

STRATEGY SAMPLER

Teaching Artist Relationships with State Arts Agencies

Key Strategies and Management Practices

Introduction

Teaching artists are key collaborators and decision makers within an arts education ecosystem that includes classroom teachers, administrators, principals, families, arts organizations, funders and lifelong learners. With the onset of the coronavirus pandemic, it became clear that teaching artists have always risen up to provide necessary capacity building, innovative artistry, creative teaching techniques and real world connections to their communities. In 2021, teaching artists Miko Lee and Jennifer Ridgway penned a letter titled [My Dearest Arts Organization, Are You Listening?](#) inviting arts organizations, agencies, foundations and others to listen to their teaching artists and reimagine how to sustain the vitality of artists' holistic careers. It shares a collection of vital perspectives and several calls to action that organizations can put in place to strengthen their relationships with teaching artists.

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The National Assembly of State Arts Agencies (NASAA) and the National Endowment for the Arts recognize that state arts agencies play an important and influential role in the development, engagement, employment and empowerment of teaching artists across the nation. Almost every state has a grant program that supports paying teaching artists to teach in a learning space, and 36 out of 56 states and territories have professional development programs or funding opportunities that support teaching artist career advancement. But no two state arts agency approaches are alike. This resource is designed to help state arts agencies understand various models for working with teaching artists, and to surface exploratory

opportunities that arise in that work. This report shares a snapshot in time to describe a range of current approaches across the field, rather than a fixed catalogue.

For this research, NASAA interviewed arts education managers at six state arts agencies and reviewed publicly available program materials from all 50 states and six jurisdictions. This research made evident that major determinants of a healthy teaching artist's career include professional development pathways (**Credentials and Skill Building**), opportunities for networking and connecting (**Community Building**), pay equity and transparency (**Funding and Compensation**), and supporting teaching artists as culture bearers and bridge builders (**Equity and Social Justice**). These four areas highlight ways state arts agencies are adapting their programs, deepening their relationships, and demonstrating flexibility with rapid change. NASAA is sharing this strategy sampler to catalyze local, state and national arts organizations to conduct further research, expand conversations about teaching artist support structures, and inspire state arts agencies and other arts funders to explore new programs.

Teaching Artist Credentials and Skill Building

At times, there is the honest conundrum of defining and naming *teaching artistry*: it is an amorphous, changing and flowing field with multiple definitions across local, state and national organizations. This is due in part to teaching artists having to balance multiple priorities as working artists. They are caregivers; they may have to travel; they often have to get second jobs in the "gig economy"; they navigate changing tax laws for their businesses; and more. As educators, they have to adapt to new learning environments, turnover of school administration, different curriculum priorities, modality of content and even grant-making procedures changing year by year. And when social crises happen (like the coronavirus pandemic and waves of public consciousness around systemic injustice), teaching artists are often called upon to be responsive in ways they know and don't know how to be. State arts agencies are now reevaluating their competency requirements, vetting standards and professional development offerings so they can be more responsive to teaching artists' evolving needs.

Agencies describe teaching artists as:

catalysts, disruptors, advocates,
relationship seekers, culture
bearers, deeply rooted, flexible,
curious, boundary pushers, bridge
builders, emergent

Kansas: Partnerships with Neighbor States and Mid-America Arts Alliance

[Artist INC](#) is a partnership between the **Kansas** Creative Arts Industries Commission and Mid-America Arts Alliance, offering a cutting-edge training program that empowers individual artists in all disciplines to take control of their careers by connecting them to the tools, resources and opportunities necessary to develop their entrepreneurial skills and strengthen their artistic practice. Learning areas include strategic planning, building a personal brand, artist as "solopreneur" and how to fund one's practice. In its [Kennedy Center Partners in Education](#)

collaboration with **Missouri**, the arts commission produces several regional seminars and conferences for teaching artists. The workshops equip teaching artists with the tools they need to lead both in-classroom residencies for students and professional development workshops for teachers, arts specialists and other teaching artists.

South Carolina: Teaching Artist Certification Pathways

One component of the **South Carolina** Arts Commission's [Arts Grow SC](#) initiative (a \$20 million Elementary and Secondary School Emergency Relief III investment in the arts in South Carolina) is to develop arts industry certification pathways, much like career and technology education certifications in areas such as welding, cosmetology, etc. The agency is currently at the initial planning phase to develop a teaching artist pathway for high school students. For actively practicing teaching artists, the state offers a teaching artist certification for members of its arts directory who wish to teach residencies or work in classrooms. The certification was created in response to surveys sent to teaching artists, community organizations, teachers and administrators. The Arts Commission learned that teaching artists wanted the opportunity to market themselves and get a stamp of approval from an official organization. The agency also will be developing extended ongoing professional learning opportunities for the teaching artists who get certified through its program.

Washington: Teaching Artist Training (TAT) Lab

[TAT Lab](#) is a professional learning community of **Washington** state artists and educators (such as teaching artists, youth arts providers, certified classroom educators and arts education leadership) committed to refining the craft of teaching in and through the arts. Together, they engage in shared inquiry to explore connections between the daily details of teaching and social justice ideals in arts education. TAT Lab commits to thoughtful planning and reflective practice using the guiding questions, What? So what? Now what? in all learning areas. Learning goals for TAT Lab cover instructional design, social justice, connection and community, and integration of reflective practices.

Virginia: Mid Atlantic Teaching Artists Retreat

The Virginia Commission for the Arts collaborates with regional agencies to provide professional development opportunities for teaching artists. The [Mid Atlantic Teaching Artists Retreat](#) is sponsored by the **Delaware** Division of the Arts, **Maryland** State Arts Council, **New Jersey** State Council on the Arts, **New York** State Council on the Arts, **Pennsylvania** Council on the Arts, **Virginia** Commission for the Arts, and **West Virginia** Department of Arts, Culture and History. The retreat brings together (virtually or in person) arts education professionals from across the mid-Atlantic region to build and strengthen a regional network of teaching artists. Previous retreats have offered workshops such as The Nuts and Bolts of Teaching Artistry,

Profound Possibilities of Arts Learning, The Power of Ritual Practices, Protest Poetry, Applying Indigenous African Principles in the Classroom, and Exploring Virtual Engagement for Individuals with Developmental Disabilities.

Teaching Artist Community Building

Teaching artistry can be an isolating field. As the teaching artist community continues to build national presence and recognition, there are many who still seek professional support, mentor/mentee relationships and personal connections on a local level. This highlights another key component of professional support: teaching artist voice. By intentionally and consistently including teaching artists in programmatic and policy decisions, agencies that seek to serve them can accurately represent their needs and desires. The pandemic has opened new avenues for virtual meetings, town halls, listening sessions, hangouts and happy hours for teaching artists to connect with each other and their state arts agency. As agencies see this increased need, they are continuing to invest in spaces for those connections to grow organically.

Connecticut: Artist Hub CT

In spring 2021, the **Connecticut Office of the Arts**, in partnership with Oddfellows Playhouse, developed [Artist Hub CT](#), which is managed by an artist who created it. The Artist Hub CT website provides resources, event notices, and innovative and varied virtual opportunities for teaching artists to engage with one another, mentor each other, learn from one another, participate in focused professional development, and open conversations related to things important to them and their work as teaching artists. Some offerings include Mentor Mondays, Coffee with Creatives, Cocktails with Creatives, and workshops on business practices, technology usage, self care and teaching techniques. All offerings are developed by teaching artists for teaching artists.

Hawai'i: Emerging Teaching Artist Program

The **Hawai'i** Foundation for Culture and the Arts developed a program for emerging teaching artists that includes ongoing professional development and a paid mentorship pairing between new and current roster teaching artists. The mentorship component offers professional connections with aligned mentors, collaboration on a shared project, opportunities to observe and reflect on effective pedagogy, and ongoing support through program orientation, grant application feedback and networking.

Teaching Artist Funding and Compensation

A key aspect of sustaining the careers of teaching artists is investment in their financial health. Because teaching artists have so many different ways of working (often as independent contractors with no health benefits or steady pay), from residencies to workshops, lectures, performances, coaching and more, pinpointing a specific pay rate for teaching artists that is fair and equitable can be complex.

Certainly, many state arts agencies give explicit guidance or share public statements about the importance of fair compensation for their artists. The [Kentucky Arts Council](#) states artist compensation as a core value for greater equity. It "believe[s] that artists' time and work have real value, for which artists should be fairly compensated." The **Montana** Arts Council provides a reminder in its guidelines to prospective applicants: "Remember, our AISC Registry artists are professionals, and professionals get paid! Negotiate a fee for services with the artist, and put it in writing before they arrive."

State arts agencies can have an even more specific role in motivating teaching artists to be confident in knowing their worth and in encouraging organizations to pay teaching artists fair fees or wages. Whether it is in the budget review process, roster applications, professional development programs or one-on-one conversations, arts education managers are making space for teaching artists to have more agency and ownership in their entrepreneurial futures.

Washington: Holding Arts Organizations Accountable for Fair Rates

In its grant applications and budget templates, the **Washington** State Arts Commission (ArtsWA) challenges arts organizations and schools to pay fair rates to teaching artists and support artist career longevity. In the [ArtsWA Arts in Education Partnership Grant](#) application, organizations must concretely say what their commitment to this is. An application question states, "Describe how this project supports educators and artists in your community at this time. How will this partnership and project contribute to the creative growth and professional livelihood of educators, teaching artists, and/or practicing artists in your community? Your

Teaching Artist Decision Making

The **Virginia** Commission for the Arts has three board members in 2021 who identify as teaching artists and actively participate in policy voting.

The **Kansas** Creative Arts Industries Commission has a steering committee that consistently advises on programming and reviews roster applications.

The **Iowa** Arts Council's fellowship program requires participants to complete panel service as a professional development tool.

Colorado Creative Industries leans on the expertise of state and regional teaching artist organizations such as Think 360 Arts.

The **Connecticut** Office of the Arts employs teaching artists to lead key agency programming (Artist Hub CT).

project budget should reflect this commitment." The strength of the answer from arts organizations directly impacts grant scores and funding chances.

Virginia: Teaching Artist Fee Independence

Actively participating in pay transparency can be a valuable professional development exercise for teaching artists (and state arts agencies) to think critically about how they need to be compensated in order to sustain their livelihoods. To support this, the **Virginia** Commission for the Arts explicitly asks teaching artists to name their own hourly rate breakdown in budget forms. With eligibility and panel reviews, the agency can then see the range of fees teaching artists are requesting statewide, and advise teaching artists if they are undercharging (or overcharging). The Commission found that financial well-being for teaching artists is deeply personal, and often requires one-on-one relationship building or individual coaching.

Teaching Artist Fees Determining Factors

- years of experience
- location of residence
- travel/lodging requirements
- supplies required (if not included in budget)
- market industry rates of other local teaching artists
- number and type of programs at a specific location
- size and type of audience expected
- block booking arrangements
- equipment required

Several states give direct funding to teaching artists through project based grants. The **Virginia** Commission for the Arts's Artists in Education Express Grants, **Connecticut** Office of the Arts's Artists Respond Grant, and **Maryland** State Arts Council's Arts in Education Grant all support teaching artist work through residencies, community based projects and other education based activities. See Appendix B for a sample list of grants teaching artists are eligible for at state arts agencies, whether funded directly to the teaching artist or as a part of a larger school/organizational grant.

To see state arts agencies that stipulate a particular fee for the teaching artist, also see Appendix B.

Equity and Social Justice

State arts agencies have a public service mandate to ensure that their programs are equitable, inclusive and accessible to all constituents. Reimagining professional standards, pay equity, and community building for teaching artists can help state arts agencies strip away restrictive barriers to access while also building pathways for teaching artists to meaningfully grow their professional practice, especially for teaching artists who are negatively impacted by systemic barriers such as racism, ableism and ageism. So, too, can programs be designed to empower teaching artists, schools, educators and students to be seen, be heard and work in new ways.

Such programs may equip teaching artists to use varied instructional methods, respond to the unique needs of distinct populations or explore practices rooted in particular cultural traditions.

Connecticut: Partnership with Connecticut Center for Nonviolence

The Connecticut Center for Nonviolence (CTCN) promotes a comprehensive framework for conflict reconciliation and coalition building rooted in the philosophy and practices of Dr. Martin Luther King Jr. and the civil rights movement. In 2019, the **Connecticut** Office of the Arts initiated a partnership with CTCN to build capacity for embedding the arts into the well-established Kingian principles of nonviolence and embedding Kingian principles of nonviolence into teaching artist practice. A call invited Connecticut teaching artists to participate in training using a curriculum designed by civil rights leader Dr. Bernard LaFayette, Jr., and David Jehnsen. Teaching artists who successfully completed the training received certification in Kingian nonviolence. Connecticut now has 18 teaching artists who have incorporated Kingian nonviolence into their work in schools, libraries and other organizations throughout the state.

Kansas: Arts Labs

Arts Labs at the **Kansas** Creative Arts Industries Commission serve as a safe place to share and generate ideas, stimulate creativity, experience hands-on training with practicing, known professionals, build an understanding of cultural diversity and promote leadership. All labs have partnerships with community organizations and/or higher education. Previous labs have focused on music, dance and playwriting. The Commission is currently in the process of launching a Curatorial Lab, which was created in response to the lack of curators of color leading visual arts exhibits. It is working with 6 to 10 galleries throughout the state that will serve as training locations, curated exhibit locations or examples of rural exhibitions. Another project that speaks to this is the Commission's [Indigenous Arts Initiative](#), which is investing in the network and professional pathways of Native artists to hone creative skills, expand professional networks and gain leadership experience.

Hawai'i: Culturally Responsive Institute & Roster Access

The Hawai'i State Foundation on Culture and the Arts partnered with Maui Arts and Cultural Center to develop and present the [2021 Summer Institute](#). All Hawai'i Roster Teaching Artists went for free, with some representatives from **Alaska** joining. Three major themes covered by the keynote speakers included Incorporating Indigenous Perspectives in Teaching & Learning, Radically Changing Education through Culturally Relevant Education & the Arts, and Social & Emotional Learning and Trauma-Informed Teaching for Liberation. The **New Jersey** State Council on the Arts took a similar approach in its [Arts Professional Learning Institute](#), where it worked with a statewide arts education collaborator, Young Audiences of New Jersey & Eastern

Pennsylvania, to present professional learning experiences so that the whole student can be reached, inclusive of race, ethnicity, gender identity, sexual orientation and perceived ability.

Overall, finding opportunities to answer the question, When they ask for teaching artists, do they mean me? in procedures, policies and applications will cultivate deeper and wider-ranging connections in arts education programming. The **Hawai'i** State Foundation on Culture and the Arts simplified and expanded its application process by having a public open call, training demo class observers in implicit bias, and directly assisting prospective applicants to find spaces for their demo classes that worked for their schedules. Because of these changes, the arts agency saw increased applications and roster acceptances for teaching artists in previously underrepresented arts disciplines (such as visual art) and various island communities. The **Maryland** State Arts Council, **Rhode Island** State Council on the Arts and **Connecticut** Office of the Arts explicitly list the types of teaching artist specialties that their rosters support and allow teaching artists to identify their unique areas of expertise. Specialties range from creative aging to work with veterans, culturally responsive pedagogy, Hawai'ian culture and traditions, and more. These are meaningful examples demonstrating that the power of naming can allow space for possibility and visibility.

About the Appendices

The appendices that follow illuminate a wide range of state arts agency strategies that work to elevate teaching artistry in their respective states. It is hoped that the appendices can facilitate contact or collaboration for states looking for peers pursuing similar or different ideas. The appendices are not comprehensive; not every program from every state is catalogued. Instead, the appendices share particular examples that demonstrate the various avenues available to agencies that want to strengthen their work with teaching artists.

Appendix A lists formalized artist rosters or directories (some that list only teaching artists, others that include teaching artists as a search option) across state arts agencies. **Appendix B** is a collection of grants and funding opportunities that may be available to teaching artists from each state arts agency. It also notes who determines the teaching artist fees according to the program listed: the teaching artist, the state arts agency or another affiliated arts organization. **Appendix C** lists a range of professional development opportunities, networking spaces and career advancement grants for teaching artists offered by state arts agencies.

This strategy sampler was authored by Precious Blake in 2021. Information about each state's teaching artist programs was sourced through selected interviews and publicly available information as of September 2021.

The National Assembly of State Arts Agencies is the nonpartisan membership organization representing the state and jurisdictional arts councils of the United States. NASAA is a clearinghouse for research about government support for arts and culture in America, providing statistical data, policy analysis and information on exemplary practices. The work of NASAA and state arts agencies is supported in part through funding from the National Endowment for the Arts. This project was made possible through an Arts Endowment cooperative agreement.

Appendix A

| Teaching Artist Rosters/Directories | | | |
|---|--|---|--------------------------|
| US State/ Jurisdiction | Name of Roster/Directory | Application Process Type | Audience Types |
| Alabama | School Artist Rosters | Juried Application | PK-12 |
| Alaska | Alaska Statewide Teaching Artist Roster (STAR) | Juried Application | PK-12, Lifelong Learning |
| Arkansas | Arts in Education Roster | Juried Application | PK-12 |
| Colorado | Poetry Out Loud Visiting Artist Roster | N/A | Grades 8-12 |
| Connecticut | Directory of Teaching Artists | Juried Application | K-12, Lifelong Learning |
| Delaware | Artist Roster | Non-Juried Application | PK-12 |
| Georgia | Georgia Teaching Artist Registry | Juried Application | K-12 |
| Hawaii | Artistic Teaching Partners Roster | Juried Application | PK-12, Lifelong Learning |
| Idaho | Directory of Teaching Artists | Juried Application | PK-12, Lifelong Learning |
| Illinois | Artstour Roster of Artists | Juried Application | PK-12, Lifelong Learning |
| Kansas | Touring Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Kentucky | Teaching Artists Directory | Juried Application | PK-12 |
| Maine | PK-12 Teaching Artist Roster and Creative Aging Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Maryland | Teaching Artist Roster and Arts Directory | Juried Application/ Open Access Listing | PK-12, Lifelong Learning |
| Massachusetts | Creative Ground | Open Access Listing | PK-12, Lifelong Learning |
| Michigan | Teaching Artist Database | Juried Application | K-12 |
| Mississippi | Artist Roster | Juried Application | K-12 |
| Missouri | Touring Performers Directory | Juried Application | K-12 |
| Montana | Artists in Schools and Community Registry | N/A | PK-12, Lifelong Learning |
| Nebraska | Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Nevada | Artists in Schools & Communities Roster | Juried Application | PK-12, Lifelong Learning |
| New Hampshire | Teaching Artist Roster, Arts in Health Roster, and Folk Arts Roster | Juried Application | PK-12, Lifelong Learning |
| North Dakota | Rostered Artists | Juried Application | PK-12, Lifelong Learning |
| Ohio | Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Oklahoma | Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Rhode Island | Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| South Carolina | Arts Directory and Teaching Artist Certification | Juried Application | K-12 |
| South Dakota | Artists in Schools and Communities | Juried Application | PK-12, Lifelong Learning |
| Tennessee | Teaching Artist Roster and Creative Aging Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Texas | Touring Roster | Juried Application | PK-12, Lifelong Learning |
| U.S. Virgin Islands | Artist Registry | Open Access Listing | PK-12 |
| Utah | Teaching Artist Roster | Juried Application | K-12, Lifelong Learning |
| Vermont | Teaching Artist Roster | Juried Application | K-12 |
| Virginia | Teaching Artist Roster | Juried Application | PK-12, Lifelong Learning |
| Washington | Regional Asset Mapping Project (official name TBD) | N/A | K-12, Lifelong Learning |
| West Virginia | Artist Registry | Open Access Listing | K-12, Lifelong Learning |
| Lifelong Learning: communities outside of PreK-12, such as Early Childhood, veterans, military, creative aging, and more. To learn specific communities each SAA reaches, | | | |
| Juried Application: There is an established application process that includes a panel review of professional criteria and eligibility requirements. | | | |
| Non-Juried Application: There is an established application that includes an internal staff eligibility review. | | | |
| Open Access Listing: There is no application, teaching artists can list their services with little to no review. | | | |
| N/A: Information not available. Reach out to the SAA Arts Education Manager for more information. | | | |

Appendix B: Teaching Artist Grants and Funding

| US State/ Jurisdiction | Grants/Funding Available | Funding Amount | Artist Fees | Audience Type |
|------------------------|--|--|---|--------------------------------------|
| Alabama | Collaborating Artist Program | \$1,000 per week plus \$200 for the planning day | Determined by SAA: \$1,000 per week plus \$200 for the planning day | PreK-12 |
| Alaska | Artists in Schools Grant | Up to \$6000 | Determined by SAA: \$1,000/week in artist fees | PreK-12, Lifelong Learning |
| American Samoa | Cultural Collaborations Project Grants | \$100 to \$1000 | Unknown | PreK-12, Lifelong Learning |
| Arizona | Arts Education Grants | | | |
| | Youth Arts Engagement Grant | | | |
| | Lifelong Arts Engagement Grant | | | |
| | Arts Learning Collaboration Grant | \$2,500-\$10,000 | Determined by Artist | PreK-12, Lifelong Learning |
| Arkansas | AIE After-School / Summer Residency Program | | | |
| | AIE Arts Curriculum Project Grants | | | |
| | AIE In-School Residency Program. | | | |
| | AIE Arts for Lifelong Learning Mini-Grants | | | |
| | AIE Mini-Grants | \$1,000-\$10,000 | Determined by SAA. For residency grants: \$43.75/hr, up to 4 hours per day, 5 days per week | PreK-12 |
| California | JUMP STARTs | \$50,000 | Determined by Artist | PreK-12, Youth through the age of 24 |
| Connecticut | Artists Respond | Up to \$5,000 | Determined by Artist | K-12, Lifelong Learning |
| Delaware | Artist Residency Grant | Up to 75% of the artist fees | Determined by SAA: \$250/day for individual artists or \$350/day for groups. | PK-12 |
| Florida | Specific Cultural Project Grant: Arts in Education | Up to \$25,000 | Determined by Artist and SAA; Listed contact hours required for funding amount requests: \$10,000 or less at least 30 \$10,001 to \$15,000 at least 40 \$15,001 to \$20,000 at least 50 \$20,001 to \$25,000 at least 60 | PK-12 |
| Georgia | Arts Education Program Grant | Up to \$5,000 | Determined by Artist | K-12 |
| Guam | Project Grants for Arts in Education | Up to \$10,000 | Determined by Artist | |
| Hawaii | Artists in the Schools Grant | \$7,000-\$8,000 | Determined by Artist | PK-12 |
| Idaho | Grants for Education (Professional Development) | | | |
| | Grants for Education (Annual Projects) | Up to \$1,500-\$15,000 | Determined by Artist | PK-12, Lifelong Learning |
| Illinois | StARTS Program | Up to \$4,500 | Determined by SAA: Minimum hourly wage for an individual residency artist is \$50 per contact hour. Artists may negotiate higher hourly fees. | PK-12, Lifelong Learning |
| Indiana | Arts Project Support (APS) | | | |
| | Lifelong Arts Indiana Fellowship affiliated Projects | \$1,000-\$5,000 | Determined by Artist | PK-12, Lifelong Learning |
| Iowa | Iowa Arts & Culture Resilience Grant - Artists | \$5,000 | Determined by Artist | PK-12, Lifelong Learning |
| Kansas | Arts Integration Program | Up to \$8,500 + increased grant amount through the Mid-America Arts Alliance Regional Touring Program. | Determined by Artist | PK-12 |
| Kentucky | Teaching Art Together | | | |
| | Teaching Art Apart | \$150-\$4,000 | For Teaching Art Together: \$1,000 per five-day (20-hour) residency. Artists may not receive a fee greater than \$1,000 per five days of residency. For Teaching Art Apart: \$50 per hour of approved content, up to 3 hours total; \$50 per hour of work to create the approved content, up to 10 hours total | PK-12 |
| Maine | Creative Aging Grant | | | |
| | Arts Learning Grant | | | |
| | Dance Education Grant | \$1,000 - \$5,000 | Determined by Artist | PK-12, Lifelong Learning |
| Maryland | Arts in Education Grant | | | |
| | Creativity Grant | \$3,500 - \$5,000 | Determined by Artist | PK-12, Lifelong Learning |
| Massachusetts | STARS Residencies Grant | Up to 5,500 | Determined by SAA: The rate for a 30-60 minute learning experience with students is \$200. | K-12 |
| Michigan | Arts in Education Program | \$5,000 - \$20,000 | Determined by Artist | K-12 |
| Minnesota | Arts Learning Program | \$5,000 - \$100,000 | Determined by Artist | PK-12, Lifelong Learning |
| Mississippi | Organization Mini-grants | | | |
| | Individual Project Grants | \$250 - \$2,000 | Determined by Artist | K-12 |
| Missouri | Express School Touring Grants | | | |
| | Annual Arts Education Grants: Includes Artist in Residence, Out of School, and Professional Development. | \$1,000 - \$10,000 | Determined by Artist | K-12 |
| Montana | Artists in Schools and Communities Grant | \$2500 - \$10,000 | Determined by Artist | PK-12, Lifelong Learning |
| Nebraska | The Artists in Schools/Communities (AIS/C) Grant | | | |
| | Arts Project Floating Deadline (Schools) Grant | \$1650 - \$3,000 | AiS/C Residencies: Artists are paid \$50 per activity session, with each session being 'up to' one hour long. Artists are paid an additional \$50 planning fee for every 10 activity sessions. The sponsor is responsible for all travel and supply costs. NEW 'Visits' Program – Artists are paid a flat fee of \$300 for three sessions. We introduced this as a way to encourage schools or non-profits to hire artists for the first time. Creative Aging: Artists are paid by the hour - \$50 per hour | PK-12, Lifelong Learning |
| Nevada | Express Arts Learning Grant | | | |
| | Regular Arts Learning Grant | | | |
| | Artist Residency Express Grant | \$1,200 - \$3,500 | Determined by Artist | PK-12, Lifelong Learning |
| New Hampshire | Youth Arts Project Grant | \$1,000 - \$6,000 | Determined by Artist | PK-12 |
| New Jersey | AiE Residency Grant | \$11,000+ | Determined by affiliated Arts Organization | PK-12 |
| New Mexico | Arts Learning in Schools | | | |
| | Arts Learning in Communities | Up to \$20,000 | Determined by Artist | PK-12, Lifelong Learning |
| New York | Support for Arts Organizations | | | |
| | Support for Artists | \$10,000 - \$50,000 | Determined by Artist | PK-12, Lifelong Learning |

| | | | | |
|--------------------------|---|-------------------|--|--------------------------|
| North Carolina | Artist Residencies Traditional Arts Programs for Students (TAPS) | \$5,000-\$15,000. | Determined by SAA: For Artist Residencies, Determined by Artist. For TAPS, Teaching artists should receive between \$30.00 and \$40.00 per hour. Teaching assistants should receive between \$12.00 and \$20.00 per hour. | PK-12 |
| North Dakota | Artist in Residence Program | | | |
| Northern Mariana Islands | Arts in Education Collaboration Grant | \$2,500-\$6,000 | Determined by Artist | PK-12, Lifelong Learning |
| | Special Community Projects | \$1,500-\$5,000 | Determined by Artist | PK-12 |
| Ohio | TeachArtsOhio Arts Partnership | \$4,000-\$25,000 | For Arts Partnership, Determined by Artist. For TeachArts Ohio, Determined by SAA: \$300/residency day | PK-12, Lifelong Learning |
| | Arts Learning in Communities Grants | | | |
| Oklahoma | Arts in Schools Grants | Up to \$2,500 | Determined by Artist | PK-12, Lifelong Learning |
| Oregon | Arts Learning Grants | \$10,000 | Determined by SAA: It is a flat award. | K-12 |
| Pennsylvania | Long Term Residencies | Up to \$15,000 | Determined by Artist | K-12 |
| Rhode Island | Project Grants for Education | Up to \$10,000 | Determined by Artist | PK-12, Lifelong Learning |
| South Carolina | Arts Education Project Grants | Up to \$15,000 | Determined by Artist | PK-12, Lifelong Learning |
| | | | | |
| South Dakota | Artists In Schools & Communities Student Ticket Subsidy | No limit stated | Determined by SAA: One Semester Residency: \$19,200 One Month Residency: \$4,800 One Week Residency: \$1,200 For AISC residencies involving two or more artists, fees are higher. | PK-12, Lifelong Learning |
| | Creative Aging Tennessee II Funds for At-Risk Youth | | | |
| Tennessee | Arts Education Community Learning | \$1,000-\$16,000 | Determined by SAA: Standard pay for teaching artists to deliver a series of sequential hour-long arts classes is \$2,500. | PK-12, Lifelong Learning |
| Texas | Arts Respond Performance Support | Up to \$8,000 | Determined by Artist | PK-12 |
| U.S. Virgin Islands | Arts in Education Grant | \$5,000 | Determined by Artist | PK-12 |
| | | | | |
| Utah | Arts Learning Project Grant | Unknown | Determined by SAA: \$30 for each contact hour with participants. \$25 for preparation time per 10 hours of residency time. | K-12 |
| | | | | |
| Vermont | Artists in Schools Grant | Up to \$2,500 | Determined by SAA: Instructional/contact time is funded at a rate of \$100/hour for the artist or artist group as a whole. Other time contributed by the teaching artist is funded at a rate of \$30/hour. | PK-12 |
| Virginia | Artist in Education Grants | | | |
| | Artist in Education Express Grants | \$1,500-\$7,500 | Determined by Artist | PK-12, Lifelong Learning |
| | Creative Starts | | | |
| Washington | Partnership Grant | \$5,000-\$15,000 | Determined by Artist | PK-12, Early Childhood |
| Washington, DC | Arts and Humanities Fellowship Program (AHFP) Grant | \$10,000 | Determined by SAA: It is a flat award. | Unknown |
| | School-Based and Out of School Time Projects | | | |
| West Virginia | Arts Exposure Projects Creative Aging for Lifelong Learning (CALL) | up to \$10,000 | Determined by Artist | PK-12, Lifelong Learning |
| Wisconsin | The Creative Communities (CC) Grants | \$1,500-\$6,000 | Determined by Artist | PK-12, Lifelong Learning |
| | Community Support Grant | | | |
| Wyoming | Rural Arst Access Grant | \$1,000-\$7,000 | Determined by Artist | PK-12, Lifelong Learning |

Lifelong Learning: communities outside of PreK-12, such as Early Childhood, veterans, military, creative aging, and more. To learn specific communities each SAA reaches, view more on their website.

Appendix C

Teaching Artist Professional Development

| US State/ Jurisdiction | Professional Development Name | Professional Development Type | Description |
|---------------------------|--|---|--|
| Arizona | AZ Teaching Artist Institute AZ ArtWorker Peer-to-Peer Webinars for BIPOC Teaching Artists | Training, Networking | <p>The Teaching Artist Institute was a comprehensive training program that introduced teaching artists to the variety of settings, programs, and partners that make up the creative aging field, and provided skills-building activities for participants to attain the specialized knowledge needed to work successfully with older adults. 10 teaching artists were selected to participate in the Teaching Artist Institute's pilot year. second cohort began its training in October 2017.</p> <p>AZ ArtWorker is an artist-to-artist professional development program which facilitates dialogue and knowledge-sharing between Arizona artists, their national and international artist peers, and residents of Arizona communities.</p> <p>Peer to Peer Webinars are intimate and intentional nets of support for the work ahead in a BIPOC-centered teaching and learning arts space.</p> |
| Connecticut | The Artist Hub READI to Age | Training, Networking | <p>The Artist Hub is for practicing and aspiring Teaching Artists to network and share experiences through workshops, panel discussions, observations, coaching, symposiums, mentorship, affinity groups, and more.</p> <p>READI to Age is an initiative of COA to expand Creative Aging training opportunities for teaching artists to work with older adult populations...that includes training two (2) teaching artists in vital involvement strategies and utilizing best practices as recommended by NASAA and Lifetime Arts.</p> |
| Hawaii | Teaching Artist Institutes | Training | <p>Since 2013, PD has taken the form of annual two-day or three-day institutes for the entire roster with guest presenters, master classes, peer presentations, arts-alike breakout sessions, etc.</p> |
| Idaho | My Artpreneur™ Program | Training | <p>My Artpreneur™ Program: an intensive professional development program teaching business skills for artists, by artists.</p> |
| Illinois | Individual Artist Support (IAS) | Grant | <p>The Individual Artist Support (IAS) program assists Illinois artists to realize a career goal, take advantage of a professional opportunity, or to produce and present an artistic project. The Professional Development Track (IAC/PD) supports professional development opportunities related to an individual artist's career.</p> |
| Indiana | Lifelong Arts Indiana | Training, Fellowship, Grant | <p>Lifelong Arts Indiana is a learning opportunity for Hoosier artists to develop their skills in designing creative experiences for older adults. Lifelong Arts Indiana includes a \$1,000 funding opportunity for special funds to put the Creative Aging Learning Course lessons into action.</p> |
| Iowa | Iowa Artist Fellowship Program Iowa Fine Arts Education Summit | Training, Fellowship, Panel Service, Conference | <p>Iowa Artist Fellows are regularly convened during the fellowship period to receive professional development to elevate their artistic careers, including: participating in workshops, completing panel service, and receiving \$10,000.</p> <p>Iowa Fine Arts Education Summit: Joins Iowa arts educators, artists, teaching artists and others. This 2021 summit explored how all fine arts educators can deepen social and emotional learning connections within arts education.</p> |
| Kansas | KS/MO Partners in Education | Conference, Training | <p>The KS/MO Kennedy Center Partners in Education Program is currently in year 2 of a 3 year Teaching Artist Training program. The goal of the project is to train a cohort of locally-based Kennedy Center trained teaching artists. These teaching artists will serve as a resource for K-12 educators throughout the Kansas City Metro looking to integrate arts into their non-arts curriculum.</p> |
| Kentucky | Kentucky Peer Advisory Network (KPAN) | Consultation | <p>The Kentucky Peer Advisory Network Directory has arts professionals available to provide six-hour consultancies to assist eligible organizations and individual artists with board development, grant writing, marketing and promotions, strategic planning, festival planning and other activities. Consultancy fees are paid by the Kentucky Arts Council.</p> |
| Maine | Varies | Training | <p>For PK-12 Roster: The Maine Arts Commission offers a one-day professional development opportunity each summer.</p> <p>For Creative Aging Roster: The Maine Arts Commission periodically offers a two-hour intensive training to teaching artists wishing to apply for the Commission's Creative Aging Teaching Artist Roster. This training is mandatory for applying to the Creative Aging Teaching Artist Roster, a prerequisite for applying to the Creative Aging Grant program.</p> |
| Maryland | Maryland Micro-Credentials for Creative Classrooms Professional Development Opportunity Grant | Training, Grant | <p>#mcreds are a suite of competency-based professional learning courses for Arts Educators and Community Teaching Artists. Participants personalize their professional learning by selecting topics based on their own needs and interests.</p> <p>The Professional Development Opportunity Grant assists artists and arts organizations to implement best practices by embracing growth, learning, and discovery for economic sustainability.</p> |
| Massachusetts | Creative Minds Out of School The Creative Youth Development Teaching Artist Fellowship Pilot Program | Training, Fellowship | <p>An arts-based training, coaching, and professional development program through which participants learn to use the Creative Minds Out of School curriculum delivered. A partnership with the Innovation Learning Center and Davis Publications.</p> <p>The Creative Youth Development Teaching Artist Fellowship Pilot Program supports teaching artists in Creative Youth Development (CYD) programs throughout Massachusetts through a series of group learning sessions, site visits, and grants.</p> |
| Montana | Montana Artpreneur Program | Training | <p>The Montana Artpreneur Program (MAP) is an art-centered business development program taught by working artists and open to all visual artists providing over 40 hours of college-level instruction, reviewing 35 practical business tools, demystifying the world of business, and affirming the title of "Artist" as a credible profession</p> |
| Nebraska | Creative Aging through the Arts Program (CAAP) | Training | <p>CAAP will train NAC's teaching artists in the best practices of engaging seniors in professional, sequential arts instruction. Once trained, artists will conduct artist residencies in nursing homes, libraries, and senior facilities across the state.</p> |
| New Hampshire | Artist Entrepreneurial Grant | Grant | <p>Artist Entrepreneurial Grants recognize the importance of the creative workforce to New Hampshire's economy. Artist Entrepreneurial Grants support opportunities that will benefit artists' careers, including the development of business skills, participation in programs to raise the level and quality of their art, and participation in programs that will bring their art to the widest possible markets.</p> |
| New Jersey | Arts Professional Learning Institute (APLI) | Training | <p>APLI is New Jersey's arts education professional learning opportunity that pairs teaching artists and school partners in collaborative, engaging workshops throughout the state. This paid opportunity is available for teaching artists and classroom educators who work within the state of NJ.</p> |
| New York | AiE Roundtable Professional Development Resources | Training | <p>New York funds the AiE Roundtable, a service organization and a community of arts education practitioners sharing information, providing professional development, and communicating with the public to promote our work in schools and beyond.</p> |
| North Carolina | A+ Talks | Training, Resource List | <p>A+ Talks is a monthly, online series of topic-based learning and application sessions designed especially for A+ educators and administrators.</p> |
| North Dakota | Training Sessions | Training | <p>New teaching artists (on the Roster) must participate in two annual NDCA training sessions over the first three-year period. This training is provided at no cost to teaching artists who reside within North Dakota, or no more than 50 miles over the state line.</p> |

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| Ohio | Ohio Intensive Creating Aging Training Initiative | Training | The Ohio Intensive Creating Aging Training Initiative is the next phase of Creative Aging Ohio, an initiative begun by the Ohio Arts Council in 2013 that provided grant funding to create and expand programs that engaged older adults in the visual arts, dance, music, writing, and theatre. In this next phase, the OAC will provide leadership, funding, administration, and professional development resources to support Ohio's professional teaching artists and their communities. |
| Oklahoma | The Oklahoma Arts and Military Summit About the Oklahoma Arts Conference | Conference | The Oklahoma Arts and Military Summit took place as a pre-conference session of the 2016 Oklahoma Arts Conference on October 24, 2016. The event provided a forum for staff from arts and veterans organizations as well as teaching artists across the state to network and learn how to better serve members of Oklahoma's military community through the arts. The Oklahoma Arts Conference brings together hundreds of artists, nonprofit administrators, community developers, civic leaders, educators, students, and others from across the state in one location for two-plus days of professional development and networking. |
| Oregon | Career Opportunity Program | Grant | The Career Opportunity program supports individual Oregon artists by enabling them to take advantage of timely opportunities to enhance their artistic careers. |
| Pennsylvania | PCA Trainings | Training | Artists participating in a long term residency grant must be able to attend one of the regional, half day, PCA-sponsored trainings. |
| Puerto Rico | The Workshop School of Conservation and Restoration of Puerto Rico | Training | The Workshop School of Conservation and Restoration of Puerto Rico is an academic and vocational training institution that serves as a training center, research and multidisciplinary study in applied arts and traditional trades, which seeks the training of future professionals prepared in charge of protecting, conserve and restore Puerto Rican real estate and movable historical heritage. |
| Rhode Island | Teaching Artist Professional Learning Series Resources for Teaching Artists – Virtual/Distance/In-Person | Training, Resource List, Networking | A robust repository of Resources for Teaching Artists during Virtual/Distance Learning. This Google drive folder contains templates, models, research and guidance for all manner of teaching artists. To compliment this drive, RISCA offered a series of 5 professional learning webinars for RI Teaching Artists and one informal "Coffee Hour" to share experiences with your peers. |
| South Carolina | Artists U Emerging Artists | Training, Grant | The South Carolina Arts Commission and Artists U are partners to offer ongoing training for S.C. artists. Headquartered in Philadelphia, Artists U is a grassroots planning and professional development program run by and for artists. Artists U training is designed to push artists to build lives that are balanced, productive, and sustainable. Emerging Artists is a grant and program to support the artistic and career development of emerging S.C. artists. To encourage and enable the creation, expansion, or modification of artist-driven, arts-based business ventures that will provide career satisfaction and sustainability for South Carolina artists. |
| Tennessee | Professional Development Support Grant | Grant | Funds to assist professional artists and arts administrators take advantage of unique professional development opportunities. |
| Texas | TCA Professional Development Webinars | Training | On the third Wednesday of every other month, TCA offers free professional development webinars that are relevant to arts organizations and artists in Texas. The topics change every month. |
| Vermont | Artist Development Grants | Grant | Artist Development Grants support artists at all stages of their careers. Grants can fund activities that enhance mastery of an artist's craft or skills or that increase the viability of an artist's business. |
| Washington | TAT Lab | Training | Teaching Artist Training (TAT) Lab is a statewide community of teaching artists, arts specialists, youth arts providers, and certified classroom teachers committed to transformative teaching and learning in and through the arts. TAT Lab provides workshops, resources, and mentorship to arts educators across Washington State. We deepen our teaching craft by exploring instructional strategies, arts learning standards, social emotional learning (SEL) and social justice frameworks. |
| Washington, DC | Creating Connections in Arts Education | Networking Event | Creating Connections in Arts Education: a speed networking event to connect with area teaching artists, arts educators, and organizations to spark new ideas, opportunities and partnerships. |
| West Virginia | Professional Development For Artists Grant | Grant | Provides support for professional and emerging artists to expand or improve their work or share their expertise. |
| Wyoming | Professional Development/Career Advancement Grant | Grant | This grant is specifically designed to help grow the capacity of organizations and individuals that work in, and support the arts. Projects can include but are not limited to: board development, leadership development, conference attendance, professional development training, fundraising development, strategic planning, creation of marketing plans, equipment purchases, etc. |
| *Training* includes any kind of professional learning that occurs in a single or multi day workshop, seminar, or webinar. | | | |