



## Artists in Schools Grant | FY2021 Final Report Preview

This is not the final report for the Artists in Schools Grant, but a list of the questions you'll be expected to answer in the [online grant portal](#). Character limits, when applicable, include spaces and are listed in parentheses.

### Project Information

name of teaching artist(s) and artistic discipline of the residency

### Impact Numbers

total number of individuals, number of youth/children, number of students directly participating in residency, number of teachers directly involved in residency, and number of paid artists

Select all ethnic and distinct group categories that made up 25% or more of those directly benefiting from the residency:

- American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Caucasian, Native Hawaiian/Other Pacific Islander, or no single ethnic group made up over 25%
- individuals with disabilities, individuals below the poverty line, individuals with limited English proficiency, individuals in institutions, military veterans/active-duty personnel, youth at risk, or no single distinct group made up over 25%

### Narrative Questions

Did the residency go as planned? If not, explain. Include any changes to the process or scope due to COVID-19. (2,000)

Were the goals and learning objectives outlined in your application achieved? How do you know? (2,000)

Help us understand how this residency most impacted your students, teachers, and school. Select three statements that best describe the impact of the residency:

- This residency provided an opportunity for students and/or teachers to contribute to a positive school environment
- This residency engaged all students, especially reluctant learners
- This residency encouraged students to take risks and helped students build self-confidence
- This residency helped students with relationship skills such as communication and teamwork
- This residency supported students in appreciating diversity/respecting others
- This residency helped students expand transferable skills
- This residency engaged students in a creative process and students gained awareness of techniques and strategies related to the creative process
- Teachers engaged in a way that they gained new skills or techniques (e.g., integration, focus on creative process, classroom management, etc.)

### **Narrative Questions, continued**

Provide us with an anecdote or other information that demonstrates the impact of this residency. (2,000)

Describe your experience working with the teaching artist. Did you find the artist to be professional? Do you feel that the artist successfully collaborated with you? (2,000)

What skills or teaching strategies, if any, did the teaching artist share that may be used in future lessons? (2,000)

### **Budget Summary**

total cost of the residency, fees paid to artists, and dollar value of donated goods/services (if any)

If there were goods or services donated in support of the residency, please describe them. (500)

Explain any major changes from the budget described in your application. (1,500)

### **Supporting Documents and Photos**

We'd like to see the outcome of your project. This could include testimonials, letters to legislators, links to videos, newspaper articles, or blog posts. Up to two separate files can be uploaded and space is provided for URLs.

Submit up to five print-quality images (at least 1.5 MB or 1500 KB). Include the name of the school, photographer's name, and indicate whether or not the photographer needs to be credited. The Arts Council will keep these images on file for use in print and electronic media produced by the Council and, possibly, other partners promoting the arts in Vermont.

### **Questions?**

Send an [email to Troy Hickman](#) or call him at 802.828.3778.