

TeachArtsOhio



Customizable Artist Residencies for PK-12 Students in Ohio's Schools

The TeachArtsOhio (TAO) program brings schools and community organizations together with teaching artists to share engaging, personal, high-quality arts learning experiences. Engagements can vary from short introductory exposures lasting just a few days to in-depth immersive experiences spanning a full school year. Creative and experienced teaching artists, through TAO grant awards, offer learners the opportunity to participate in a unique creative process, bridge cultural differences, develop fresh ways of learning through the arts, and realize lasting benefits from in-person contact and collaboration with professional artists who are experienced in working with school age children and youth.

APPLICATION DEADLINE: February 1
(annually)

STAFF CONTACT

Jarred Small

Arts Learning Coordinator

jarred.small@oac.ohio.gov

614-728-4481

GRANT AWARDS: The total professional fee for teaching artists in the TeachArtsOhio program is \$300 per residency day. A residency day must mirror a full school day, including arrival and departure times for teachers. Grants are awarded to schools to cover the artist fees.

ELIGIBILITY: Eligible organizations are Ohio's public, private, charter, or parochial schools (pre-kindergarten through grade 12).

HOW THE PROGRAM WORKS: TeachArtsOhio provides one-year grants. A school may apply for no more than one grant per year. There is no limit to the number of schools within a school district that may apply.

100 percent of the artist fees are paid for using OAC funds, alleviating financial burdens from school and district budgets. Schools are required to provide all program-related materials and supplies. While no cash match is required, in-kind contributions from the school include program related materials and supplies, teacher and administrator participation and time, and other project-specific items mutually agreed upon.

Grantees may work with the Ohio Arts Council to select an Ohio artist from a roster of experienced teaching artists or from other sources in consultation with OAC staff. Artists, teachers, and administrators collaboratively plan an in-depth arts learning experience that engages participants of varying ages, cultures, experiences, and ability levels within a mutually supportive and creative learning environment. The artist also shares his or her own artistic work with students, teachers, administrators, school board members, parent organizations, and the larger community.

Artists work with a school team to design and hold a professional development workshop(s) involving staff in one or more participatory experiences to deepen their understanding of the creative process and the artist's discipline (typically creative writing, dance, design, drama/theatre, media arts, music, visual arts, or traditional arts).

Applicants may apply for residencies in one of five categories according to length:

- **Express:** a brief mini-residency within a single week (one to three residency days)
An express mini-residency can provide initial exposure to an art form, laying the foundation for more in-depth experiences and learning in the future.
- **Basic:** a residency of between two and four weeks (typically from six to 12 residency days)
A basic residency allows sufficient time to explore the fundamentals of an art form, and includes a culminating project or presentation to demonstrate learning to peers and parents.

- **Grading Period:** a residency of approximately six to nine weeks (typically from 18 to 27 residency days)
A grading period residency provides the necessary time to fully explore the essential aspects of an art form(s), and includes sufficient time to complete an in-depth culminating project such as a performance, program, or exhibition presented to the school and community to demonstrate learning.
- **Full Semester:** a residency of approximately 18 weeks (typically from 50 to 60 residency days)
A full semester residency allows a teaching artist to have a deep and lasting impact on a group of learners, exploring beyond the basics and entering for true immersion within an art form(s). An applicant might choose to schedule residency activities with different grade levels on different days, or customize a structure that gives large groups of students an opportunity to engage in the art form in an impactful way. A residency of this length also provides the opportunity for multifaceted staff professional development geared at skill development, pedagogy, and long-term practice. A full semester residency culminates with one or more in-depth culminating projects such as a performance, program, or exhibition presented to the school and community to demonstrate learning.
- **Academic Year:** a residency of approximately 36 weeks (typically from 100 to 120 residency days)
A residency lasting a full academic year provides the most in-depth experience possible, giving learners an entire year to learn, grow, and mature in their understanding of an art form(s). An applicant might choose sophisticated arts projects that include a variety of grade levels, opportunities for performances or exhibitions for the school and community, and arts integrated experiences spanning the curriculum. A residency of this duration creates a long-term learning environment where teacher, administrator, and teaching artist serve as an educational team to positively impact teaching and learning in and through the arts in a way that will provide long-lasting benefits for all involved. An academic year residency culminates with one or more in-depth culminating projects such as a performance, program, or exhibition presented to the school and community to demonstrate learning.

RESIDENCY PLANNING: The residency planning process for any of the above residency lengths often varies according to the applicant's level of experience or proficiency with past artist residencies:

Planning for new applicants: Typically, an arts discipline is selected and ideas for the residency are described in the grant application. Applicants may select a teaching artist to be named in the application, including bio with school-based experiences described, or, if the applicant does not have a specific teaching artist in mind, they may still submit an application describing residency goals. If a grant is awarded, the applicant may work with OAC staff to identify an ideal teaching artist. An artist bio, including school-based experiences and other reference materials, must be submitted to the OAC prior to finalizing a grant agreement and beginning residency work.

Planning for previously-funded applicants: School sites familiar with hosting an OAC funded residency often prefer to plan a residency with a teaching artist prior to submitting the application. If a grant is awarded, the school's planning committee then further develop plans.

Once the award is made and the teaching artist has been finalized, the formal planning begins. At least two to three weeks in advance of the residency start date, a planning session is held at the school with the teaching artist and members of the school's planning committee (minimally the committee is comprised of the arts teacher, classroom teacher, school administrator, and teaching artist) to develop a residency plan. This plan outlines the expected impact and outcomes of the residency, what measurement tools will be used to assess progress, and outlines the roles and responsibilities of all parties – school and/or school district, teaching artist, and the OAC. Templates of past planning documents are available for interested organizations, and OAC Arts Learning staff are available to provide coaching or advice during the planning stages as needed.

NOTE: OAC funding cannot be awarded for residency activities designed in preparation for (or in conjunction with)

school competitions, nor for residencies that are part of higher education coursework or that will serve those students exclusively. Please refer to the [Introduction and Overview](#) for a list of activities the OAC cannot fund.

HOW TO APPLY: All applications to the TeachArtsOhio program must be submitted via the [ARTIE](#) system. Please refer to [ARTIE: Organizational Grant Applications](#) for a description of the process.

EVALUATION AND SCORING: A panel of arts and cultural professionals, educators, artists, and other community members evaluate and score TeachArtsOhio grant applications. Panel meetings are open to the public and audio-streamed online, and representatives of applying schools, as well as teaching artists, are encouraged to attend or listen online. Visit the calendar on the OAC's [Grants](#) page for meeting details and instructions for participating.

At the panel meeting, panelists discuss how well each application satisfies the program's evaluation criteria. Panelists highlight strengths and weaknesses, discussing all aspects of the application and its support materials. Following the public discussion, each panelist enters a final score for each application. Later, OAC staff use averages of these scores to determine funding award recommendations. The OAC Board is the only body authorized to make final funding decisions and must approve grant awards. The review process is competitive, and not all applications are funded.

REVIEW CRITERIA: Criteria are divided into four categories: Program Quality, Community Engagement, Defining and Measuring Success, and Resource Management. Evidence of meeting the criteria may be found in any portion of an application or associated support materials. Each criterion is worth up to five points, for a maximum of 60 points.

Program Quality (20 points)

- Design, planning, and implementation are well conceived with sufficient detail to demonstrate intended outcomes
- Activities support learning in, through, or about the arts
- Commitment to in-depth, appropriate, and authentic learning activities aligned to residency length is strong
- Residency professional development activities will positively impact the practices, attitudes, or behaviors of educators and other staff

Community Engagement (10 points)

- Applicant demonstrates an openness to designing an accessible and inclusive residency experience
- Residency activities involving the larger community will be meaningful and engaging

Defining and Measuring Success (15 points)

- Residency planning involves a broad range of voices, and minimally includes the teaching artist, teachers, and an administrator
- Applicant has articulated what success looks like for the residency
- Residency planners have identified ways to document observable changes in teaching and learning through the arts

Resource Management (15 points)

- Demonstrated commitment shown to the value of collaborative learning
- Safe, inviting, and appropriate space, and reliable scheduling for teaching artist time with students and teachers is articulated and practical
- Budget reflects school's obligation to provide materials and supplies for the residency

TIMELINE: The following timeline outlines the TeachArtsOhio grant lifecycle. Any deadline falling on a Saturday, Sunday, or state holiday, is extended until the next business day.

YEAR	DATE	TASK/DEADLINE
2017	November 1	Application Available in ARTIE
2018	February 1	Application Deadline
	March	Panel Meeting
	July	Grant Award Announcement
	August 30	Grant Agreement Deadline
2019	July 30	Final Report Deadline