



PRESENTED BY



NEW JERSEY STATE COUNCIL ON THE ARTS
in partnership with
Young Audiences New Jersey & Eastern Pennsylvania

**ARTISTS IN EDUCATION
RESIDENCY GRANT PROGRAM**

Guidelines for Schools & School Districts *to be reviewed prior to completing application*

Application Deadline: Friday, February 8, 2019

www.njaie.org

- ❖ 20+ Day Custom School Artist Residencies
- ❖ Grants for programming worth up to \$10,000
- ❖ Open to all New Jersey Public, Private, Charter, and Parochial Schools serving grades Pre-K through 12

AIE Grant Program 2019–2020

For residencies to take place September 2019 – June 2020

The Artists in Education Residency Grant Program is a project of the New Jersey State Council on the Arts and Young Audiences New Jersey & Eastern Pennsylvania. The program is carried out in partnership with regional partners, including Appel Farm Arts & Music Center and Morris Arts.

THE ARTISTS IN EDUCATION PROGRAM

Guidelines and Application Instructions

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For more than 40 years, the New Jersey State Council on the Arts has recognized the value of partnerships. The foundation of the AIE Program is the partnership between professional artists and educators in order to bring students quality, long-term arts education.

AIE guidelines and application can be viewed and downloaded online at

www.njaie.org, www.yanjep.org, or www.artscouncil.nj.gov.

LARGE PRINT version available upon request. Contact us if you are in need of special accommodation in filing this AIE grant application at 609-984-7019.



Above: Students in Parsippany Hills' Visual Arts residency with Teaching Artist Eileen Foti

Cover images: Students at Broad Street School's visual arts residency with Teaching Artist, Gail Scuderi; and students at Bradley Beach Elementary School's interdisciplinary (poetry/performance) residency with Teaching Artist Jacob Winterstein.

GRANT APPLICATION TECHNICAL ASSISTANCE

There are three helpful ways to get support for your application.

- 1. In-Person Workshops:** All applicants, particularly those new to the Artists in Education Residency Grant Program, are encouraged to attend an AIE Residency Grant Workshop, which includes an introduction and overview of the AIE Program, activities designed to help schools plan for and prepare an application, and a question-and-answer period. Each workshop is led by AIE staff and a school teacher or administrator with residency experience. Attendees receive documentation of professional development hours as recommended by the New Jersey Department of Education.

Tuesday, November 27, 2018, 10:00 am to 12:00 noon

Morris Arts / The Geraldine R. Dodge Foundation

14 Maple Ave., Morristown, New Jersey 07960

Directions: <http://www.morrisarts.org/about/contact-us/>

This workshop is offered in partnership with Morris Arts.

Tuesday, December 4, 2018, 10:00 am to 12:00 noon

Young Audiences New Jersey & Eastern Pennsylvania

200 Forrestal Rd. (First Floor), Princeton, NJ 08540

Directions: <http://yanjep.org/contact-us/>

December 7, 2018, 9:30am

Appel Farm Arts & Music Center

457 Shirley Rd. (Dining Hall), Elmer, NJ 08318

Directions: <http://www.appelfarm.org/plan-your-visit/directions>

This workshop is offered in partnership with Appel Farm Arts and Music Center.

******* Need help designing a residency? Contact us! *******

Not sure where to begin with planning your residency? Have you never had the opportunity to work with a Professional Teaching Artist in your classrooms? Let us know!

In order to provide you with the proper assistance, schools needing support in creating a residency are encouraged to contact us before attending a Technical Assistance Workshop. Workshops are designed to solely provide guidance with completing application but can be adapted with notice.

- 2. Contact us directly:** We are happy to speak to you by phone or email to provide guidance on the application process. Please contact us at 609-984-7019 or by email to Jackie Knox at info@njaie.org. If you already have a relationship with Young Audiences of New Jersey & Eastern Pennsylvania, or our regional partner agencies Appel Farm Arts & Music Center and Morris Arts, feel free to contact arts education staff at the agency of your choice to inquire about the AIE program.
- 3. AIE Partners and Teaching Artists:** Schools already working with an AIE Partner or Teaching Artist can include them on their Steering Committee. The Steering Committee works together to draft the AIE application, including the teaching artist's input on the art form as well as the supply and equipment needs. Schools that do not have a pre-existing relationship with an AIE Teaching Artist will have the opportunity to interview several AIE Teaching Artists and select their artist after their AIE Grant application is approved. If a school wants to work with a teaching artist not already affiliated with AIE or its partners, please contact the AIE Administrator for more information about the interview process for new AIE Teaching Artists.

ABOUT THE ARTISTS IN EDUCATION RESIDENCY GRANT PROGRAM (AIE)

Now in its 47th year, the Artists in Education (AIE) Program, a partnership of New Jersey's professional artists, educators, and leading arts education providers, serves as a national model for effective and successful arts residencies. Experience how an AIE residency can help your school and district fulfill its goals and objectives for student performance, professional development, and community-building in and through the arts. An invaluable arts experience that can help prepare your students for the competitive world of the 21st century is within reach.

The Mission

The mission of the Artists in Education Program is to make the arts a basic part of a sound, quality education for all students Pre-K through 12, and to provide quality professional development for teachers through long-term residencies with professional teaching artists.

AIE PROGRAM GOALS AND OBJECTIVES

Goals:

To make the arts a basic part of a sound, quality education for all students Pre-K through 12

To assist educators in the development and implementation of innovative arts curriculum.

To help schools fulfill their own goals and objectives for curriculum, professional development, and community connections in and through the arts.

To aid in the implementation of the Core Curriculum Content Standards in the Visual, Performing, and Language Arts Literacy.

Objectives:

To place the creative process of making art at the center of the residency.

To focus on engaging students and teachers in the creative process.

To provide professional development for teachers that can be applied to the NJ Department of Education's requirements for continuing education.

To develop new skills and knowledge that complements and expands current practice.

IMPACT

Here's what schools have to say about the powerful impact AIE residencies have had on students, teachers and school culture:

Increased student self-confidence

"When we reflect on the impact of this AIE residency, we think specifically of certain students who may not have the opportunity to excel in academics. We saw these students come alive in their performances and then carry that high energy into their classwork."

-Mark Quiles, Principal at Seth Boyden Demonstration School in Maplewood



Students stretch, explore, and persevere

"Students learned the discipline of persistence when working on a project, and the importance of personal passion when creating. The presence of professional guest artists through the AIE grants have been invaluable to our educational mission. . ."

-Scott Shaw, Supervisor for the Academy for Visual & Performing Arts, Morris County School of Technology in Denville



High-level critical and creative thinking

"Students developed the tools of thinking itself—careful observation of the world, mental representation of what is observed or imagined. . . . We use these same thinking tools in science, philosophy, math, and history. The advantage of the arts is that they link cognitive growth to social and emotional development. Students care more deeply about what they study."

-Alma Morel, Vice Principal, Thomas Jefferson Middle School in Teaneck



For students and teachers alike

"Our AIE grants play an integral part in developing an environment for professional learning communities (PLC), a state mandate beginning in middle school and continuing through high school (NJAC 6A:8). Schools can use AIE residencies to fulfill their obligation to meet this standard."

-Janice Marsili, Visual Arts teacher, David Brearley Middle/High School, Kenilworth



Increase in positive behavioral and social skills

"The students learned to work together for a common goal. They were able to see the importance of working through the steps to have a final product. Students had an increase in positive behavioral and social skills."

-Janene Askins, Vice Principal, Atlantic County Special Services School District



AIE RESIDENCY GRANTS: AN INTRODUCTION

ELIGIBILITY

All New Jersey public, charter, private, and parochial schools serving grades Pre-K through 12 are eligible to apply.

The AIE Program places highly qualified professional artists in classrooms throughout the state, presenting students and teachers with the opportunity to engage in and learn about the creative process. Through the AIE Program, schools design residencies based on their own goals and objectives for curriculum, professional development, and community connections. Residencies focus on direct learning about the arts and the process of creating including the skills, techniques, and concepts of the art form. An artist in residence can also help classroom teachers with new approaches to traditional subjects through the arts. Residencies are offered in a wide variety of disciplines and are a minimum of 20 nonconsecutive days. The focus of the residency may be class work with students and/or professional development for school staff.

AIE TEACHING ARTISTS

AIE teaching artists are professional teaching artists who are currently on the roster at one of AIE's partner agencies: Young Audiences New Jersey & Eastern Pennsylvania, Appel Farm Arts & Music Center and Morris Arts. These artists have been chosen for both the quality of their artwork and their ability to create lively, substantial, and sequential arts programs in an educational setting. Through mentorships and professional development, they learn how to work collaboratively with teachers and administrators and bring the best possible programming to schools. Schools that are not already working with an AIE Teaching Artist will interview and select the artist to conduct the residency after grant awards are made. If a school wants to work with a teaching artist not already affiliated with AIE or its partners, please contact the AIE Administrator for more information about the interview process for new AIE Teaching Artists. Teaching Artists are required to complete a fingerprint-based background check prior to their work in AIE-funded school residency programs.

COMPONENTS OF AN AIE RESIDENCY

A glossary appears at the end of this packet with detailed definitions of terms used here. To ensure a successful residency and help schools attain their goals, schools are asked to:

Form a **Steering Committee** to establish goals for the residency and provide support, assistance, and resources for the artist. Appoint an Administrative Coordinator, On-Site Coordinator, and a Teacher Liaison (if applicable) to lead the project. Steering Committee members, classroom teachers, the AIE Resident Artist, and the AIE Partner work together to plan and implement the residency.

Attend a **Pre-planning Meeting** to meet with your AIE Partner and identify artists to interview for your residency

Hold a **Planning Meeting** to develop the residency plan and schedule. The Steering Committee, Resident Artist, and your AIE Partner should all plan to attend.

Host a twenty (20+) day residency during the school year, including: 16 workshop days, a planning day, professional development, a culminating event, and one post-culminating event reflection day. Each workshop day consists of approximately four consecutive 45-minute class periods plus teaching artists' prep time.

Work with your AIE Partner and the Resident Artist to develop and implement a **Professional Development Plan** for the cooperating teachers.

Arrange at least one **Field Trip** and/or schedule a **Visiting Artist/Company** to enhance the residency.

Host a **Culminating Event** at the end of the residency that celebrates the students' creative efforts and brings their work to a wider audience

Gather participating students and teachers for a post-residency **Reflection Day** where they can meet one last time with the Teaching Artist and AIE Partner

Commit to **share your experiences and project in three ways**. With other schools at the End of Year Meeting, held annually in May, through interim and final reporting to the

AIE Administrator and at a meeting of your school board during the school year your residency takes place.

AIE RESIDENCY GRANTS IN DETAIL

The AIE Residency Grant Program provides:

Funds for a highly-qualified, AIE-approved teaching artist to work with students and teachers for 20 days or more during the school day

An on-site evaluation of the residency

Mentorship, training, and technical assistance for AIE Schools and Teaching Artists

An AIE Partner to help coordinate and facilitate the residency

The School should be prepared to provide:

A school financial match of at least \$2,000 – This “match” should come from the school’s existing budget and/or other income sources. Refer to the budget definitions at the end of this packet for more information.

- Substitute teachers as required
- Supplies, materials, and equipment needed for the residency project
- Costs associated with a field trip or a visiting artist/assembly program

Necessary workspace, appropriate facilities, and maintain a productive working environment and collaboration with the Resident Artist

A certified teacher in the classroom to work with the AIE Resident Artist at all times.

Publicity to the local press regarding the artist and the AIE residency and introduce the AIE Teaching Artist and the project to the school and community

Documentation, evaluation, and publicity for the project, to help advocate support for arts education in your district

GRANT APPLICATION TIMELINE

Fall 2018

AIE guidelines and application available

Attend Technical Assistance Workshop; additional technical assistance is available via e-mail or phone

Form Steering Committee (if you have not formed one already)

Appoint an On-site Coordinator, Administrative Coordinator, and Teacher Liaison (if applicable)

Winter 2018/2019

Review guidelines and application for AIE Residency Grant Program

Attend a Technical Assistance Workshop; additional technical assistance is available via e-mail or phone

Write narrative; prepare budget and support materials

Submit proposal

- **January 18, 2018: Early Bird deadline** – schools that wish to receive feedback on the application should submit a *strong, completed* first draft of their application to Jackie Knox via email (info@njaie.org). Applications received by this date will be reviewed by the AIE Administrator, and the school will have the opportunity to update the application prior to the February 8th deadline.
- **February 8, 2019: FINAL Grant Application deadline** – A complete application packet includes: ONE electronic copy of the complete online application emailed to Jackie Knox via email(info@njaie.org) **and** ONE typed hard copy (with original signatures in blue ink) and support materials. Only complete applications *postmarked by this date* will be forwarded to the panel for review.

April 2019

Schools that score in the upper tier of the panel review are contacted for an interview. Steering Committee meets with interview team via conference call to respond to panel comments. Final award determinations are made based on panel score, interviews, available funding, and State Arts Council priorities. **Please note that an interview is not an indicator or guarantee of grant funding;** more schools are asked to interview than available funding will support.

May 2019

Notification of grant award by email and mail at the end of May. **Please note: all awards are pending the availability of state funds and are confirmed in July.**

WHAT DOES A RESIDENCY YEAR LOOK LIKE AFTER RECEIVING A GRANT?

Sample timeline for AIE residencies (*Please note: timing will vary depending upon the start date of the residency.*)

Spring/Summer 2019

May 2019: Grantees notified of awards, pending funding approval

July 2019: final funding approval announced

Summer 2019

AIE Orientation meeting takes place with AIE staff

AIE Grant Agreements and requirements are reviewed

Artist interview dates are identified

Fall 2019

Artist interviews continue and selection finalized

Planning meeting takes place with Steering Committee, Resident Artist, and AIE Partner

School returns signed AIE Grant Agreement and other required paperwork before residency begins

Professional Development Plan is drafted and implemented

Residency begins

Winter 2019/2020

Residency continues

Visiting artist(s) comes to school and/or field trip takes place

Interim progress reports are completed by the teaching artist and the school team

Prepare and submit application for 2020-2021 residency (if applicable)

Winter/Spring 2020

On-going publicity for the program, presentation to the School Board

Culminating/Community Event

Post-culminating event reflection day

End-of-Year Meeting held for all Artists in Education Residency Grant recipients (May)
Final Documentation and Evaluation submitted within 30 days of the conclusion of the
residency, but no later than June 14, 2019 (for residencies ending in May/June).

HOW ARE AIE GRANT APPLICATIONS EVALUATED?

AIE Grant Application Review Process

An independent review panel evaluates applications based on the criteria listed below. The review includes a scoring metric and written panel comments. The comments are written to be constructive and informative for a school applicant. The panel process takes place in March 2019.

Those schools who score in the top tier of the evaluation are then contacted for a brief follow up interview with AIE staff via conference call. Key members of the school Steering Committee should be available for this interview, which is an opportunity to clarify points that the review panel comments upon, and to ensure readiness. Interviews will take place in April 2019.

Final award determinations are made based on the panel score, interviews, available funding, and State Arts Council priorities.

Evaluation Criteria for all AIE Residency Grant Proposals:

Please note: For the 2019-2020 school year, preference will be given to applications that focus on performing arts.

Ability of the proposed residency to augment existing arts curricula

Ability of the school to accomplish the residency goals, including space, equipment, and support

Evidence of administrative and staff support and participation

The school's understanding of and commitment to the needs of the artist

Applicant's long-term commitment to sustaining the benefits of an AIE residency at its site

Adequacy of the matching fund requirements and appropriateness of the budget

Additional Criteria for Reapplying AIE School Grantees:

Ability of the proposed residency to effectively build upon past AIE residencies and expand upon and reflect the learning and experience

Evidence of a commitment to institutionalize the residency benefits through professional development in past and proposed projects

FREQUENTLY ASKED QUESTIONS

Q. What is the size of the Grant?

A. Grants are for programming worth up to \$10,000.

Q. What are the financial responsibilities of the school/district?

A. The school/district must provide a financial match of at least one-third of the grant funds supplied for the Resident Artist (Resident Artist funds supported by the grant are worth \$6,000, so 1/3 would be \$2,000). Matching funds can be made in cash and/or planned expenditures that already exist in the school budget. Schools should anticipate their commitment of teacher and administrator time for meetings and planning, substitute teachers, equipment, supplies, materials, visiting artist/assembly/field trip, and other expenses needed for the AIE Residency project will constitute their school financial match. Schools may also choose to include cash expenditures such as additional residency days, additional support components, etc. in their financial match figure. Sources of the match funds can include the existing school budget, PTA fundraising, a local bank, etc. Funding sources must be listed on the grant application and should be secured in advance.

Q. How are the grant funds managed?

A. Funds for artist fees are paid directly by Young Audiences New Jersey & Eastern Pennsylvania to the Resident Artist. The school is responsible to manage and track their own spending for equipment, supplies, teacher and administrator time, etc.

Q. Who should write the grant application?

A. The grant application should be developed and written by the Steering Committee, which is composed of teachers, administrators, parents, and members of the community. The committee establishes goals based on the school's needs, chooses an artistic discipline for study and experiential exploration, writes and submits the grant application, and then implements the residency.

Q. What types of disciplines are available?

A. Residencies are available in the following disciplines: Dance, Music, Theatre, Opera/Music Theatre, Visual Arts, Design Arts, Crafts, Photography, Media Art, Interdisciplinary*, Folk Arts*, and Creative Writing. Schools already working with an AIE Teaching Artist may choose to continue to work with that artist, including them on the Steering Committee as the grant application is prepared. Otherwise, the school Steering Committee will interview and select the Teaching Artist to conduct the residency after the grant awards are made. The AIE Partner will help the Steering Committee identify potential Teaching Artists for an interview process. ***Please note: For the 2019-2020 school year, preference will be given to applications that focus on performing arts.***

****Schools interested in Interdisciplinary or Folk Arts residencies must first consult with AIE staff at 609-984-7019.***

Q. How many students can be served in a residency?

A. Characteristically, a core group consists of students who meet with the AIE Resident Artist every workshop day, with a residency day serving three or four core groups, for a total of approximately 75-100 students. ***Please note: The total number of students in the core group cannot exceed 100 students.*** Schools seeking to increase the size of the core group (for instance, an entire grade level that is more than four classes) should factor in increased Resident Artist hours or days into their budget. Please contact AIE for assistance. Additional students can be served as a participating group - they may meet with the AIE Resident Artist on occasion, attend visiting artist's events and assemblies, participate in the documentation of the residency, and participate in field trips or culminating and other events related to the residency.

Q. What is the application deadline?

A. The AIE School Grant Application *postmark deadline* is **Friday, February 8, 2019**. An *electronic version of the application must also be emailed by this date*. Schools ranked highest by the application review panel will be contacted to schedule an interview to take place in April.

Q. When do I find out if my school received a grant?

A. Notification will be emailed and mailed in late-May to the designated school contact. Grant awards are made pending the availability of state funds and are confirmed in July.



Students at Montclair Cooperative School's puppet making residency with Teaching Artist Zachary Green.

Please note: Dates, application questions, and other information are subject to change. Please check the website (www.njaie.org) for changes prior to submitting your application.

GLOSSARY OF KEY TERMS

DEFINITIONS OF SCHOOL TEAM

ADMINISTRATIVE COORDINATOR (AC): A district-level person – the principal, vice principal, or other administrator of the site (depending upon the administrative structure in place). The AC has the necessary authority and responsibility for scheduling and making all other arrangements necessary for the smooth operation of the AIE Program. AIE also requests that the AC attend the AIE Orientation meeting that occurs during the summer.

AIE PARTNER: Schools that receive an AIE grant work with one of the AIE Staff who will help facilitate the residency and provide technical assistance, support, and guidance throughout the residency.

AIE RESIDENT ARTIST: An AIE Resident Artist is a professional artist who has been approved to work in the AIE Program. AIE Resident Artists are interviewed and selected by the school Steering Committee, with the assistance of their AIE Partner, and lead the residency for a minimum of 20 days. The artist helps plan all the residency components and works with the Steering Committee to plan a field trip or invite a visiting artist/assembly.

CORE GROUP: The students who will work with the AIE Resident Artist *each* workshop day throughout the project. Characteristically, a core group consists of a class of 25-30 students, with a residency day serving up to three core groups, for a total of approximately 75-100 students. *Core groups can be smaller, but should never exceed 100 students. Schools seeking to increase the size of the core group (for instance, an entire grade level) should budget for addition days with the Resident Artist. Please contact AIE for assistance.*

ON-SITE COORDINATOR (OSC): The AIE Resident Artist's liaison to the site, students, and community. The OSC is generally a participating teacher, department head, or vice principal. He or she works cooperatively with the artist, and continues to stimulate and expand art activities at the site after the completion of the residency. NOTE: If the OSC is not a teacher, then a Teacher Liaison should also be identified. AIE also requests that the OSC attend the AIE Orientation meeting that occurs during the summer.

PARTICIPATING STUDENTS: Students who work with the AIE Resident Artist on a less regular basis than the Core Group. For example, these students might rotate through a designated period during the workshop day, attend related activities such as an assembly or field trip, or participate in the documentation of the residency.

STEERING COMMITTEE: Composed of members of the faculty and administration, parents, and members of the community. It establishes goals, writes and submits the grant application, and then implements the residency. The AIE Resident Artist and the AIE Partner become part of the committee at the start of the residency.

TEACHER LIAISON (TL): Represents teachers on the Steering Committee when the OSC is not from the site teaching staff. The TL ensures that the teaching staff from the sponsor site has direct input and involvement in the residency project from inception through completion.

VISITING ARTIST / ASSEMBLY: Guest artist(s) invited by the Steering Committee to present a workshop or demonstration that expands the focus of the residency. When possible, the Visiting Artist is present with the AIE Resident Artist to help make connections to the residency discipline.

DEFINITIONS OF RESIDENCY COMPONENTS

AIE ORIENTATION MEETING: Once the grants have been awarded, the On-Site Coordinator and Administrative Coordinator will meet with the AIE staff to discuss the residency, make any necessary updates, and identify Teaching Artists to interview for the residency. This meeting is typically held in July/August.

CULMINATING EVENT OR ACTIVITY: An event for the community (such as a dance/music/theatre performance and/or exhibition of student art) that celebrates the students' creative efforts during the residency, brings their work to a wider audience, and affirms the importance of the arts in learning.

DOCUMENTATION AND EVALUATION: An Interim Report is due to the AIE Administrator around the halfway point of the residency. A Final Report (which documents and evaluates the project) is due to the AIE Administrator no later than 30 days after completion of the residency (no later than June 15th for residencies ending in May/June). Documentation and evaluation should be on-going and submitted electronically throughout the residency, using the format provided by AIE Staff at the start of the residency. This will include documentation and samples of work produced, photographs, narrative responses, evaluation responses from students, teachers, administrators, community members, and the AIE Resident Artist, as well as a budget component, demographic information, and publicity samples.

PLANNING MEETING: Once the Resident Artist has been identified, the Steering Committee, Resident Artist, and AIE Partner will meet before the residency to review the grant agreement, residency schedule, supplies and equipment needed, budget, student and teacher goals, etc. This meeting is typically held in late summer or during the fall.

PROFESSIONAL DEVELOPMENT PLAN (PD): A plan developed and implemented during the residency in cooperation with the AIE Resident Artist to help teachers and staff fulfill their Professional Development goals for the AIE residency. The PD activities might take the form of a workshop, a series of hands-on individual lessons in specific art-making techniques, co-teaching a designated lesson, or other professional development/adult education models. PD should be planned in advance, documented, and evaluated.

PUBLICITY: Schools are responsible for publicizing the residency to the community through print and electronic media. The AIE Grant Agreement provides the appropriate language to use in press releases when defining the program and its managing entities.

REFLECTION DAY: This day should be held after the culminating event and include the On-Site Coordinator, Administrative Coordinator, participating teachers and staff, the Resident Artist, and core group students. This day offers students and teachers the opportunity to meet one last time with the Resident Artist to reflect on the project through meaningful activities and discussion. This day is also an ideal opportunity to capture important feedback for the Steering Committee, AIE team, and the required reporting.

RESIDENCY DAY: Based on four consecutive 45-minute class periods with additional time for class preparation as needed. Ideally, the Resident Artist is at the school for approximately 4 hours for each residency day. The residency day *must* be during school hours. After-school hours are not covered by AIE funding.

DEFINITIONS OF BUDGET ITEMS

ADMINISTRATIVE COSTS: Estimated costs for time dedicated to the residency by administrative staff such as principals or supervisors. (Calculated by hourly rate X number of hours = total administrative costs) This is typically an item that is listed as coming from the school's existing budget.

ARTIST TOOLS RENTAL FEE: Some residencies may require special tools that the school does not necessarily need/want to purchase for a one-time residency. The school may negotiate a rental fee with the Resident Artist, if the Resident Artist owns the tools necessary for the residency (i.e.: power tools, welding equipment, etc.).

DOCUMENTATION/EVALUATION/PUBLICITY: Costs of video duplication, printing, postage, etc.

EQUIPMENT: Permanent items, such as a printing press, camera, video recorder, dance shoes, scripts, etc. that are purchased by the school *specifically* for the residency.

FIELD TRIPS: Costs for bus transportation, admission fees, etc. Schools *must* budget for either a field trip, visiting artist, or assembly to support the overall residency.

IN-KIND SOURCES: List the individuals, business organizations, etc. and the estimated value of the goods and services that will be *donated* for residency use. (An example of donated services: A parent who is a carpenter donates time with construction. An example of donated goods: A local art supply store donates paint.)

MATERIALS/SUPPLIES: Non-permanent items, including paper, paint, etc. to be used in the residency. When drafting the budget, please make sure the supply allocation supports the proposed residency as well as any materials needed for professional development.

OTHER: Expenses associated with the residency, which do not fit into other categories.

RESIDENT ARTIST FEE: The required AIE Resident Artist fee is \$300 per residency day (see definition of "residency day" on previous page). The minimum number of residency days is 20 per year. (\$300/day X 20 days = \$6,000 paid by AIE to Resident Artist) The AIE Partner manages these funds directly from the AIE grant. The 20 days covered by the AIE grant include the planning meeting, professional development, residency days, culminating event, and reflection day. If the school wishes to add extra residency days, the school is responsible for paying the daily fee for the extra days.

RESIDENT ARTIST TRAVEL FEE: AIE artists are reimbursed for roundtrip travel each residency day (from the artist's home to the AIE school). AIE pays \$0.535 per mile for roundtrip miles for the 20 residency days covered by AIE. The AIE Partner manages these funds directly

from the AIE grant. If the school wishes to add extra residency days, the school is responsible for paying the travel fee for the extra days.

TEACHER RELEASE TIME/SUBSTITUTE FEES: Costs as needed for time *outside of class time* spent by teachers for the residency project: planning, attending workshops, field trips, completing documentation/evaluation, etc. (Calculated by hourly rate X number of hours = total release time/substitute fees). In most instances, this amount is a significant portion of the school's financial match. This is typically an item that is listed as coming from the school's existing budget.

VISITING ARTIST(S)/ASSEMBLY: Individual visiting artists should receive the same \$300 per day, plus travel, as residency artists. Performing groups/company fees may vary for assembly programs. Schools *must* budget for either a field trip, visiting artist, or assembly to support the overall residency.

END OF 2019-2020 GUIDELINES