



NEW JERSEY STATE COUNCIL ON THE ARTS

## ARTISTS-IN-EDUCATION RESIDENCY PROGRAM

*Guidelines and Application for Schools & School Districts*

*Application Deadline: March 5, 2010*

*in partnership with*

*Arts Horizons*

*Young Audiences New Jersey*

**One-Year AIE Grant Program 2010–2011**

*For residencies to take place September 2010–June 2011*

**Two-Year AIE Grant Program 2010–2012**

*For residencies to take place September 2010–June 2012*

**Planning & Implementation AIE Grant Program**

*For projects to take place September 2010–June 2012*

## AIE GRANT WRITING WORKSHOP DATES

All applicants, particularly those new to the Artists-in-Education Program, are encouraged to attend a Grant Writing Workshop, which includes an introduction and overview of the AIE Program, a step-by-step "walk through" of the complete guidelines, and a question-and-answer period. Each workshop is led by AIE Consortium staff, a school teacher and/or administrator with residency experience, and AIE teaching artists.

(Central NJ)  
**Wednesday, December 16, 2009, 6:30 – 8:30 pm**  
 The Visual Arts Center of New Jersey  
 68 Elm Street  
 Summit, NJ 07901

*This workshop is offered in partnership with the Union County Office of Cultural & Heritage Affairs.*  
**To register, please call (908) 558-2550.**

(North NJ)  
**Wednesday, January 13, 2010, 1:00 – 3:00 pm**  
*(Snowdate: Thursday, January 14th, 1–3 pm)*  
 Bergen County Div. of Cultural & Historical Affairs  
 The Learning Center, Room 460  
 1 Bergen County Plaza  
 Hackensack, NJ 07601

*This workshop is offered in partnership with the Bergen County Div. of Cultural & Historical Affairs.*  
**To register, please call (201) 336-7292.**

(Central NJ)  
**Wednesday, January 20, 2010, 1:00 – 3:00 pm**  
*(Snow date: Friday, January 22nd, 1–3 pm)*  
 Young Audiences New Jersey  
 200 Forrestal Road  
 Princeton, NJ 08540

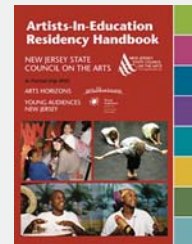
**To register, please call (609) 243-9000 ext. 202**

(South NJ)  
**Tuesday, January 26, 1 – 3:00 pm**  
*(Snow date: Thursday, January 28th, 1–3 pm)*  
 IDEA Performing Arts Center  
 1 Harbor Boulevard  
 Camden, NJ 08103

*This workshop is offered in partnership with the Camden County Cultural & Heritage Commission.*  
**To register, please call (856) 858-0040.**

## ON-LINE TECHNICAL ASSISTANCE NOW AVAILABLE

The AIE Consortium is proud to introduce THE ARTISTS-IN-EDUCATION RESIDENCY HANDBOOK available on-line (and as a PDF) at: <http://www.njaie.org>. This handbook expands upon the components presented in the AIE Guidelines to offer best practices applicable to any residency. Ideally, teachers, schools and art administrators, site coordinators and artists should use both the AIE Guidelines and this AIE Handbook side by side, first while developing their residency proposals and then as instructional support throughout the entire residency process.



Technical assistance is also available by phone or e-mail. Please call the AIE Consortium office at 877-NJ-ART-ED, or e-mail Shelley Benaroya, Arts Education Administrator, at either [sbenaroya@yanj.org](mailto:sbenaroya@yanj.org) or [Shelley@arts.sos.state.nj.us](mailto:Shelley@arts.sos.state.nj.us).

**PLEASE NOTE:** AIE guidelines and application can be viewed online at either: <http://www.njaie.org> or <http://www.njartscouncil.org> and in a **LARGE PRINT** version as well.

If you are in need of special accommodation in filing this AIE grant application, please contact the AIE Consortium office at 1-877-NJ-ART-ED or 609-633-1184.

*The Artists-in-Education Residency Program is made possible by generous support from the NJSCA/Department of State, a partner agency with the National Endowment for the Arts, and is funded in part by the Geraldine R. Dodge Foundation.*



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“Artists in residence heighten the level of instruction and motivation in our school, and like a brisk wind from the north, their energies and vision leave eddies of curious and challenged students in their wake. Artists in our schools, doing or making their art, mean that our students have a personal experience with people who have chosen a career that consists in the main of following one’s own inner compass. Artists in our schools exhibit a degree of professionalism that combined with artistry helps our students understand that obstacles can be gotten around and the show will go on.”

—Irene Fitzpatrick, Theatre Teacher,  
Morris County Vo-Tech,  
Denville

## ABOUT AIE

### The AIE Consortium: A Partnership of Arts Education Providers

For more than 30 years, the New Jersey State Council on the Arts (NJSCA) 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. The AIE Consortium is a partnership of the NJSCA and two of the state's most well-recognized arts education providers: Arts Horizons and Young Audiences New Jersey. This collaboration between the public and private sectors provides greater resources to bring the AIE program to more schools statewide. *The AIE Consortium is registered as a provider of professional development by the New Jersey Department of Education.*

### AIE 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 residencies focus on direct learning about the arts and the processes of creating art, including the skills, techniques and concepts of the art form.

### AIE Program 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 and Performing Arts and Language Arts Literacy.
- To aid in the implementation of effective assessment practices in the arts.



Poetry Residency,  
Joseph Stokes Memorial Elem. School,  
Trenton

### AIE Program Objectives

#### An effective AIE program:

- is site-based and site-planned by a steering committee, a residency artist and an AIE facilitator.
- puts the arts process at the center of a residency.
- focuses on engaging students and teachers in arts processes to make the arts basic to education.
- serves as professional development for teachers that can be applied to the NJ Department of Education's requirements for continuing education.
- addresses specific learning outcomes and curriculum goals.
- has clear and realistic objectives.
- gains maximum benefit from the expertise, talent and ideas of all of the artists, educators and facilitators involved.
- develops new skills and knowledge that move the site beyond current practice.
- addresses Core Curriculum Content Standards for Visual and Performing Arts and Language Arts Literacy.
- presents innovative and effective models of assessment.
- is a potential vehicle for encouraging systemic change.





## AIE Consortium Members:

### ● NEW JERSEY STATE COUNCIL ON THE ARTS

PO Box 306  
Trenton, NJ 08625-0306  
T: 609-292-1630/F: 609-989-1440

Robin Middleman, *Sr. Program Officer, Arts Education*  
609-984-6815  
RobinM@arts.sos.state.nj.us

Shelley Benaroya, *Arts Education Administrator*  
609-633-1184  
Shelley@arts.sos.state.nj.us  
sbenaroya@yanj.org

The New Jersey State Council on the Arts (NJSCA) is an agency of state government in the Department of State. The NJSCA sponsors a multifaceted arts education program funded through state appropriations to the NJSCA, as well as major grants from the National Endowment for the Arts and contributions from a growing network of arts agencies, schools and foundations. The Artists-in-Education Program is the cornerstone of that total arts education program, and is aimed at making the arts basic to education.

### ● ARTS HORIZONS

One Grand Avenue, Suite 7  
Englewood, NJ 07631  
T: 201-567-1766/F: 201-567-5312

Elizabeth Halverstam, *Acting Executive Director*  
Elizabeth@artshorizons.org

Jenifer Simon, *Dir. NJ Programs, Partnerships & The Artist/Teacher Institute*  
jenifer@artshorizons.org

Michele Renaud, *Mgr. NJ Programs, Partnerships & The Artist/Teacher Institute*  
michele@artshorizons.org

Since 1978, Arts Horizons has been providing quality arts education to children in the tri-state area. Last year alone, Arts Horizons brought arts programs to more than 500,000 children. Through its artist-in-residence and staff development workshops in dance, music, theatre and visual arts, Arts Horizons accomplishes its mission of improving the quality of education and fostering the development of the whole person by creating, presenting and encouraging participation in the arts.

### ● YOUNG AUDIENCES NEW JERSEY

200 Forrestal Road  
Princeton, NJ 08540  
T: 609-243-9000/F: 609-243-8999

Laurence Capo, *Executive Director*  
lcapo@yanj.org

Maureen Heffernan, *Director, YA Institute*  
mheffernan@yanj.org

Michele Russo, *Senior Education Associate*  
mrusso@yanj.org

Young Audiences New Jersey's mission is to inspire, nurture and sustain the creativity of every child and to encourage productive and caring human beings. Since its founding in 1973, Young Audiences New Jersey has grown into the state's largest and most comprehensive arts education organization. Each year, it presents approximately 4,500 culturally diverse performances, workshops and professional development seminars to nearly 500,000 students and 1,600 teachers throughout New Jersey, reaching one-third of the public school population. YANJ's professional teaching artists are in schools and communities every day throughout the state, inspiring young people's love of the arts through dance, music and theater performances, and helping them discover their creativity through hands-on art-making workshops. In professional development seminars, YANJ teaching artists help teachers discover the power of the arts to teach across the curriculum.

*"The residency allows students to share their experiences with their classmates, sometimes more so than in a strictly academic environment because 'the words don't get in the way.' This is so important to the ESL children because they have so much to contribute, but are often inhibited by their lack of English-speaking skills. The creative classes level the playing field, so to speak, so all of my children can participate and succeed in our endeavor."*

*—Marian Power, Teacher,  
Clinton Elementary School,  
Maplewood*

## AIE RESIDENCY GRANT PROGRAMS

### Introduction

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.

At the heart of the AIE Program is the belief that an artist can make an invaluable and unique contribution to the educational process. As an agent for change within a school community, the artist is the creative spark that inspires one classroom, one teacher, one school or an entire school district to integrate the arts into its ongoing activities and become a vital part of the learning experience.

Research shows that arts-in-education programs have greater impact on school culture when sustained over time (Fiske, E. [Ed.], *Champions of Change: The Impact of Arts on Learning*, Arts Education Partnership, 1999). The hallmark of the AIE Program is the focus on long-term (minimum 20-day) residencies. The AIE Program also offers multi-year funding for artists and schools to work together in addressing critical goals. The program serves schools in different stages of readiness for a full-scale residency.

### What Grants Are Available?

The AIE Program offers several types of grants, each requiring a 1:1 dollar match on the part of the school or district. *Any New Jersey pre-K through 12 public, private or parochial school, or school district, is eligible to apply.*

*First-time AIE applicants* may submit applications for either of the following two grants:

► **One-Year Residency Grant**

(For program description, see page 7.)

► **Planning & Implementation Residency Grant**

(For program description, see page 8.)

Any New Jersey pre-K through 12 public, private or parochial school, or school district **that has successfully completed a previous AIE residency** is also eligible to apply for the following grant:

► **Two-Year Residency Grant**

(For program description, see page 7.)



Printmaking Residency,  
David Brearley High School, Kenilworth

## RESIDENCY SNAPSHOT

### David Brearley High School, Kenilworth

AIE Teaching Artist Molly Gaston Johnson led high school students in a 20-day printmaking residency and the production of a daily calendar documenting the lives of Kenilworth's citizens. Students, together with the residency artist, art teacher, and photography teacher, took a guided walking tour of the community at the start of the residency. Along the way, they took pictures of all those individuals who help make a town a home: firemen, policemen, town clerks, librarians, senior citizens, and historians. These photographs were then translated into linoleum block prints and silk screens.

Teachers, administrators, and members of the community commented on how this experience helped connect the high school students to their town. "The remarkable work that the students have created under the direction of professional printmakers and writers has been praised widely," wrote Shirley Maxwell, President of the Kenilworth Historical Society, "not only for its exceptional artistic merit but also for the community pride that it has fostered among the students, faculty, and residents of Kenilworth."





## AIE RESIDENCY GRANT DESCRIPTIONS

### ► One-Year Residency Grant

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 processes of creating art, 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 non-consecutive days. The focus for the residency may be class work with students and/or professional development for school staff.

### ► Two-Year Residency Grant

This multi-year program provides the opportunity for past AIE recipients to develop consecutive and sequential long-term residencies of at least 20 days each year. This program allows schools to build upon past successes and add greater stability to their budgeting process.

#### *Required Components for One- or Two-Year Residencies*

The following required components ensure a successful residency and help schools attain their goals. (Please see **Glossary of Key Terms** on pages 14-15 for detailed definitions of *bolded terms*.)

- Appoint an **Administrative Coordinator**, **On-Site Coordinator** and a **Teacher Liaison** (if applicable) to lead the project.
- Form a **Steering Committee** to establish goals for the residency and provide support, assistance and resources for the artist.
- Enroll at least one faculty member in the **Artist/Teacher Institute (aTi)** and the **Administrative Coordinator** in Administrator's Day at aTi.
- **Steering Committee** members classroom teachers, **Residency Artist** and AIE Partner hold a **Planning Meeting** to develop the residency plan and schedule.

- Host a residency for no less than twenty (20) school days each year.

- Work collaboratively with the **Residency Artist** to provide appropriate time, space and materials to conduct the residency.

- Introduce the **Residency Artist** and the project to the school and community at a **Presentation to the School Board**.

- Arrange at least one **Professional Development Workshop** that the **Residency Artist** will lead for all teachers before the residency starts.

- Identify the **Core Students** who will meet with the **Residency Artist** every day of the residency.

- Identify the **Participating Students** who will work with the **Residency Artist** on a less regular basis, but will benefit from workshops, lectures/demonstrations, etc.

- Ensure that a **Teacher is in the Classroom** with the **Residency Artist** at all times to maintain a productive working environment and to enable successful follow-up activities.

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

- Arrange a **Community Event/Activity** to share the residency.

- Provide **Publicity** to the local press regarding the artist and the AIE residency.

- Develop a plan for and carry out the **Documentation/Evaluation** of the residency.

- Prepare a **Final Report and Evaluation**, which is due within 30 days of completion of the residency.

- **Two-year grantees only:** Prepare and submit a **Plan for the 2nd-Year Full Residency**. This plan will be reviewed by members of the AIE Consortium applying the above criteria. *The plan must be approved prior to the release of second-year grant funds.*

## AIE RESIDENCY GRANT DESCRIPTIONS

(continued from previous page)

### ► Planning & Implementation Grant

Recognizing that schools are at different stages of readiness for working with an artist-in-education, the Planning & Implementation Grant offers technical assistance and planning time to pave the way for the successful implementation of a full residency. This two-year grant program emphasizes site assessment, targeted professional development and a 10-day pilot residency in the first year followed by a full residency (minimum 20 days) in the second year.

#### *Required Components for a Planning & Implementation Residency*

The following required components ensure a successful residency and help schools attain their goals. (Please see **Glossary of Key Terms** on pages 14-15 for detailed definitions of bolded terms.)

- Appoint an **Administrative Coordinator, On-Site Coordinator** and a **Teacher Liaison** (if applicable) to lead the project.
- Form a **Steering Committee** to establish goals and provide support, assistance and resources for the project personnel.
- Enroll at least one faculty member in the **Artist/Teacher Institute (aTi)** and the **Administrative Coordinator** in Administrator's Day at **aTi**.
- Hold an initial **Planning Meeting** with the **AIE Facilitator, Steering Committee, AIE Partner**, and participating teachers.
- Host and work collaboratively with the **Master Teaching Artist** and **AIE Facilitator** for 10 days, providing them with the appropriate meeting time, space and materials to develop the **Needs Assessment/School Profile** and conduct **Professional Development Workshops** during the **Planning Semester**.
- Host and work collaboratively with the **Master Teaching Artist** for 10 days during the **Pilot Residency**.
- Make sure there is a **Teacher in the Classroom** with the **AIE Facilitator** and/or the **Master Teaching Artist** during any classroom activities throughout the project.
- Introduce the project, the **AIE Facilitator** and **Master Teaching Artist** at a **Presentation to the School Board**.
- Provide **Publicity** to the local press regarding the artist and the AIE residency.
- Hold a **Mid-Year Review/Planning Meeting** with the **AIE Facilitator, Master Teaching Artist, Steering Committee, AIE Partner** and participating teachers both to plan the **Pilot Residency** and begin a draft plan for the 2nd-year residency.
- Develop a plan for the **Documentation and Evaluation** of the project.
- Prepare a **Final Report & Evaluation**, due within 30 days of the completion of the first year's activities.
- Develop and submit the **Plan for 2nd-Year Full Residency** with the **Steering Committee, Master Teaching Artist, AIE Facilitator** and participating teachers. The plan will be reviewed by members of the AIE Consortium applying the criteria listed above. The plan must be approved prior to the release of second-year grant funds.

►►► **Additional Financial Responsibilities**  
(When developing the budget, please keep in mind the following fees):

**Master Teaching Artist**—\$275 per day plus an additional administrative fee of \$1,000 in Year One only. In Year One, the total number of days for the **Master Teaching Artist** will be 20 days. In Year Two, the minimum length of the full residency is 20 days. There is no administrative fee in Year Two.



## AIE GRANT PARTNERS

### ■ AIE Consortium Partner

*Partnering with the School and the AIE Teaching Artist*

Schools that receive an AIE grant will work with one of the Consortium members who will facilitate the residency, provide direct technical assistance and serve as a valuable resource for networking and identifying other arts education and professional development opportunities. Management of the AIE residency represents a true collaboration between the school, the AIE Partner and the AIE Teaching Artist.

### STANDARDS FOR SERVICE

**The AIE Consortium has the following standards for serving applicants:**

- **Ensure access to the AIE program to all NJ schools.**
- **Respond to inquiries and correspondence promptly and courteously.**
- **Provide clear and accurate information about AIE policies and procedures.**
- **Facilitate a panel process where all eligible applications are thoroughly and carefully reviewed.**
- **Listen to and consider any feedback that can improve the application process or program implementation.**

### ■ AIE Teaching Artists

*Partnering with Teachers and Administrators*

AIE teaching artists are selected through a rigorous peer panel review process. They are evaluated for both the quality of their artwork, and their ability to create a lively, substantial and sequential arts program 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 interview and select the artist to conduct the residency after grant awards are made.

### ■ Artist/Teacher Institute (aTi)

*A Partnership of the New Jersey State Council on the Arts and Arts Horizons*

An important companion program to AIE is the Artist/Teacher Institute (aTi), a 10-day summer workshop for educators and artists. aTi provides professional development to teachers through intensive study with master artists. This in-depth experience allows exploration of the creative process and its uses in the classroom in relation to a school's AIE project. Teachers can earn 60 credit hours of continuing education for their NJDOE requirement, and graduate credits are available at an additional fee. Schools that successfully receive any type of AIE residency grant must enroll at least one faculty member in aTi and send an administrator to Administrator's Day during aTi. The residency grant includes a partial tuition scholarship to aTi.

aTi is held at two regional sites: William Paterson University in the north, and Rutgers University/Camden in the south. During the year, intersessions may be held to continue the creative dialogue begun in the summer. Further networking opportunities are available to participating educators year-round on the Arts Horizons web site: [www.artshorizons.org](http://www.artshorizons.org).

*aTi is a registered provider of professional development by the New Jersey Department of Education.*

*"I had hoped to learn some storytelling and writing techniques I could use in my classroom of reluctant writers...I had no idea that I would take away as much as I have. Now, I wonder what else I might be able to do. (Interestingly enough, I never imagined myself doing this!)"*

*—Ann Damron, Teacher,  
Trenton Community Charter School,  
Trenton*

## HOW ARE THE GRANT APPLICATIONS EVALUATED?

An independent review panel evaluates applications based on the criteria listed below.

### *Evaluation Criteria for One- and Two-Year Residency Grants:*

- 1. Ability of the proposed residency to augment existing arts curricula.**
- 2. Ability of the sponsor to accomplish the residency goals.**
- 3. Adequacy of the matching funds and appropriateness of the budget.**
- 4. Evidence of administrative and staff support and participation.**
- 5. The sponsor's attention to the needs of the artist.**
- 6. Applicant's long term (3-5 years) commitment to sustaining the benefits of an artist-in-residence program at its site.**

*For reapplying sponsors and for the second-year plan approval only:*

- 7. Ability of the proposed residency to effectively build upon past residencies.**
- 8. Evidence of a commitment to institutionalize the residency benefits through professional development in past and proposed projects.**

### *Evaluation Criteria for Planning & Implementation Grants:*

- 1. An existing infrastructure supporting the efforts of the planning project as well as the follow-up residency.**
- 2. The level of commitment to the project and the use of professional artists in the school, as demonstrated by stated school policy and by the applied resources.**
- 3. Ability of the sponsor to accomplish the goals of the planning project.**
- 4. Adequacy of the matching funds and appropriateness of the budget.**
- 5. Evidence of administrative and staff support and participation.**
- 6. The applicant's attention to the needs of the teaching artists.**



Mosaic Residency, Smithville School,  
Galloway Township





## WHAT HELP IS AVAILABLE DURING THE APPLICATION PROCESS?

### AIE Consortium Staff Consultation

The Consortium staff is available for assistance throughout the application process. You can reach us at 877-NJ-ART-ED or 609-633-1184.

### Technical Assistance Workshops

These daytime/evening workshops are designed to provide an overview of the AIE residency grant program, share examples of successful projects, answer questions, meet AIE Consortium staff and provide 1:1 assistance in further developing residency ideas. Attendees receive professional development hours that can be used towards the New Jersey Department of Education requirements. For more information and dates of upcoming workshops, please see page 2.

### Mini-Residency Grant Program

Schools that have attended a technical assistance workshop or have previously submitted an unsuccessful application may be eligible to receive an AIE mini-residency grant. These grants are available on a first-come, first-served basis, and do not require a school match. They are designed to give a taste of the benefits of an AIE long-term residency in a three-day mini-model. For more information, contact Shelley Benaroya at 609-633-1184 or [sbenaroya@yanj.org](mailto:sbenaroya@yanj.org).

### School-to-School Mentoring

The AIE Consortium staff can connect you with experienced administrators and teachers who can answer questions and provide feedback during the pre-application planning period.

### Artists-in-Education Residency Handbook

Expanding on the information contained in these guidelines, this NJSCA publication offers advice, tips, and suggestions for successful residencies. Featuring real-world experiences, it is particularly valuable for AIE grant applicants and both new and experienced residency sponsors and artists. Download a free copy at <http://www.njaie.org>.

## RESIDENCY SNAPSHOT

### Stafford Township Intermediate School, Manahawkin

This residency brought the art of tap dance and jazz music to the 5th and 6th grade students. Teaching artist and dancer Alexandria Bradley worked with students for 20 days, focusing on basic tap steps, the shim-sham, the history of the genre, and how dance relates to music. Visiting artist Orrin Evans provided live jazz piano accompaniment, which enhanced the learning process. The school purchased tap shoes for every student, an investment that led to tap becoming a permanent part of the dance curriculum.

Teachers and parents, who participated in all aspects of the residency, reported that their students' self-confidence heightened after their experience with dance. Parent Linda Nealon commented, "The development of dance skills wasn't the only positive thing to come from this residency. I also saw increased self-esteem from learning a new skill. Performing helped my daughter see herself in a different way."

Students felt that this experience helped them in other subjects and increased their interest in dance. Kelly, a 6th grade student wrote, "In tap, you can also learn about history, culture, and even math. Tap made me excited because you could dance and it would sound so cool."

## GRANT APPLICATION TIMELINE

### Fall 2009

AIE Guidelines available.

Applicant school/school district: forms  
**Steering Committee**; thoroughly reviews  
guidelines; assesses the school's needs;  
determines which AIE grant program  
is appropriate.

Appoints an **On-site Coordinator, Administrative  
Coordinator, and Teacher Liaison** (if applicable).

### November 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### December 2009

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### Winter 2009/2010

Applicant representative attends one of the  
Technical Assistance Workshops. Additional  
technical assistance is available via e-mail or phone.

A residency concept is developed, a narrative  
written, the budget prepared, supporting  
materials assembled, and the application filled out.  
It is submitted by the March deadline after a  
thorough review for errors and missing items.

### January 2010

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### February 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

### MARCH 5, 2010

**Grant Deadline: Full application must include  
one signed original plus seven (7) collated  
copies. Incomplete applications are  
disqualified.** Complete applications are  
forwarded to peer panel for review.

### March 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### April 2010

Applications are reviewed by a peer panel of arts  
educators, teaching artists and professionals from  
the field. The panel employs uniform evaluation  
criteria stressing excellence in all pertinent areas.  
(See page 10.)

### April 2010

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### May 2010

Notification of grants by mail. All awards are  
pending the availability of funds that are  
confirmed in July.

Register for **aTi**.

### May 2010

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

"The residencies from the AIE program have raised the self-esteem of our students and given them more confidence in their writing and performance skills. Our students are no longer shy about presenting their thoughts and feelings in front of a large group of their peers."

—Freda Rhodes, Art Teacher,  
Paul Robeson Theme School for the Arts,  
New Brunswick



Storytelling/Bookmaking Residency,  
Trenton Community Charter School,  
Trenton

## FREQUENTLY ASKED QUESTIONS

### What does the AIE Program grant cover?

The AIE Program grant covers artist fees, an on-site evaluation, and a partial scholarship for one faculty member to attend aTi. Residency artists are paid \$275 per residency day. (A residency day is based on four 45-minute class periods—see **Glossary of Key Terms**, pages 14-15 for more details.) For P&I grants, the Master Teaching Artist/AIE Facilitator receives a flat fee of \$1,000 for project administration in addition to residency costs.

### What are the financial responsibilities of the school/district?

The school/district must provide a 1:1 dollar match at least equal to the total grant request. School matching funds should adequately support the proposed residency in all aspects, including supplies, equipment, teacher-release time, administrative time, etc. (See budget forms and explanatory details on pages A4-A5 and A11.) Matching funds can be made in cash and/or resources that already exist in the school budget.

### How are the grant funds managed?

Grant and school funds for artist fees are managed by a school's AIE Consortium partner.

### Who should write the grant application?

The grant application is 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.

### What types of disciplines are available?

Residencies are available in the following disciplines: Dance, Music, Theatre, Opera/Music Theatre, Visual Arts, Design Arts, Crafts, Photography, Media Art, Creative Writing\*, Interdisciplinary\*\* and Folk Arts.\*\*

*\*Although creative writing is one of the many disciplines supported, only proposals to sponsor long-term writing residencies are covered by this program. Short-term writing residencies (5 days) are coordinated through the New Jersey Writers Project, and administered by Playwrights Theatre of New Jersey (see page 18). For information, contact PTNJ at 973-514-1787 x14.*

*\*\*Schools interested in these residencies must first consult with AIE staff at 877-NJ-ART-ED or 609-633-1184.*

### How many students can be served in a residency?

A core group consists of approximately 25–30 students per class with a maximum of 3 classes. They work with the residency artist every day that the residency has student workshops. Additional students may benefit as described in the **Glossary of Key Terms** under the heading, "Participating Students" (page 15).

### What is the application deadline?

**ALL APPLICATIONS MUST BE RECEIVED NO LATER THAN 5:00 PM, MARCH 5, 2010.**

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

Notification will be mailed in May to the designated contact person on the Applicant Information page. Grant awards are made pending the availability of funds that are confirmed in July. A letter finalizing the grant award will be mailed at that time.

## GLOSSARY OF KEY AIE TERMS & PROGRAM COMPONENTS

*Please consult this section before responding to the AIE application questions.*

### **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 for scheduling and making all other arrangements necessary for the smooth operation of the AIE Program.

### **ADMINISTRATOR'S DAY**

A special day during **aTi** for school administrators and on-site coordinators. It includes an AIE Program overview, a review of contract requirements and preliminary planning with AIE Partners, as well as the opportunity to observe and participate in **aTi** workshops.

### **AIE FACILITATOR**

A consultant, selected in collaboration with the AIE Partner and school, who provides technical assistance to schools during a Planning & Implementation project. The facilitator conducts interviews and observes classes over five days at the start of the project to develop a **Needs Assessment/School Profile**, which guides the project.

### **ARTIST/TEACHER INSTITUTE (aTi)**

An important companion program to AIE, **aTi** is a ten-day summer workshop that provides professional development to teachers through intensive study with master artists. Schools that sponsor AIE projects must enroll at least one faculty member in **aTi**.

### **ARTS ACROSS THE CURRICULUM**

Arts that are woven into the fabric of instruction regardless of the discipline being taught.

### **ARTS BASIC TO EDUCATION**

Direct, sequential instruction and learning in the arts and its concepts, techniques and processes.

### **BASIC ARTS EDUCATION**

A comprehensive body of arts knowledge and skills that leads to proficiency for all students as part of a complete pre-K through 12 education.

### **CORE GROUP**

The students who will work with the **Residency Artist** every day that the residency has student workshops. The focus of the residency for these students will be arts basic to education. The size, number and make-up of the core group is determined in partnership with the Teaching Artist and AIE Partner. A core group consists of approximately 25–30 students per class with a maximum of three classes.

### **FINAL REPORT & EVALUATION**

The Final Report and Evaluation is due to NJSCA within 30 days of the completion of the residency. The report packet is forwarded to the **On-Site Coordinator** and the **Administrative Coordinator** by the AIE Partner at the start of the residency for completion by the school. The packet includes evaluation responses from students, teachers, administrators, community members and the **Residency Artist**.

### **MASTER TEACHING ARTIST**

A highly experienced AIE Teaching Artist with training and experience in developing and conducting residencies, providing professional development for teachers and working with curriculum development.

### **MID-YEAR REVIEW**

A meeting that occurs mid-year during a P&I residency project between the **AIE Facilitator**, the **Master Teaching Artist**, the **Steering Committee** and the AIE Partner to review the **Needs Assessment/School Profile** and proceed with planning the **Pilot Residency**.

### **NEEDS ASSESSMENT/SCHOOL PROFILE**

The report developed by the **AIE Facilitator** and **Steering Committee** after the initial five days of the Planning & Implementation project.

### **ON-SITE COORDINATOR (OSC)**

The **Residency Artist's** liaison to the site, students and community. The **OSC** is generally a teacher, department head, or vice principal. He or she must work cooperatively with the artist, and continue to stimulate and expand art activities at the site after completion of the residency. NOTE: If the **OSC** is not a teacher, then a **Teacher Liaison** must also be identified (see next page).





## **PARTICIPATING STUDENTS**

Students who work with the **Residency Artist** on a less regular basis than the **Core Group**. The focus of the residency for these students may be **Arts Basic to Education** and/or **Arts Across the Curriculum**. For example, these students might rotate through a designated period during the **Residency Artist's** day or attend related activities such as an assembly or a field trip.

## **PILOT RESIDENCY**

The 10-day residency in the second semester of a Planning & Implementation project.

## **PLAN FOR 2ND-YEAR FULL RESIDENCY**

Plan developed by the **Steering Committee**, **Master Teaching Artist**, **AIE Facilitator** and participating teachers at the conclusion of the first year of the Planning & Implementation project. The plan is based on the first-year's activities, and includes all of the required residency components. The plan must be approved prior to the release of the 2nd-year grant funds.

## **PLANNING MEETING**

An opportunity for the **Steering Committee**, participating teachers, **Residency Artist** and the AIE Partner to meet and develop the plan and schedule for the residency or planning project, prior to its commencement.

## **PLANNING SEMESTER**

The first phase of the Planning & Implementation project which includes approximately five days to develop the **Needs Assessment/School Profile**, and five days of planning with a focus on professional development conducted by the **Master Teaching Artist**.

## **PRESENTATION TO THE SCHOOL BOARD**

Schools are responsible for making a presentation to the school's board of education or board of directors during the course of the residency. The AIE Partner and the **Residency Artist** must be in attendance to introduce the project to the community. It is recommended that the presentation occur towards the end of the residency so that students may attend and share their experiences.

## **PROFESSIONAL DEVELOPMENT WORKSHOP**

A workshop led by the **Residency Artist** for all members of the teaching staff that focuses on specific hands-on activities to convey the techniques and processes of the art form.

## **PUBLICITY**

Schools are responsible for publicizing the residency to the community through print and electronic media. Attachment C of the grant contract provides the appropriate language to use in press releases when defining the program and its managing entities.

## **RESIDENCY ARTIST**

An AIE Teaching Artist who leads the residency for a minimum of 20 days. The artist helps plan all the residency components, including inviting a **Visiting Artist**.

## **RESIDENCY DAY**

Based on four 45-minute class periods with additional time for class preparation as needed.

## **SEQUENTIAL LEARNING**

An approach to teaching and learning that is organized in a planned and systematic fashion over an extended period of time. It leads students from pre-K through 12 to a progressively fuller understanding of a subject.

## **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 **Residency Artist** and/or the AIE Partner become part of the committee at the start of the residency.

## **TEACHER IN THE CLASSROOM**

A certified teacher must be present in the classroom at all times to maintain a productive working environment, and to enable successful follow-up activities. The AIE Partner and **Residency Artist** are guests in the classroom: therefore the teacher is legally responsible for the students.

## **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**

Guest artist(s) invited by the **Residency Artist** to present a workshop or demonstration that expands the focus of the residency. The **Visiting Artist** is present with the **Residency Artist** to help make connections to the residency discipline.

# RESIDENCY PROGRAMS BY THE MONTH

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

### Sample Timeline for One- and Two-Year Residencies

#### Summer 2010

aTi and Administrator's Day.  
Artist interviews take place.

June 2010							July 2010							August 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5			1	2	3				1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

#### Fall 2010

Artist interviews continue and selection finalized.  
Planning Meeting.  
Professional Development Workshop.  
Residency begins.

September 2010							October 2010							November 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2			1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
													31							

#### Winter 2010/2011

Residency continues.

December 2010							January 2011							February 2011							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4						1			1	2	3	4	5		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28						
													30	31							

#### Winter/Spring 2011

Visiting artists and/or field trip.  
Presentation to the School Board.  
Community/Culminating Event.  
Evaluation and Assessment.  
**One-Year Residency:** Final Report and new application for 2012 residency grant.

March 2011							April 2011							May 2011								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4						1	2			1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14		
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21		
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28		
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31						

**Two-Year Residency:** Final Report and residency plan submitted for approval of 2nd-year funding.

#### Summer 2011 & Year Two (for Two-Year Residency Only)

Pending approval of Final Report and residency plan, continue in Year Two following Year One sequence.

June 2011							July 2011							August 2011							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4						1	2			1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				
													31								

# P & I GRANT PROGRAM BY THE MONTH

## PLANNING & IMPLEMENTATION GRANT TIMELINE

### Summer 2010

aTi and Administrator's Day

Schools work with their AIE Partner to identify AIE Facilitator and Master Teaching Artist for planning and pilot residency.

June 2010

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010

S	M	T	W	T	F	S
	1	2	3			
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Fall 2010

AIE Facilitator conducts needs assessment and develops school profile in collaboration with Steering Committee (five days).

Planning Meeting with Steering Committee, AIE Facilitator and Master Teaching Artist to develop pilot residency.

Planning/Professional Development sessions begin with Master Teaching Artist (five days).

September 2010

S	M	T	W	T	F	S
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2010

S	M	T	W	T	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2010

S	M	T	W	T	F	S
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2011

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2011

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

### Winter 2010/2011

Complete a plan for the pilot residency and a draft plan for the 2nd-year full residency.

### Winter/Spring 2010

Pilot residency (10 days in classroom).  
Presentation to the School Board.  
Final Report and residency plan submitted for approval of 2nd-year funding.

March 2011

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2011

S	M	T	W	T	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2011

S	M	T	W	T	F	S
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2011

S	M	T	W	T	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Summer 2011 & Year Two

Pending approval of Final Report and residency plan, full residency begins (see timeline for Year One on page 16).

## NJSCA ARTS EDUCATION PARTNERSHIPS

### ■ New Jersey Writers Project

The New Jersey Writers Project (NJWP) is co-sponsored by the NJSCA in partnership with Playwrights Theatre of NJ (PTNJ). Through the NJWP, schools may apply to host short-term (5-day minimum) writing residencies in poetry, playwriting and prose. NJWP has been conducting in-school residencies in all creative writing genres since 1969 and reaches more than 200 schools and community centers annually. The program offers basic creative writing residencies as well as many special and local-initiative programs, including, for example, the Spanish Language and Complete Access initiatives and the Madison and Newark Young Playwrights programs.

*For more information and an application, please contact PTNJ's Education Director, Jim DeVivo, by phone at 973-514-1787 x14 or via e-mail at: [jdevivo@ptnj.org](mailto:jdevivo@ptnj.org).*

### ■ The New Jersey Arts Education Partnership (NJAEPE)

NJAEPE was established in 2007 with the mission to provide a unified voice for a diverse group of constituents who agree on the educational benefits and impact of the arts, specifically the contribution they make to student achievement and a civilized, sustainable society. The NJAEPE carries out this mission by providing a clearinghouse for information and best practices, providing opportunities for people to come together on topics of interest and initiating advocacy opportunities to effect public information and policy on arts education issues.

The NJAEPE's major focus is to move forward the recommendations of the New Jersey Arts Education Census Report, *Within Our Power*, making it a dynamic document to create change in arts education for New Jersey's schools in the years to come.

*For more information, please go to: [www.artsednj.org](http://www.artsednj.org), or contact the Director, Kristin Golden Wenger, at: [kris@artsednj.org](mailto:kris@artsednj.org) or 973-327-2090.*

### ■ Perkins Center for the Arts

Perkins Center for the Arts has been providing residencies for students and teachers in schools in Camden, Burlington and Gloucester counties for the past 15 years. Through a co-sponsored program with the NJSCA, funding is available to schools in the region for long-term residencies in many disciplines. A unique aspect of this program is that artists conduct residencies in multi-disciplinary teams.

*For more information, please contact the Education Director, Karen Chigounis, at 856-235-6488 or [karen@perkinscenter.org](mailto:karen@perkinscenter.org).*

### ■ New Jersey Arts Education Collective

A partnership of New Jersey arts education organizations dedicated to the professional development of teaching artists working in NJ schools. Learn more about NJAEC at: [www.njaec.org](http://www.njaec.org).

#### American Repertory Ballet

Jackie Lukas, 732-249-1254 x10  
[www.arballet.org](http://www.arballet.org)

#### Arts Council of the Morris Area

Barbara Reuther, 973-285-5115 x16  
[www.morrisarts.org](http://www.morrisarts.org)

#### Arts Horizons

Jenifer Simon, 201-567-1766 x102  
[www.artshorizons.org](http://www.artshorizons.org)

#### The Community Theatre at Mayo Center for the Performing Arts

Cathy Roy, 973-539-0345  
[www.mayoarts.org](http://www.mayoarts.org)

#### Growing Stage

Steve Fredericks, 973-347-4946  
[www.growingstage.com](http://www.growingstage.com)

#### New Jersey Arts Education Partnership

Kris Wenger, 973-327-2090  
[kris@artsednj.org](mailto:kris@artsednj.org)

#### New Jersey Performing Arts Center

Donna Bost White, 973-642-8989  
[www.njpac.org](http://www.njpac.org)

#### New Jersey State Council on the Arts

Robin Middleman, 609-292-6130  
[www.njartscouncil.org](http://www.njartscouncil.org)

#### Newark Museum

Ted Lind, 973-596-6612  
[tlind@newarkmuseum.org](mailto:tlind@newarkmuseum.org)

#### Papermill Playhouse

Lisa Cooney, 973-379-3636  
[LCooney@PaperMill.org](mailto:LCooney@PaperMill.org)

#### Perkins Center for the Arts

Karen Chigounis, 856-235-6488  
[kchigounis@perkinscenter.org](mailto:kchigounis@perkinscenter.org)

#### Playwrights Theatre of New Jersey

Alysia Souder, 973-514-1787 x15  
[www.ptnj.org](http://www.ptnj.org)

#### Project Impact

Peggy Siebecker, 201-493-2033  
[impact@bergen.edu](mailto:impact@bergen.edu)

#### Rutgers Camden Center for the Arts

Noreen Scott Garrity, 856-225-6306  
[ngarrity@camden.rutgers.edu](mailto:ngarrity@camden.rutgers.edu)

#### Young Audiences New Jersey

Michele Russo, 609-243-9000 x207  
[www.yanj.org](http://www.yanj.org)



Percussion/Latin Dance Residency, Port Norris Middle School, Port Norris

*"I think art is the best thing—like a colorful butterfly flying by.  
I think art is like a blue bird flowing in the wind.  
I think art is like a land where people are free and having a good time.  
Art is my heart.  
Art is me.  
Art is like a peaceful quiet song going through my ears.  
My art is my soul and my body.  
Art has many secrets so it is my job to find out."*

*—Kashanni, Student,  
Clinton Elementary School,  
Maplewood*

## RESIDENCY SNAPSHOT

### Mannington School, Salem

AIE residencies have become part of the popular culture here. Recently, the school focused on Latin drumming and percussion as a discipline. This was a great follow-up to the school's dance residency two years ago when students explored ideas of improvisation, syncopation and rhythm. AIE Teaching Artist Josh Robinson brought his vast knowledge of world music to the project. The core-group students, who were self-selecting, went on to create their own patterns and songs. AIE Teaching Artist and slam poet Lamont Dixon served as Visiting Artist. He helped students compose poems with sound effects. The students performed at the school's spring concert where they showcased their innovation, drumming skills and student poetry. The event also featured an exhibition of hand-made percussion instruments made during art class as an extension activity to the residency. Art and Computer Teacher, Heather Sakewicz-Frank said: "Teachers in other subjects continue to expect more from their students now because they have seen the students rise up and accept yet another challenge that many felt was impossible. Mannington students are learning that nothing is impossible if you want it enough."

# AIE GRANT APPLICATION INSTRUCTIONS

## PLEASE NOTE THE FOLLOWING:

All applicants must complete the forms on pages A2-A3 and A16.

The application for either a One-Year Residency Grant or a Two-Year Residency Grant continues on pages A4–A10.

The Planning & Implementation Grant application continues on pages A11–A15.

These applications are available as an online fill-in-form document at:

► <http://www.njartscouncil.org> ◀

Please use a computer to complete the online form and submit that printout, along with the other required materials, as your application. The forms in this brochure should be used only as a worksheet or preliminary draft.

If you need any help with the application, please contact the AIE Consortium staff at:

► 1-877-NJ-ART-ED (1-877-652-7833) ◀

Please study this brochure carefully before getting started.

The completed application should be sent to:

Artists-in-Education Consortium  
c/o NJ State Council on the Arts  
P.O. Box 306  
Trenton, NJ 08625-03306

► **AND BE RECEIVED NO LATER THAN 5:00 PM,  
MARCH 5, 2010**

Extension requests must be received in writing no less than 2 weeks prior to the deadline.

Applicants are advised to mail applications early. Special mailing methods such as return receipt, expedited delivery or insurance are unnecessary.

Your application packet must contain eight (8) complete, collated sets of the required materials, i.e., one original and seven copies.

A checklist to confirm that your application satisfies the submission requirements can be found on page A16.

Applications that are incomplete will not be considered, nor will those received by fax.

Please retain a copy of your application and these guidelines for future reference.



## FY2010 AIE GRANTS



Tap Dance Residency, Middlesex County Vocational and Technical High School, East Brunswick

One-Year AIE Residency Grant  
Two-Year AIE Residency Grant  
Planning & Implementation AIE Grant



# AIE APPLICATION: APPLICANT INFORMATION

## AIE Applicant Information for FY2011 (July 1, 2010–June 30, 2011)

The New Jersey State Council on the Arts AIE Program in Partnership with  
Arts Horizons and Young Audiences New Jersey

Check One:

- One-Year AIE Grant Application  
 Two-Year AIE Grant Application  
 Planning & Implementation AIE Grant

GRANT REQUEST \$ \_\_\_\_\_

Has your school received any previous AIE grants?  Yes  No If yes, list year(s) awarded grants: \_\_\_\_\_

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Name of School or School District

Superintendent/CEO

Federal ID number

Contact Person (for information regarding this proposal)

Title

School Street Address

NJ

City

State

Zip

County

Contact Person's Telephone (+ extension if any)

E-Mail

Fax Number

Principal's Name

Principal's Telephone

E-Mail

Legislative District:  State  Federal

(This information is available at [www.njleg.state.nj.us/members/legsearch.asp](http://www.njleg.state.nj.us/members/legsearch.asp) or [www.house.gov/writerep/](http://www.house.gov/writerep/))

On-Site Coordinator (for information regarding the site)

Title

On-Site Coordinator's Telephone (+ extension if any)

E-mail

Home Telephone

Discipline (please choose from list on next page): \_\_\_\_\_

Project Summary (briefly describe the residency/project using 50-75 words or less) \_\_\_\_\_

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### APPLICANT STATUS

Which category best describes your organization's legal status? Please enter appropriate code number

- 02** Nonprofit Organization    **07** County Government  
**05** State Government        **08** Municipal Government  
**06** Regional Government    **09** None of the Above

### APPLICANT INSTITUTION

Which category best describes your organization? Please enter appropriate code number

- 19** School District            **23** Secondary School  
**21** Elementary School       **24** Voc/Technical School  
**22** Middle School            **25** School/Other (describe)



# AIE APPLICATION: APPLICANT INFORMATION

DISCIPLINE: Choose the discipline which best describes the desired residency or project, and enter the appropriate code numbers and letter prefix (if applicable) for which you are applying.

□□□

**(01) Dance**

- A. Ballet
- B. Ethnic/Jazz
- C. Modern

**(02) Music**

- A. Band  
*(does not include jazz or popular)*
- B. Chamber  
*(includes only one musician/part)*
- C. Choral
- D. New  
*(includes experimental & electronic)*
- E. Ethnic  
*(includes folk-inspired)*
- F. Jazz
- G. Popular
- H. Solo/Recital
- I. Orchestral  
*(includes symphonic & chamber orchestral)*

**(03) Opera/Music Theatre**

**(04) Theatre**

**(05) Visual Arts**

- A. Experimental  
*(includes conceptual installations, new media, new approaches)*
- B. Graphics  
*(includes printmaking, book arts, drawings; does not include graphic design)*
- D. Painting  
*(includes oil, acrylic, watercolor)*
- F. Sculpture

**(06) Design Arts**

- A. Architecture
- B. Fashion
- C. Graphic/Illustration
- D. Industrial
- E. Interior
- F. Landscape Architecture
- G. Urban Design/Planning

**(07) Crafts**

- A. Clay
- B. Fiber
- C. Glass
- D. Leather
- E. Metal
- F. Paper
- G. Plastic
- H. Wood
- I. Mixed Media

**(08) Photography**

**(09) Media Art**

- A. Film
- B. Audio  
*(includes radio, sound)*
- C. Video

**(10) Creative Writing**

- A. Prose
- B. Playwriting
- C. Poetry

**(11) Interdisciplinary\***

Pertaining to art forms/art works that integrate more than one arts discipline to form a single work (e.g., collaboration between/ among the performing and/or visual arts) as well as performance art.

**(12) Folk Arts\***

\*Schools interested in applying for these residencies must first consult with AIE staff at 877-NJ-ART-ED or 609-633-1184.

## CERTIFICATION

I certify that to the best of my knowledge and belief, the information in this application is true and accurate. I further understand that submission of this application implies prior review and representations therein by my organization's board or appropriate governing body.

I also understand and agree that submission to the AIE Program signifies intention of compliance with Title VI of the Civil Rights Act of 1964, Labor Standards under Section 5(1) of the National Foundation on the Arts and Humanities Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991. In addition, I hereby authorize release of all public documents submitted as part of this application in accordance with state and federal laws regarding public access to information.

Authorizing Official (PRINT OR TYPE) \_\_\_\_\_

Signature (please sign in blue ink) \_\_\_\_\_ DATE \_\_\_\_\_

On-Site Coordinator (PRINT OR TYPE) \_\_\_\_\_

Signature (please sign in blue ink) \_\_\_\_\_ DATE \_\_\_\_\_

Teacher Liaison if applicable (PRINT OR TYPE) \_\_\_\_\_

Signature (please sign in blue ink) \_\_\_\_\_ DATE \_\_\_\_\_



# ONE/TWO-YEAR RESIDENCY GRANT BUDGET

## One/Two Year Residency Grant Budget

(Please skip pages A4-A10 and continue on page A11 if you are applying for a Planning & Implementation Grant.)

**Annual AIE Grant Request:** \$ \_\_\_\_\_ (Total Column A)

**Annual Residency Cost:** \$ \_\_\_\_\_ (Total Columns A+B)

NOTE: Year Two grant request cannot exceed Year One grant request.

For budget-related questions, consult the explanation of line items on page A5 or call 1-877-NJ-ART-ED.

### Expenditures

### Income Sources and Amounts

	A AIE Grant Year One	B School Cash Match	C AIE Grant Year Two	D School Cash Match
Artist-in-Residence Fee (\$275 x ____ days) (Must be 20 days or more per year)				
Visiting Artist/Company (See pg. A5 for fees)				
On-Site Evaluator	\$ 200.00		\$ 200.00	
Supplies/Materials				
Equipment				
Field Trips				
Release Time/Substitute Fees				
Documentation/Evaluation/Publicity				
Administrative Cost (Specify)				
Artist/Teacher Institute (\$625 tuition/person)	\$ 315.00		\$ 315.00	
Other (Specify)				
<b>Totals</b>				

NOTE: For One- or Two-Year Grants, Column B total must **at least match** Column A total.

For Two-Year Grants only, Column D total must **at least match** Column C total.

### Description of Cash Match Sources

Cash Sources	Amount	Cash Sources	Amount
1.		3.	
2.		4.	

Cash Sources: The total AIE grant must be matched dollar for dollar and be spread over the various expenditure categories.

**In-Kind Sources:** Please list any donated materials or services for the project and their estimated cash value. While not included in the project cash budget, it is helpful information for the grant review process.

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**Estimated Total Value** \$ \_\_\_\_\_



# EXPLANATION OF BUDGET LINE ITEMS

## Annual AIE Grant Request

Enter your total AIE grant request.

## Expenditures

**Artist-in-Residence Fee:** The required residency artist fee is \$275 per day. The minimum number of residency days is 20 per year ( $\$275 \times 20 \text{ days} = \$5,500$  minimum for residency artist fees per year).

**Visiting Artist/Company:** Individual visiting artists should receive the same \$275 per day fee as residency artists. Performing groups/company fees may vary.

**AIE Facilitator Administrative Fee (Planning & Implementation Grant only):** The flat fee of \$1,000 for additional planning and administrative duties required of the artist and/or the AIE Facilitator in the first year of the grant. There is no fee in the second grant year.

**On-Site Evaluator:** Fee that is built into the grant amount for payment to an independent expert to observe and evaluate residency. The AIE Consortium partner manages these funds.

**Supplies/Materials:** Non-permanent items, including paper, paint, etc., to be used in the residency. Make sure the supply allocation supports the proposed residency.

**Equipment:** Permanent items, such as a printing press, camera, video recorder, etc., that are purchased specifically for the residency.

**Field Trips:** Costs for bus transportation, admission fees, etc.

**Release Time/Substitute Fees:** Costs as needed for planning, attending workshops, field trips, completing final report, etc. by teachers.

**Documentation/Evaluation/Publicity:** Costs of videotaping, printing, postage, etc.

**Administrative Cost:** Estimated costs for time dedicated to the residency by administrative staff such as principals or supervisors.

**Artist/Teacher Institute (aTi):** Tuition and fees for a minimum of one teacher to attend. The tuition for aTi is \$625 per person. The AIE grant provides a \$315 scholarship for the first teacher. The school must provide the balance of \$310 as part of its cash match plus any applicable lab and parking fees. Additional teachers should be budgeted at \$625 per person or \$575 per person if group totals 3 or more.

**Other:** Expenses associated with the residency that do not fit into other categories. For example, school reimbursement for teacher travel, lab, or parking fees to attend aTi can also be included in the match. Please describe all expenses listed in this category.

## Income Sources

**AIE Grant:** Dollar amount requested from the AIE program to help cover artist fees (residency and visiting) plus the built-in on-site evaluator expense and partial aTi scholarship.

**School Cash Match:** Dollars provided by applicant must be AT LEAST equal to the total grant request but can be more. The school match MUST be spread over the various expenditure categories as appropriate to your residency proposal.

## Description of Cash Match Sources

List the foundations, organizations or individuals and the amount of the cash contribution toward the school match. For example, cash contributions can come from the PTA fundraising committee, a local bank, etc. Cash match resources must be secured funds and not be made with other pending grants.

## In-Kind Sources

List the individuals, businesses organizations, etc., and the estimated value of the goods and services that will be donated for residency use. Also include the estimated value of all **donated** goods and services. (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 contributes paint for the residency.)



# AIE RESIDENCY GRANT APPLICATION

## PLEASE READ THE COMPLETE GUIDELINES, PARTICULARLY THE EVALUATION CRITERIA ON PAGE 10, BEFORE ANSWERING THESE QUESTIONS

Residencies must be a minimum of 20 days (per school year) in length and be part of the regular school day. *Proposals for less than the minimum residency length will not be considered.*

### **One-Year Grant First-Time Applicants**

Do not name a specific artist in your proposal. You and your AIE Consortium Partner will select an AIE artist through interviews after receiving notice of a grant award.

### **One-Year Grant Reapplying Applicants and Two-Year Grant Applicants**

You may name a specific artist in your proposal if you are continuing to work with him/her from a prior AIE residency. *Please include a letter of support from that artist with your grant application.*

### **Two-Year Grant Applicants**

Please describe your plan for the first year and the projected plan for the second-year residency when addressing these questions.



### **Proposed Residency**

1. Please describe the proposed residency project and how it will augment existing arts curricula at your school site. Why was this art form selected?

***(Reapplying One- and Two-Year Grant applicants only)*** Briefly summarize what took place in past residencies. Describe how the proposed residency directly relates to the experience and learning of those residencies. Please elaborate on any proposed changes in focus or artistic disciplines. Will the same or different artists be involved?



# AIE RESIDENCY GRANT APPLICATION

## One/Two-Year Residency Grant Application (continued)

2. Describe the artistic processes that students and teachers will engage in to meet the artistic and educational goals, objectives and outcomes of this project.

3. Number of Core groups: \_\_\_\_\_ Number of students in each Core group: \_\_\_\_\_  
(Please refer to Core Group definition in Glossary on page 14 of the Guidelines)

Briefly describe the criteria used to select the core group students. If the focus of the residency is professional development, please identify the teachers involved and briefly describe the criteria for their selection.

4. **(Reapplying One and Two-Year Grant applicants only)** Are new classes, grade levels or schools involved? Why or why not?

5. **(Reapplying One- and Two-Year Grant applicants only)** Describe how professional development workshops in past and proposed projects will help to institutionalize the benefits of a residency.



# AIE RESIDENCY GRANT APPLICATION

## One/Two-Year Residency Grant Application (continued)

6. Does your school/district have an improvement plan or set of adopted goals that includes the arts? If yes, please describe. If you have had past AIE residencies, please describe how they influenced or contributed to the development of these goals.

7. Briefly describe the current arts curricula at your school. List school staff only, not visiting or residency artists or community volunteers.

	# Courses	# Full-Time Staff	# Part-Time Staff	Comments
<b>Creative Writing:</b>	_____	_____	_____	_____
<b>Dance:</b>	_____	_____	_____	_____
<b>Media Arts:</b>	_____	_____	_____	_____
<b>Music:</b>	_____	_____	_____	_____
<b>Theatre:</b>	_____	_____	_____	_____
<b>Visual Arts:</b>	_____	_____	_____	_____
<b>Other:</b>	_____	_____	_____	_____

### Site and Community

8. Briefly describe your school and community including their geographic and socio-economic characteristics.

9. Please name any existing partnerships with community or cultural organizations and describe the activities you collaborated on.



# AIE RESIDENCY GRANT APPLICATION

## One/Two-Year Residency Grant Application (continued)

### Residency Support Structure

10. Who initiated this project? \_\_\_\_\_ Title/Position \_\_\_\_\_

Who is writing this grant? \_\_\_\_\_ Title/Position \_\_\_\_\_

11. Please list the AIE Steering Committee members:

**On-Site Coordinator** \_\_\_\_\_ Title/Position \_\_\_\_\_

**Administrative Coordinator** \_\_\_\_\_ Title/Position \_\_\_\_\_

**Teacher Liaison** (if applicable) \_\_\_\_\_ Title/Position \_\_\_\_\_

**Teaching Staff** (please include grade level, subject area or current title, and specify those that will have a direct role in the residency):

**Community Members** (please include their affiliations, e.g., parent, businessperson, etc.):

12. Who will attend the Artist/Teacher Institute?

Name \_\_\_\_\_ Title/Position \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

13. Who will attend Administrator's Day?

Name \_\_\_\_\_ Title/Position \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

### Support/Scheduling

14. Does your school have block scheduling or another form of flexible/alternative scheduling?  Yes  No  
If not, how will the school schedule accommodate the residency schedule?

15. Does your teaching staff have common preparation time?  Yes  No  
If not, how will you accommodate this need within the residency?

16. Please provide a tentative residency schedule for core and participating students and for the teacher workshop. Specific dates are unnecessary, but please provide the projected number of times per week, length of sessions and the general time of year for the proposed residency.



# AIE RESIDENCY GRANT APPLICATION

## One/Two-Year Residency Grant Application (continued)

### Support/Facility

17. Please describe the artist's work space in your school, with particular consideration for the specific needs of the artistic disciplines involved. Describe the facilities/equipment available for the artist's use.

### Documentation

18. How will you document the residency? Please check all that apply:

- Notebook  Student Artwork  Photographs  Journals  Audio Tape  Videotape  Articles  
 Curriculum Sample  Lesson Plans  Other (detail below)

19. How will this site use this documentation to ensure the long-term benefits of the residency?

### Evaluation

20. How will the Steering Committee evaluate and measure the value of this experience for students, educators and the community?

21. How will the Steering Committee use these findings for the development of future arts-in-education programming?

*End of One/Two-Year Residency Grant Application*

# PLANNING & IMPLEMENTATION GRANT BUDGET

## AIE Planning & Implementation Grant Budget

(After completing pages A2-A3, please continue here if you are applying for a Planning & Implementation Grant.)

Annual AIE Grant Request: \$ \_\_\_\_\_ (Total Column A)

Annual Project Cost: \$ \_\_\_\_\_ (Total Columns A+B)

NOTE: Year Two grant request cannot exceed Year One grant request.

For budget-related questions, consult the explanation of line items on page A5 or call 1-877-NJ-ART-ED.

### Expenditures

### Income Sources and Amounts

	A AIE Grant Year One	B School Cash Match	C AIE Grant Year Two	D School Cash Match
Artist-in-Residence Fee (\$275 x ____ days) (Must be 20 days or more per year)				
Visiting Artist/Company (See pg. A5 for fees)				
AIE Facilitator Fee	\$ 1000.00			
On-Site Evaluator			\$ 200.00	
Supplies/Materials				
Equipment				
Field Trips				
Release Time/Substitute Fees				
Documentation/Evaluation/Publicity				
Administrative Cost (Specify)				
Artist/Teacher Institute (\$625 tuition/person)	\$ 315.00		\$ 315.00	
Other (Specify)				
<b>Totals</b>				

NOTE: School Cash Match must at least match Column A total.

### Description of Cash Match Sources

Cash Sources	Amount	Cash Sources	Amount
1.		3.	
2.		4.	

Cash Sources: The total AIE grant must be matched dollar for dollar and be spread over the various expenditure categories.

**In-Kind Sources:** Please list any donated materials or services for the project and their estimated cash value. While not included in the project cash budget, it is helpful information for the grant review process.

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Estimated Total Value \$ \_\_\_\_\_



# AIE P&I GRANT APPLICATION

**PLEASE READ THE COMPLETE GUIDELINES, PARTICULARLY THE EVALUATION CRITERIA ON PAGE 10, BEFORE ANSWERING THESE QUESTIONS**

## Proposed Planning Project

1. Areas of planning assistance needed (*indicate priority by entering 1, 2, or 3 on appropriate line*):

- \_\_\_ Professional development for teachers, administrators and other staff
- \_\_\_ Evaluation/assessment
- \_\_\_ Arts curriculum development
- \_\_\_ Scheduling to incorporate the arts
- \_\_\_ Whole school reform through the arts
- \_\_\_ Developing partnerships with cultural resources (artists and arts organizations)
- \_\_\_ Other (please specify)

2. Please summarize the goals of this planning effort based on the priority areas identified above. How will it address unmet needs and/or complement existing arts curriculum? Why have you chosen the specific artistic discipline(s) and grade level?

3. Does your school/district have an improvement plan or set of adopted goals that includes the arts? If yes, please describe. If not, please explain if developing this plan is a goal of the project.

4. Briefly describe the current arts curricula at your school. List school staff only, not visiting or residency artists or community volunteers.

	# Courses	# Full-Time Staff	# Part-Time Staff	Comments
<b>Creative Writing:</b>	_____	_____	_____	_____
<b>Dance:</b>	_____	_____	_____	_____
<b>Media Arts:</b>	_____	_____	_____	_____
<b>Music:</b>	_____	_____	_____	_____
<b>Theatre:</b>	_____	_____	_____	_____
<b>Visual Arts:</b>	_____	_____	_____	_____
<b>Other:</b>	_____	_____	_____	_____



# AIE P&I GRANT APPLICATION

## Planning & Implementation Grant Application (continued)

### Site and Community

5. Briefly describe your school and community including their geographic and socio-economic characteristics.
6. Please name any existing partnerships with community or cultural organizations and describe the activities you collaborated on.

### Project Support Structure

7. Who initiated this project? \_\_\_\_\_ Title/Position \_\_\_\_\_  
Who is writing this grant? \_\_\_\_\_ Title/Position \_\_\_\_\_
8. Please list the AIE Steering Committee members:
- On-Site Coordinator** \_\_\_\_\_ Title/Position \_\_\_\_\_
- Administrative Coordinator** \_\_\_\_\_ Title/Position \_\_\_\_\_
- Teacher Liaison** (if applicable) \_\_\_\_\_ Title/Position \_\_\_\_\_
- Teaching Staff** (please include grade level, subject area or current title, and specify those that will have a direct role in the residency):

**Community Members** (please include their affiliations, e.g., parent, businessperson, etc.):

9. Who will attend the Artist/Teacher Institute?
- Name \_\_\_\_\_ Title/Position \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_
10. Who will attend Administrator's Day?
- Name \_\_\_\_\_ Title/Position \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_



# AIE P&I GRANT APPLICATION

## Planning & Implementation Grant Application (continued)

### Support/Scheduling

11. Does your school have block scheduling or another form of flexible/alternative scheduling?  Yes  No  
If not, how will the school schedule accommodate the needs of the planning process and pilot residency?

12. Does your teaching staff have common preparation time?  Yes  No  
If yes, briefly describe. If not, how will you accommodate this need within the planning phase and residency?

13. Please provide a tentative residency schedule for core and participating students and for the teacher workshop. Specific dates are unnecessary, but please provide the projected number of times per week, length of sessions and the general time of year for the proposed residency.

### Support/Facility

14. Please describe the artist's work space in your school, with particular consideration for the specific needs of the artistic disciplines involved. Include the facilities/equipment available for the artist's use. Describe too, the space available for the AIE Facilitator (e.g., office, phone access, interview room).



# AIE P&I GRANT APPLICATION

## Planning & Implementation Grant Application (continued)

### Documentation

15. How will you document the residency? Please check all that apply and add comments as needed:

- Notebook    Student Artwork    Photographs    Journals    Audio Tape    Videotape    Articles  
 Curriculum Sample    Lesson Plans    Other (detail below)

16. How will this documentation be shared with the school and community?

### Evaluation

17. Who will evaluate this project? How will they measure the value of this experience for students, educators and the community?

18. How will the Steering Committee use these findings for the development of future arts education programming and curricula and professional development?

*End of Planning & Implementation Grant Application*

# AIE GRANT APPLICATION CHECKLIST

## APPLICATION CHECKLIST

Thank you for your application. Please use this checklist to indicate the items submitted and ensure that your application packet includes all the required materials.

**Only complete applications will be considered.**

(Attach this page to the front of your original application packet.)

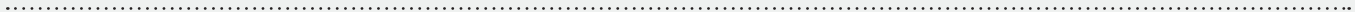
APPLICANT'S NAME (School or School District) \_\_\_\_\_

### SPONSOR CHECKLIST

	Original	Seven (7) Copies
● Signed Sponsor Application Form	<input type="checkbox"/>	<input type="checkbox"/>
● Narrative Questionnaire	<input type="checkbox"/>	<input type="checkbox"/>
● Budget	<input type="checkbox"/>	<input type="checkbox"/>
● Letters of Support ( <i>minimum 3</i> )	<input type="checkbox"/>	<input type="checkbox"/>
● Documentation of Past Residencies ( <i>reapplying schools only</i> )	<input type="checkbox"/>	<input type="checkbox"/>
● Letter of Support from AIE Artist ( <i>reapplying schools only</i> )	<input type="checkbox"/>	<input type="checkbox"/>
● Enclosed are eight (8) complete, collated and clipped ( <i>not stapled</i> ) sets of the items required above.		<input type="checkbox"/>



Please fill out the receipt notification below with your address information.



*Thank you for submitting your grant application.  
It is now being forwarded to the appropriate panel for review.  
Decisions will be announced in May 2010.*

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Address 1: \_\_\_\_\_  
Address 2: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

# THE ARTISTS-IN-EDUCATION PROGRAM

## NOTES

