students will respond to texts that address problems of sustaining friendships in difficult situations and how the choices one makes may have lasting consequences, both good and bad. These choices will be shown within the students' performances of their scenes. Students will have to make choices within their scenes to address the following Fine Arts standards:

- I:6-8:1: Investigate how different choices in plot and character help develop theme in an original theatrical work.
- I:6-8:1: Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.
- I:6-8:1: Throughout the rehearsal process, analyze and refine artistic choices to better clarify story and theme.
- I:6-8:2: Explore various staging ideas throughout the rehearsal process of a devised adapted theatrical work for performance.
- I:6-8:2: Explore how different design and artistic choices enhance story, character, and theme in an original theatrical work.
- I:6-8:1: Develop and apply various artistic choices to enhance dramatic moments and thematic elements in a theatre work.
- I:6-8:2: Apply various acting techniques to expand the connection between the actor and a character's objective, motivations, and stakes.
- E:6-8:1: Effectively reason and collaboratively make decisions on artistic choices during the rehearsal of an original theatrical work.
- E:6-8:2: Collaborate with others to explore and analyze how design choices reveal story, character and theme.
- E:6-8:1: Apply performance criteria to evaluate artistic choices in a theatrical production.
- E:6-8:2: Manage time and rehearse effectively and efficiently.
- E:6-8:2: Work creatively with others to decide on and implement original creative artistic choices for a scripted theatrical production.
- E:6-8:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.

4.

What are the methods or the process that you will use to evaluate whether or not this project was successful? Is there an opportunity for the students to indicate whether or not they felt this project was successful or beneficial? Please upload a sample of any evaluation materials via the **Support Materials** page.

#### Example Application Answer

During the residency, students will be able to identify what, specifically, the student's character is saying in each part of the selected scene and write the modern translation next to the original text on their script, identify 3-4 important words/phrases/ideas that happen within that scene, with consideration to how they'd like these important points to be conveyed when speaking to the audience. On their scripts, they will identify each speaking part for their character and the name/s of the character/s to whom their character is addressing. With their group members, they will discuss all ideas for movements, spacing, and gestures for how to best perform their specific scene. After the week-long residency, students will complete a reflection survey about their experience with the acting residency through Google Docs to provide closure for the program.

5.

Should social distancing restrictions take place, what impact will it have on your ability to reach out and provide programs for Howard County residents? What adjustment to your programming will you make?

#### Example Application Answer

There will not be an impact due to COVID. No adjustments will need to be made with this programing. HCPSS social distancing and masking policies have been lifted. We encourage students to wear masks if they feel comfortable, to sanitize hands often, and to wipe desks with cleaning wipes frequently. Actors have the options to wear their masks, just as the students do. If these restrictions return, we will continue using masking and social distancing in larger spaces in and around the school campus to accommodate the actors and students participating within the program.

All of these are strong grant narrative answers because they are clear, specific, and directly answer the question. We now understand the full scope of the project and how it will fit into curriculum.

# Budget Match Requirements

For every dollar requested or awarded, the applicant must provide a 1:1 cash match. In determining the amount of the grant request and the required match, requests should be calculated on the total allowable cash expenses of the project. In-kind donations and services cannot be used to match HCAC grant funds.

## Example Application

Total Allowable Project Expenses	HCAC Grant Request/Award	PTA's Responsibility	PTA Match for each HCAC Grant Dollar
\$4,000	\$2,000	\$2,000	1:1

Please be certain that Total Expenses are equal to Total Revenues. HCAC does not fund travel, capital expenditures, permanent equipment, or fundraising activities.

Schools with an Access Challenge Index of 50% or more can apply without a matching requirement for projects up to \$2,500. Any project costs beyond \$2,500 are subject to the matching requirements stated above.

# Project Budget Expenses

This section asks for the total estimated cost for the proposed residency. All funding sources for the residency will be detailed in the Project Budget Revenue Section.

## Example Application

EXPENSES		Proposed FY23 Budget	Previous Budget from FY22 (if applicable)
Artist Fee		\$4,000	0
Materials		0	0
Other expenses (enter below)		0	0
	SubTotals:	\$4,000	0
INELIGIBLE EXPENSES		Proposed FY23 Budget	Previous Budget from FY22 (if applicable)
Travel		0	0
Fundraising		0	0
	SubTotals:	0	
Expense Totals:		\$4,000	\$0

# Project Budget

## Revenue

This section asks for a breakdown of each specific funding source. Other Revenue might be, for example, a grant from MSAC or another organization. The Income Total should match the Expense Total from the previous section.

### Example Application

		Proposed FY23 Budget	Previous Budget from FY22 (if applicable)
PTA Match		2,000	0
Other Revenue (describe below)		0	0
HCAC Grant Request		2,000	0
	SubTotals:	0	
Income Totals:		\$4,000	\$0

# Support Materials

1. Resume of artist(s) to be hired and copies promotional materials that relate to applicant project. HCAC reserves the right to use submitted materials for promotional and reporting activities.

2. Work sample of proposed artist in video or jpeg format. Specific URLs are allowable.

3. Letter of intent from participating artist(s).

4. Letter of support from participating teacher(s).

5. PTA or School IRS 501(c)3 Determination Letter.

6. List of names and addresses of your PTSA Executive Board for the upcoming school year.

7. A detailed total budget, **signed** by your PTA treasurer, for the upcoming school year, including income and expenses for your PTA.

8. Sample of project evaluation materials.

# Work Samples



# Support Material Examples

These are two examples of promotional materials and work samples. Since Chesapeake Shakespeare has a residency program already, they have specific materials for this program. If your artist or arts organization does not have an existing program, photos and videos of their work, along with their resume, will work just fine as work samples.

## Example Application

Here are a few options from YouTube. Since these are work samples, they are saved as UNLISTED and cannot be accessed without the direct YouTube address.

Randallstown High School Residency (August 2017)

<https://www.youtube.com/watch?v=Mne9oeqrx7k>

It is Chesapeake Shakespeare Company's mission to explore answers to the question:

**WHAT MAKES SHAKESPEARE SO GREAT?**

CHESAPEAKE SHAKESPEARE COMPANY  
IN THE SCHOOLS

Patrick Kilpatrick  
Director of Programming and Education Sales  
kilpatrick@chesapeakeshakespeare.com

(410) 313-8874  
www.chesapeakeshakespeare.com

UNLOCK THE MAGIC OF SHAKESPEARE'S WORDS

CHESAPEAKE SHAKESPEARE COMPANY  
Maryland's Premier Shakespeare Company

WE WILL HELP YOU INSPIRE YOUR STUDENTS WITH

- Shakespeare plays on tour
- Pre-performance workshops
- In-school residencies (one or two weeks)
- Student matinees

STRENGTHEN ACADEMIC SUCCESS ACROSS DISCIPLINES

- language arts
- history
- drama
- literature
- world cultures

ENRICH THE WHOLE STUDENT

- critical thinking
- motivation
- confidence
- cultural competence
- teamwork
- comprehension

BEYOND THE CLASSROOM

- High school CSC Corps (summer)
- Group tickets to season performances
- Free Shakespeare for Kids (summer)
- Student discounts
- Audience conversations at the shows
- Adult and teacher education

BRING CSC TO YOUR SCHOOL!  
(410) 313-8874  
www.chesapeakeshakespeare.com



# Letters of Support

A letter of support from the participating artist(s) as well as the participating teacher(s) are required work samples. Both letters should be kept simple and explain what the project is as well as how that project will help students learn and grow.

Don't forget your 501(c)(3) Determination Letter! This is an official government document your school or PTA should have confirming your non-profit status.

## Participating Artist

**CHESAPEAKE  
SHAKESPEARE  
COMPANY**  
7 South Calvert Street  
Baltimore, MD 21202

May 17, 2022

Dear Howard County Arts Council,

The Chesapeake Shakespeare Company is excited by the prospect of a residency for the 8<sup>th</sup> grade English classes at [REDACTED]. At CSC we continually ask, "What makes Shakespeare so great?" We don't ever intend to find the ONE SINGLE answer to that question, but through our educational programs, we hope to guide students to several possible answers.

Teachers throughout Howard County believe that a CSC in-school residency allows their students to learn in exciting ways. We expect the students to make the text their own, to discover the physical and vocal breadth vital for understanding the rich and timeless language, to share their characters' point-of-view, and to explore the creative and imaginative work of the theatre artist. Some of today's students approach Shakespeare with fear and trepidation - told by parents, elder siblings, and friends that Shakespeare is difficult, boring, and impenetrable. Teachers in our schools fight an uphill battle in so many areas of our education, but this is one area in which CSC can step in and help.

Our residencies are intended to get students on their feet and get the words in their mouths. From day one we start to chip away at those barriers, proving to students that these plays and these words are fun. CSC's programs and exercises are intended to break down the fear and give students the tools needed to unlock these texts and come not just to understand them, but to appreciate them. The long-term residencies culminate in performances of short scenes for their fellow classmates, and sometimes even their parents.

We appreciate the on-going effort that teachers make to bring their students responsive and qualified Teaching Artists who augment their curriculum. We are honored that [REDACTED] and [REDACTED] have asked us to work with their students.

At CSC we have a passion for Shakespeare and all writers of great poetry and drama. We delight in finding teachers that know how important complex text is, and students that are preparing to tackle such rich and beautiful language. We can't wait to get our teaching artists into [REDACTED] and we hope you will be our partners in making that happen.

Ron Heneghan  
Director of Education  
Chesapeake Shakespeare Company  
[Heneghan@chesapeakeshakespeare.com](mailto:Heneghan@chesapeakeshakespeare.com)  
410.244.8571 x 113

Troy Jennings  
Education Manager  
Chesapeake Shakespeare Company  
[Jennings@chesapeakeshakespeare.com](mailto:Jennings@chesapeakeshakespeare.com)  
410.244.8571 x 114

## Participating Teachers

The Chesapeake Shakespeare Company Spring Residency

Dear Parents / Guardians:

We are excited to offer the students the opportunity to participate in conjunction with the Chesapeake Shakespeare Company this year!

Towards the end of our third ELA unit, Love and Friendship, some of the actors from the Chesapeake Shakespeare Company will come to [REDACTED] to work with the students on adapting their very own performance of a scene from the play. This five-day residency will come after the students have had the opportunity to study the play more in depth. Thanks to the [REDACTED] PTA, the Howard County Arts Council [REDACTED] we are able to host this program for free for students!

The actors will work with the students during their scheduled English classes; the residency will not impact their other classes at all. We have found that the Residency greatly increases their understanding and fosters an appreciation and enjoyment of Shakespeare, setting them up for success in high school and beyond. In previous years, the kids have thoroughly enjoyed the Residency at the end of the year and found it to be a great way to end their middle school English career.

The dates for the Residency are [REDACTED]. Please let me know if you have any questions.

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

# Project Evaluation Example

A sample of the project evaluation should be included with your application. The evaluation from our example application was a Google Form that was sent to students after the residency. A copy of this Google Form was submitted with their grant application.

## Example Application

1. Write the names of the members of your acting group
2. What was your favorite part of this program? Why did you like it?
3. Explain how your group decided who received each acting role.
4. Did this residency help your understanding of Romeo and Juliet?  
Not at all    1    2    3    4    5    Yes, absolutely!
5. Explain why you chose your answer to the previous question.
6. Would you do this program again if you could? Why or why not?

### Example Application

**7.** What did you do to prepare YOUR part of the performance? What steps did you take to make sure your part was completed well?

**8.** How well do you think your group worked together?

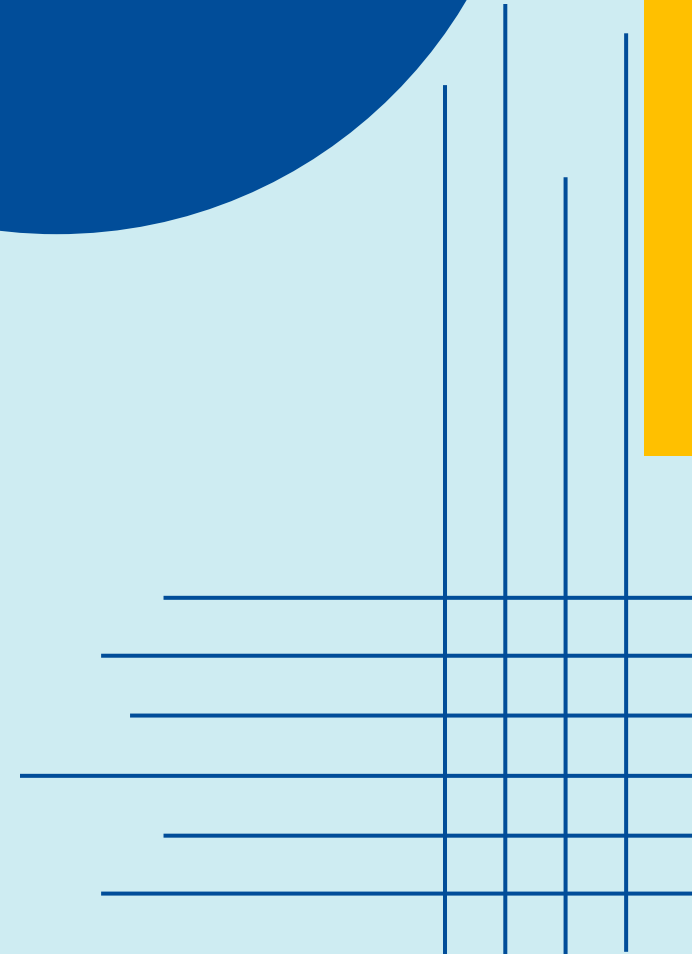
**9.** Explain how your group decided who received each acting role.

**10.** What was the most challenging part of this program? Explain why. How did you and/or your group overcome this challenge?

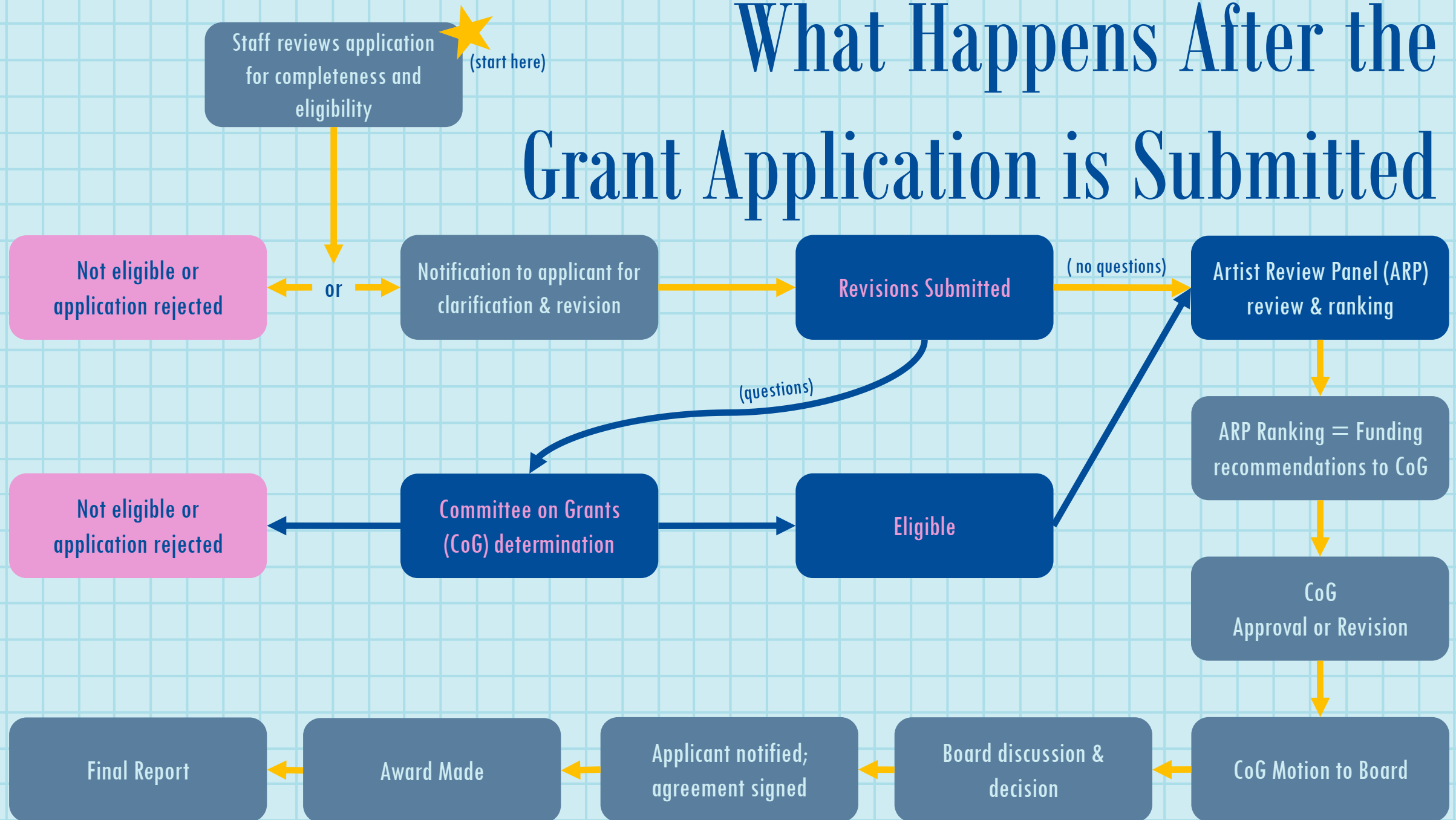
**11.** If you could change something about this program, what would it be? Why?

**12.** Any other comments or questions on this project?

This is a strong evaluation because it poses clear and distinct questions to students that will gather valuable feedback for the artists, teachers, PTA, and HCAC.



# What Happens After the Grant Application is Submitted



# Final Report

A detailed final report on the use of grant funds is due within 30 days of the project's completion or June 30 whichever is earliest.

1.

Plan a brief evaluation meeting with the teacher(s) and visiting artist(s) when the residency is complete to evaluate the program.

2.

An up-to-date financial statement from the most recent fiscal year, signed by the PTA's Treasurer must accompany the report.

3.

The PTA representative **AND** the teacher will each need to fill out portions of the report.

Future applications will not be considered unless a complete final report is submitted and approved by HCAC.

# Transitions Between PTA Representatives

Keep an electronic and hard-copy file for the grant application, correspondence, timelines, and final report.

Note any successes, challenges and areas for improvement and pass the file on to the next PTA Cultural Arts representative or PTA President.

Don't forget to use the same PTA email for your GoSmart account and share the password with the new representative!

If you have any questions about the grant or the application process, please reach out to:

**Dana Whipkey**

**Grants & Special Projects Coordinator**

[grantsandprojects@hocoarts.org](mailto:grantsandprojects@hocoarts.org)

**(410) 313-2787**