Artist in Residence (AIR) grants provide funding for public schools to invite juried teaching artists to lead rigorous educational experiences in the arts. Visiting teaching artists support deeper learning of arts competencies, STEAM projects, interdisciplinary arts integration, and broadening access to culturally diverse artistic practices. Learning through the arts develops creativity, critical thinking, and collaboration and supports school goals for wellness and social and emotional learning. Grants can be used to fund residencies in all arts disciplines including dance, theatre, media, music, visual arts, craft, and creative writing.

**Artist in Residence Requirements:**
- Include at least one artist from the Arts Education (AE) Roster. Additional artists may be part of the proposal and budget. Resumes and work samples are required for artists not on the AE Roster.
- Applications must articulate how the residency is responsive to the academic and cultural needs of the student population. For example:
  - Residency provides experiences in arts disciplines that are currently unavailable in the regular academic year.
  - Artist and/or program reflects the racial, cultural, and aesthetic background of the student population.
  - Program broadens access to artistic disciplines from diverse cultural and aesthetic traditions.
  - Students’ perspectives have been included when choosing the artist and or arts discipline.
- Residency includes accommodations and scaffolding for students of all abilities and underserved populations.
- Visiting artist in residence offers an in-service professional development workshop for teachers.

**Applicants are encouraged to:**
- Design residencies and adjust scheduling that allow for meaningful contact hours and a rigorous educational experience between the teaching artist and a core group of students. Typically, this requires at least 3-5 days of contact hours between the artist and the core group of students.
- Develop projects with arts integrated approaches to interdisciplinary studies, such as STEAM (Science, Technology, Engineering, Arts and Math), social studies, world languages, and community connections.
- Plan a culminating event, presentation, or celebration appropriate to the arts discipline, involving students, teachers, parents, volunteers, and the community.
- Include in your budget funds for your AIR coordinator (or other arts team representative) to
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attend the NHSCA biennial Arts in Education Conference, or similar professional development. The cost of registration is an eligible expense.

Sample Projects
Additional examples can be found at NH Arts Learning Network under Spotlights.

- A mosaic artist partners with science and visual arts faculty to facilitate the student creation of mosaic murals based on student drawings of concepts learned in science.
- A Ghanaian drummer leads students in a week-long drumming and dance intensive that complements a school-wide unit on West African culture and history.
- A STEAM residency invites five artists to work with students for one week each, providing project based learning in each creative profession, including playground design, graphic novels, sculptural installations, stained glass, and blacksmithing.
- A local dance company and mental health agency work with students during the school day and afterschool to choreograph a dance production that illustrates healthy relationships.
- A theatre company facilitates student written and devised performances that teach theatre competencies while exploring scenarios of racism and bullying in the school.
- A visiting artist team works with the entire school faculty to facilitate eight full days in the academic year as arts integration days, creating learning experiences for students to explore content through creative processes.
- Students deepen their technology and media competencies by working with an audio engineer and English language arts faculty to record and create podcasts of interviews they conduct with community members.

Maximum Grant Request
Funding requests may be made for $1,000 - $7,500. Grants must be matched on a one-to-one basis with a minimum of 50% cash match and up to 50% In-kind. School applicants who serve a student body at or above 40% free and reduced lunch are not required to provide financial match. There is no limit to the number of times a school may apply for AIR funding. However, our goal is that NHSCA grant funding will be a catalyst for districts to independently financially support AIR programs in future budget cycles. All grant categories and amounts are subject to change, depending upon availability of state and federal funds in any fiscal year. NHSCA funds cannot be matched by other awards from the NHSCA or National Endowment for the Arts.

Cash match can include the percentage of time applied to the project by salaried employees of the school (teachers and administrators). When applicants provide materials and equipment needed for the residency, the cost of these may be included in the budget as cash match.

In-kind contributions will also be considered by the reviewers as evidence of support and commitment by the community and/or partner organization.

Guidelines are valid for fiscal year July 1, 2020 - June 30, 2021
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Example:

<table>
<thead>
<tr>
<th>NHSCA grant request</th>
<th>Applicant cash match</th>
<th>In-Kind value</th>
<th>Total Artist in Residence Program Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

Who May Apply?
Any public school (pre-Kindergarten to Grade 12), or any nonprofit organization serving as alternative education sites for students with special needs in New Hampshire, that are publicly funded or have 501(c)(3) status from the Internal Revenue Service and are incorporated in the State of New Hampshire.

Restrictions
- A SAU may not receive more than one AIR grant during a school year per school.
- Private or parochial schools are not eligible for AIR grants, due to limited funds. They may apply for an Arts for Community Engagement Grant, Youth Arts Project Grant, or Folklife and Traditional Arts Project Grant; utilize the Arts Education Artist Roster, ask for technical assistance from the NHSCA Arts Education Coordinator, attend the biennial Arts Education conference and other professional development events.
- Organizations and/or schools may only receive ONE grant across the following categories. Carefully consider your project to identify the most appropriate grant category. If you have questions, contact the grant coordinator.
  - Artist in Residence Grant (AIR)
  - Youth Arts Project Grant (YAP)
  - Arts for Community Engagement Grant (ACE)
  - Folklife and Traditional Arts Project Grant (FTAP)
  - Public Value Partnership (Operating Grant)

- AIR grants may not be used to replace or supplant the normal school district expenses or full time equivalent (FTE) teachers, materials, equipment, construction, and capital expenditures.
- Grant funds may not be used to support fundraising expenses.
- Please refer to the full list of ineligible expenses.

Application Review Process
A peer panel with expertise in the grant category evaluates applications according to the funding criteria listed. Whenever possible, a State Arts Councilor attends the meeting. Funding recommendations are forwarded for review and approval to the State Arts Councilors, a 15 member advisory board appointed by the governor. If the organization’s cumulative total of grants received from the State Arts Council for that fiscal year (July 1 - June 30) is $10,000 or more, the grant recommendation must also be submitted to the Governor and Executive Council for approval. Errors and omissions may affect a panel's evaluation of your application.
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Funding Criteria
The following criteria are used by peer panelists to evaluate grant applications:

Quality of Program and Educational Excellence (40%)
- Excellence of the artistic and educational opportunity
- Quality of professional development workshop for teachers
- Clearly defined goals and outcomes including how the residency will address NH K-12 Arts Competencies and Curricular Standards
- Program fills an unique academic need
- Residency reflects the racial, cultural, and/or aesthetic background of the student population or introduces students to artistic disciplines and practices of cultures not dominantly found in the community

Access (30%)
- Clearly articulated plan for making the program accessible for students of all abilities and underserved populations
- Core group of student participants have been identified in consultation with the special education team, developing accommodations or scaffolding
- Plan for informing the teaching artist of any special needs of student population, and reviewing strategies for engaging all students
- Additional support staff or volunteers have been scheduled as needed to ensure a quality experience for all students

Administrative Capacity (15%)
- Clarity of the overall proposal, budget, and ability to meet required match
- Adequate planning with the proposed resident artist(s) and partners
- Support and commitment of staff, parents, and community for implementing residency activities
- Realistic timeline for residency planning, program, and contact hours with students

Evaluation, Documentation, and Outreach (15%)
- Evidence of assessment tools that evaluate the stated goals and outcomes for the residency
- A plan for documenting the residency through photos and other media appropriate to the discipline
- Promotion of the residency and outcomes to administration, the PTO, school board, parents, and community

How to Apply
Applicants are strongly encouraged to attend a grant information session, view the instructional videos and discuss proposals with the grant coordinator before writing and submitting applications. Applicants should also review the legal and reporting requirements for NHSCA grant funding.
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Drafts of narrative questions and budgets may be reviewed if submitted by email at least two weeks in advance of the application deadline. First time applicants are especially encouraged to submit drafts.

Required Documents:

☐ Grant Narrative Questions (see below)
☐ Completed budget form
☐ Timeline and residency schedule (see below)
☐ Letters of support: up to three, one page per letter. Letters can be from administrators, teachers, PTO/PTA, parents, community members, students, or school board members.
☐ Work samples for artists not on the Arts Education Roster. If possible, include a link in the grant narrative to the artist’s website or Creative Ground profile.
☐ Letter from the individual with the legal authority to sign contracts for the school (principal, superintendent) acknowledging the grant proposal. If a grant is awarded, the check and paperwork will be sent to that official's attention to be used solely for the purposes described in this application.
☐ Signed acknowledgement from the Teaching Artist(s) that they are aware of the project and available if you receive funding.

Additional Materials Required for Charter Schools and nonprofit Alternative Education Sites only:

☐ Board-approved financial statement
☐ List of Board members or arts advisory committee members, with contact information

Submitting the Application
Applications must be submitted online through Submittable, unless an alternative method has been approved prior to the deadline by the grant coordinator. The online system cannot be used to submit drafts. Please keep a copy of application materials for your own records.

- Watch instructional videos.
- Click here to start the online application.
- Click here to download the Budget Form in MS Excel or PDF format.

Deadline
Applications must be completed by 11:59pm on April 3, 2020. Late applications will not be accepted. The Council cannot accept applications transmitted by facsimile (FAX) or e-mail and is not responsible for incomplete online applications or paper applications lost in transit.
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Notification of Award
Applicants will receive formal notification of funding decision after the State Arts Council meeting following the peer review panel. Whether or not a grant is awarded, applicants will receive comments from the peer review panel which can help in the development of future applications. The formal notification may take up to 10 weeks after the application deadline.

Payment
NHSCA disburses funds appropriated from public sources, both federal and state. Checks are issued by Administrative Services of the State of NH, not the Department of Natural and Cultural Resources or the NHSCA. Upon receipt of properly executed grant forms, the State of New Hampshire generally pays grants under $10,000 to grantees within four to six weeks. If an organization is awarded $10,000 or more or has received other NHSCA funds which bring the cumulative total received for that fiscal year (July 1 - June 30) to $10,000 or above, grants must be approved by Governor and Executive Council; consequently, payment can take up to 10 weeks. All awards are subject to availability of state and federal funds. Please plan cash flow accordingly.

IMPORTANT: All grant agreements must be returned by January 15 of the fiscal year (July 1 to June 30) in which they are awarded. Failure to return the grant agreement by that date could result in cancellation of the grant and reallocation of funds. Payment of a grant will be withheld if final reports for previous grants are not in compliance with policy below.

Grant Period & Reporting Requirements
A final report is due 30 days after the completion of your project, but no later than September 30, 2021. An extension of up to three months may be requested. The request for extension must be made in writing, before the deadline for filing has passed to the grant coordinator and should briefly note why the extension is necessary and the date the report will be submitted.

Failure to submit the final report by the required date will result in the organization becoming ineligible to apply for NHSCA funding for two years. Additionally, failure to submit the final report may result in a withholding of funds from any currently awarded NHSCA grant.
Grant Narrative Questions
The following narrative questions should be between 2-5 typed pages. Margins (not less than 1”), fonts (not smaller than 12 point), and spacing should provide easy reading for the panelists. Please put the name of the school at the top of each page, include page numbers and respond to the following questions in the order in which they appear. For additional guidance, visit How to Host an Artist-in-Residence.

1. **Background Information:** Give a brief description of your school and community. Summarize any previous artist residencies your school has held.

2. **Residency Description:** Describe your proposed residency.
   - What unique academic need or school wellness goals does this residency fulfill?
   - Why did you select the artist(s) you have included in your proposal?
   - How does the residency reflect the racial, cultural, and/or aesthetic background of the student population, or introduce students to diverse aesthetic and cultural practices?
   - How will the visiting artists and faculty work together to design the residency experience?
   - What pre-teaching will prepare students, staff, and the community for this residency?
   - If applicable, describe the culminating event or presentation.

3. **Goals and Outcomes:** State three major objectives and outcomes for this residency. Include how the residency addresses K-12 curricular standards or competencies. Other goals could include how the residency meets school goals for culture, wellness, social and emotional learning, and/or broadening access to diverse artistic disciplines.

4. **In-service Professional Development Workshop for Teachers:** Describe the experiential professional development workshop for staff and administrators led by the teaching artist. How will teachers, administrators, and community members be engaged throughout the residency?

5. **Access:** How will you provide access to the residency for underserved students and students with special needs? What is your plan for consulting with administration and the special education team to identify targeted student groups, scheduling additional support staff or volunteers, and developing accommodations or scaffolding?

6. **Evaluation:** What method(s) will you use to evaluate how well the residency achieved the goals and objectives listed above? If applicable, upload a sample of your evaluation tool(s) as a separate document.

7. **Promotion:** How will you document and promote the residency, including notifying parents, community members, school board, PTO/PTA, and administration? How will you share the outcomes of the residency with these groups?
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Timeline & Residency Schedule

In a 1-2 page document, outline the following:

- Timeline for planning the residency with input from faculty, students, administration, and visiting artist(s).
- Proposed residency schedule: How many days and contact hours will the visiting artist(s) work with the core group of students? What does a sample day look like for the artist?

Questions?

Contact: Cassandra Mason, Chief Grants Officer
email: Cassandra.Mason@dnr.nh.gov
Phone: 603-271-2789

Questions about the online application system at Submittable?
Email: support@submittable.com
Phone: 1-855-467-8264, ext 2
Web: https://submittable.help/