

Teaching Artist Residencies and Scholarships to Support Schools in Buncombe County

RFP for Coronavirus State and Local Fiscal Recovery Funds

Asheville Area Arts Council

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Application Form

Question Group

Buncombe County requests proposals for projects to help the community recover from and respond to COVID-19 and its negative economic impacts.

Buncombe County has been awarded \$50,733,290 in Coronavirus State and Local Fiscal Recovery Funds (Recovery Funding), as part of the American Rescue Plan Act. To date, Buncombe County has awarded projects totaling \$23,093,499, leaving a balance of \$27,639,791 available to award.

Visit <http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding> for details.

This infusion of federal resources is intended to help turn the tide on the pandemic, address its economic fallout, and lay the foundation for a strong and equitable recovery.

Buncombe County is committed to investing these funds in projects that:

- Align to county strategic plan and community priorities
- Support equitable outcomes for most impacted populations
- Leverage and align with other governmental funding sources
- Make best use of this one-time infusion of resources
- Have a lasting impact

Proposals shall be submitted in accordance with the terms and conditions of this RFP and any addenda issued hereto.

[Click here for the full terms and conditions of the RFP](#)

Organization Type*

Nonprofit

Nonprofit documentation

If nonprofit, attach IRS Determination Letter or other proof of nonprofit status.

AAAC_IRS Tax Determination Letter02052016.pdf

Name of Project.*

Teaching Artist Residencies and Scholarships to Support Schools in Buncombe County

New/Updated Proposal*

Is this a new project proposal or an updated version of a proposal submitted during the earlier (July 2021) Recovery Funding RFP?

New project proposal

Amount of Funds Requested*

\$463,155.00

Category*

Please select one:

- Affordable Housing
- Aging/Older Adults
- Business Support/Economic Development
- Environmental/Climate
- Homelessness
- K-12 Education
- Infrastructure and/or Broadband
- Mental Health/Substance Use
- NC Pre-K Expansion
- Workforce

K-12 Education

Brief Project Description*

Provide a short summary of your proposed project.

A national emergency has been declared for Child and Adolescent Mental Health, and our schools are not prepared to meet this need. (1) Students in BC need greater access to the social-emotional and multicultural learnings provided by curriculum-based artist residencies now.

Asheville Area Arts Council (AAAC) and Asheville City Schools Foundation (ACSF) are seeking funding to expand curriculum-based teaching artists residencies for K-12 students in both Buncombe County and Asheville City Schools through the TAPAAS (Teaching Artists Presenting in Asheville Area Schools) program.

Residencies create employment opportunities for local teaching artists- which have been devastated by necessary school health restrictions over the past 2 years. Funding also provides scholarships for local artists to become certified teaching artists through the North Carolina Central University Teaching Artist Certificate Program. (2)

(1) <https://tinyurl.com/44d92jud>

(2) <https://tinyurl.com/2a3nstsh>

Project Plan*

Explain how the project will be structured and implemented, including timeframe.

TAPAAS is an arts-integration program that implements high quality artist residencies designed to create craft and performance experiences across all curriculum. TAPAAS was founded in 2010 as TAPAS (Teaching Artists Presenting in Asheville Schools) through a collaborative partnership between ACSF, LEAF in Schools and Streets, and UNC Asheville. Between 2010-2020, TAPAS impacted more than 10,000 Asheville City Schools students, trained over 55 artists, and provided more than 925 days of artists in residence. In 2021, AAAC partnered with ACSF to expand programming into Buncombe County Schools– increasing the depth and breadth of program impact.

AAAC and ACSF work with local teaching artists to plan a series of residency offerings, ensuring that these programs align with school curriculum standards. Local teachers are then given the opportunity to apply for these free programs– which they would not be able to afford to offer otherwise. AAAC and ACSF work with teaching artists and selected classroom teachers to plan each residency to best maximize student impact. All supplies and expenses are covered by AAAC and ACSF. Teaching artists are paid at a fair market rate of \$55 per hour.

Proposed ARPA funding supports 50 TAPAAS residencies per year over a 3 year period (FY23-25) across the 44 Buncombe County and 10 Asheville City Schools, reaching an estimated 8,000 students. This provides nearly one residency per school per year. Funding would also pay for an additional program coordinator to continue to provide the one-on-one support currently provided for each teaching artist residency.

Expanded programming creates more job opportunities for teaching artists and a workforce development opportunity for local artists. While ACSF has trained 55 local artists how to align their art with classroom curriculum, formal certification would allow these artists to apply for more job opportunities. The arts council proposes creating a new scholarship program to pay for up to 30 local artists to complete the NC Central University’s Teaching Artists Certificate Program over the next 3 years. NCCU’s 16 credit program includes 7 online classes offered over 3 semesters and costs \$2,500 per student. The program prepares performing artists with the job-readiness tools to create auditorium performances, school residencies, and cultural arts programs for school and community-based organizations. The NCCU Teaching Artist Certificate Program was designed to address the lack of diversity in background, gender and arts discipline that is currently in the field.

AAAC and ACSF are committed to support multicultural learning. This is why over 50% of the artist residencies offered are led by artists of color. Additionally, Title 1 schools and/or underserved communities will receive priority for these residencies, ensuring that students from all demographics receive the benefits of these programs.

Program examples are provided in the Considerations section.

Statement of Need*

Describe the need that this project will address. Include data to demonstrate the need, and cite the source of the data.

Students in Buncombe County need greater access to the social-emotional and multicultural learnings provided by curriculum-based artist residencies. “Creating opportunities for social and emotional learning– which research links to success in school and career – has emerged as a top priority for districts.”(5) Additionally, “Exposure to arts opportunities allows students and teachers to engage with one another in a way that...that provides rich opportunities for social-emotional learning.”(6)

While affluent families are able to subsidize children's exposure to the arts, students living in poverty face numerous systemic barriers which make such access nearly impossible. Social connection and emotional expression are foundational elements to youth development. It is when arts programs are most needed that funding is often reallocated or cut all together— disproportionately affecting our students living in poverty. Studies have found that the top-earning 20% of families will continue to provide enrichment opportunities to their children.(3) TAPAAS is deeply committed to ensuring that the other 80% of children in our community receive these opportunities as well.

Students also benefit from rich multicultural experiences provided through artist residency programs. As one teacher put it, "The benefit [is] two-fold. For most of my students, the greatest benefit [is] the ability to engage with someone with a different and diverse cultural background than theirs. While, for a few of my students, their benefit [is] to engage with someone that had a similar background."

AAAC and ACSF are committed to ensuring at least 50% of the artists included in this program are BIPOC. We recognize there is a need for greater diversity in the teaching artist field, and would like to help more artists of diverse backgrounds become certified teaching artists.

(3) <https://tinyurl.com/z27tey7v>

(4) <https://tinyurl.com/5327ym4p>

(5) <https://tinyurl.com/56s6fwre>

(6) <https://tinyurl.com/yjr5f7fn>

Link to COVID-19*

Identify a health or economic harm resulting from or exacerbated by the public health emergency, describe the nature and extent of that harm, and explain how the use of this funding would address such harm.

Schools have seen a drastic increase in mental health needs among students. In fact, the American Academy of Pediatrics declared a national emergency in child and adolescent mental health, stating "This worsening crisis in child and adolescent mental health is inextricably tied to the stress brought on by COVID-19 and the ongoing struggle for racial justice." (7)

Social distancing and remote instruction have been particularly challenging for our country's youth. Research conducted by Harvard (8) and the CDC (9) revealed that feelings of social isolation have intensified during the pandemic, with children and young teens being most affected. Over 60% of young people reported substantial increases in feelings of anxiety and depression over the past year. Social connection and emotional expression are foundational elements to youth development; young teens need self-expression in order to feel secure about their identity and sense of place in the world.

School districts across the nation are increasingly unable to utilize federal and state funds to provide arts instruction due to budgetary constraints. Increased costs associated with school sanitation due to the pandemic, budget cuts, increased testing requirements, and narrowing of curricula have significantly impacted school districts' ability to provide inclusive, high-quality visual and performing arts experiences.

Additionally, in 2020 arts professionals have been severely impacted by COVID. At the height of the pandemic, 63% of arts professionals experienced unemployment and 95% lost income. Additionally, BIPOC artists had higher rates of unemployment than white artists in 2020 due to the pandemic and lost a larger percentage of their creative income.(10) These negative impacts were definitely felt by teaching artists, who were not allowed in schools for almost 2 years.

(7) <https://tinyurl.com/44d92jud>

(8) <https://tinyurl.com/2p89da2x>

(9) <https://tinyurl.com/2uv8fxyj>

(10) <https://tinyurl.com/2p9c3aau>

Population Served*

Define the population to be served by this project, including volume and demographic characteristics of those served.

TAPAAS now serves students in grades pre-K through 12 in both Asheville City and Buncombe County Schools. Of the more than 4,100 students enrolled in Asheville City Schools, approximately 41% are classified as economically disadvantaged and 38% identify as racially and/or ethnically in the minority. Buncombe County Schools serves approximately 23,669 students with 38.7% of students being economically disadvantaged and 30% identified as racially and/or ethnically in the minority.

In 2019, both school districts had a nearly even male to female ratio. Racial and ethnic demographics were also pretty similar. Asheville City Schools students were 63.3% White, 18.4% Black or African American, 8.7% Hispanic/Latino, and 7.6% Two or more races. Buncombe County Schools were 65.9% White, 18.2% Hispanic/Latino, 7.3% Two or more races, and 6.7% Black or African American.

TAPAAS creates economic and career enhancing opportunities for talented local artists who are able to provide residencies to teachers and their students, and eliminates poverty as a deterrent to participation in our region's vibrant arts scene. TAPAAS residencies preserve our region's cultural heritage by passing on the rich artistic and oral traditions of the past to 21st century student learners.

Results*

Describe the proposed impact of the project. List at least 3 performance measures that will be tracked and reported. If possible, include baselines and goals for each performance measure.

This proposal would provide at least 25% of Buncombe County's 27,769 K-12 students with curriculum-based arts experiences to encourage critical thinking, support social emotional learning, and enhance multicultural understanding. Offerings will be focused on students that would not otherwise have access to these programs.

- Provide opportunities to engage in arts education for at least 8,000 unduplicated students; of these students, at least 25% will identify as students of color
- Provide all students will necessary materials for participation in residencies
- Implement at least 150 artist residencies across Asheville City and Buncombe County Schools
- Provide at least 450 days of TAPAAS experiences including field trips and museum collaborations
- At least 50% of artist residencies will be led by artists of color
- At least 50% of artists in featured in the TAPAAS catalog will be artists of color

Create more teaching artist opportunities for local artists, with a priority focus on artists from diverse backgrounds.

- Provide scholarships for 30 artists to complete the NCCU's Teaching Artist Certification Program.

Evaluation*

Describe the data collection, analysis, and quality assurance measures you will use to assure ongoing, effective tracking of contract requirements and outcomes.

Anticipated TAPAAS program impact upon students is assessed during the application process during which educators describe their academic area of focus, estimated number and demographics of student

impacted, and request a specific teaching artist from the program catalog. The TAPAAS Program Coordinator is responsible for tracking student demographics to ensure that residencies align with programmatic goals. Educators and TAPAAS artists collaborate to plan specific residency lessons to ensure that programming meets standard curriculum guidelines.

TAPAAS post-residency impact is carefully and intentionally assessed using a combination of qualitative and quantitative data. End of Residency Reports and surveys are completed by educators and participating residency artists whose responses are then tabulated and assessed. Qualitative data on students' experiences are also collected and analyzed.

Educators use scaled responses to rate TAPAAS residencies on student impact, learning in the arts and other academic areas, professionalism and preparedness of the artist, student enthusiasm, and student participation. Students evaluate residencies using open-ended and scaled responses to rate their experience and describe what they learned. Artists rate the overall success of their residency, program coordination and communication, and provide specific examples of successful aspects of their project.

The impact on artists going through the teaching artist certificate program would also be tracked and monitored through surveys and interviews.

Equity Impact*

How will this effort help build toward a just, equitable, and sustainable COVID-19 recovery? How are the root causes and/or disproportionate impacts of inequities addressed?

School districts are increasingly unable to utilize federal and state funds to provide arts instruction due to budgetary constraints. Increased costs associated with school sanitation due to the pandemic, budget cuts, increased testing requirements, and narrowing of curricula have significantly impacted school districts' ability to provide inclusive, high-quality visual and performing arts experiences.

While affluent families are able to subsidize children's exposure to performing, visual, and fine arts experiences during remote instruction and out-of-school time, students living in poverty face numerous systemic barriers which make such access nearly, if not entirely, impossible. Traditional funding for out-of-school art programs frequently does not reach our students living in poverty. While students experiencing poverty have the least access to the arts, they have been found to be the most likely demographic to experience the benefits of an enriching arts education. Poverty is documented as having adverse effects upon child development and executive functioning, including issues with attention, behavior, impulse control, collaboration, and interpersonal relationships.

The pandemic has exacerbated economic disparities among our student population, making experiences such as TAPAAS even more critical to mitigating the opportunity gap in our county.

AAAC and ACSF are committed to supporting multicultural learning. Over 50% of the artist residencies offered are led by artists of color. Additionally, Title 1 schools and/or underserved communities will receive priority for these residencies, ensuring that students from all demographics receive the benefits of these programs.

There is an identified need for greater diversity in the teaching artist field, which AAAC hopes to address by providing scholars for the NCCU's Teaching Artist Certificate Program. NCCU, a state-supported liberal arts institution, is a public, historically black university in Durham, NC.

Project Partners*

Identify any subcontractors you intend to use for the proposed scope of work. For each subcontractor listed, indicate:

- 1.) What products and/or services are to be supplied by that subcontractor and;
- 2.) What percentage of the overall scope of work that subcontractor will perform.

Also, list non-funded key partners critical to project.

AAAC would serve as the Counties direct funding partner, and subgrant a portion of the funding to ACSF for residencies taking place in Asheville City Schools. ACSF will be responsible for 20-30% of the residencies provided, based on need.

Founded in 1988 by parents and community leaders, the ACSF is an independent organization whose work strengthens opportunities for all students and educators in Asheville City Schools. ACSF's mission is to collaborate with our community to do whatever it takes for all children to thrive. Their work impacts over 4,100 students and over 700 educators each year through direct service programming, grantmaking, advocacy, and educational community engagement events. ACSF has a successful history of implementing best-practice research, employing evidence-based strategies, and engaging various civic, economic, public health, and religious sectors of Asheville to mitigate the opportunity gap and address inequitable student outcomes.

Both AAAC and ACSF will pay local teaching artists and arts organizations to provide residencies and workshops for schools.

Non-funded partners for this project at Asheville City Schools and Buncombe County Schools who will work with AAAC and ACSF to coordinate residencies within the County's 54 schools.

Capacity*

Describe the background, experience, and capabilities of your organization or department as it relates to capacity for delivering the proposed project and managing federal funds.

The Asheville Area Arts Council was founded in 1953, and is the second oldest arts council in NC. The arts council has been administering grant funding to artists and arts organizations in Buncombe County since 1979, including state arts funding allocated to the county.

The organization currently operates three regranting programs including the Arts Build Community, Grassroots Arts Program, Teaching Arts Performing in Asheville Area Schools. AAAC also assists in the Artist Support Grant administration for our six county region.

In 2020, the Asheville Area Arts Council administered the NC CARES for the Arts grant with state CARES Act funding. The arts council also regranting \$50,000 of Buncombe County American Rescue Plan funding to 37 local nonprofit arts organizations in 2022. AAAC staff is experienced with handling federal funding and AAAC's SAM/Duns/Cage numbers are current.

Since 2000, ACSF has provided over \$1.9 million to teacher-led projects and over \$3 million to students through scholarships. In 2009, ACSF developed the In Real Life (IRL) after-school program to close the middle school opportunity gap and has now served over 2,300 unduplicated students. ACSF also founded the TAPAS (Teaching Artists Presenting in Asheville Schools) program in 2010. Between 2010-2020, TAPAS impacted more than 10,000 Asheville City Schools students, trained over 55 artists, and provided more than 925 days of artists in residence.

Budget*

Provide a detailed project budget including all proposed project revenues and expenditures, including explanations and methodology. For all revenue sources, list the funder and denote whether funds are confirmed or pending. For project expenses, denote all capital vs. operating costs, and reflect which specific expenses are proposed to be funded with one-time Buncombe County Recovery Funds.

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

AAAC Recovery Funds Budget.xlsx

Special Considerations*

Provide any other information that might assist the County in its selection.

Examples:

Fiber Arts (Audra Holden): Weaving projects engage children of all ages and abilities in a broad range of lessons such as patterns, measuring, geometry, sequencing, problem-solving, physics, history, and/or community-building. Presenting weaving as a metaphor for life can also provide many opportunities for language arts activities and character exploration.

Stop Motion Animation (Lisa Smith): At the intersection of visual creativity and technical ability, Movie Making is a powerful tool for learning, engaging both creators and viewers. Using cut paper, white boards, clay, chalk & everyday objects in both 2D & 3D, students bring their imaginations to life with Stop Motion Animation. Students take and edit digital photos together with editing software, adding music, sound effects, their voices, titles and credits.

Visual Arts (Omileye Achikeobi-Lewis): Students learn mindful breathing, movement and affirmations to explore emotions. Students will work on social-emotional learning competencies as they create their own books.

Pottery (Ona Armstrong): Students learn of diverse histories and cultures in curriculum standards through pottery. Students learn basic hand-building pottery techniques including: slab building, coil building and pinch technique. Students are exposed to the art traditions of cultures that are different from their own.

Puppetry (Edwin Salas-Acosta): Students use their creativity to develop their own paper puppets and develop a script to create a short movie with their puppets. This experience allows opportunities for students to express their feelings in this special historic period.

Spoken Word Poetry (Torre White): Students learn what mental health is and why it is important to talk about emotions. Students learn how to express emotions through poems and basic techniques for writing and performing.

Fall Catalog (<https://tinyurl.com/yau5dxht>)

Letters of Support (<https://tinyurl.com/3jk8cxtu>)

File Attachment Summary

Applicant File Uploads

- AAAC_IRS Tax Determination Letter02052016.pdf
- AAAC Recovery Funds Budget.xlsx



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077556534
June 18, 2009 LTR 4168C 0
58-1371546 000000 00 000
00032698
BODC: TE

ASHEVILLE AREA ARTS COUNCIL
PO BOX 507
ASHEVILLE NC 28802-0507

*In response to
name change request*

5781

Employer Identification Number: 58-1371546
Person to Contact: SHARON LENARD
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Apr. 29, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in October 1979, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Cindy Westcott

Cindy Westcott
Manager, EO Determinations

Coronavirus State and Local Fiscal Recovery Funds Proposed Project Budget

Organization Name:	Asheville Area Arts Council
Project Name:	Teaching Artist Residencies and Scholarships to Support Schools in Buncombe County
Amount Requested:	\$445,155

Proposed Project Revenue Funder	Amount	Confirmed or Pending?	Notes
Proposed Buncombe COVID Recovery Funds	\$ 445,155.00	pending	3 year request
Dogwood Health Trust	\$ 300,000.00	pending	3 year request, includes minimal support for teaching artist program.
Glass Foundation	\$ 15,000.00	pending	1 year request
Other program sponsors	\$ 20,000.00	confirmed	yearly requests
List other sources here			
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Total	\$ 780,155.00		

Proposed Project Expenses	Proposed	Other Funds	Total	Capital or Operating	Notes
Teaching Artist Residencies			\$ 225,000.00	operating	Approximately \$1,500 per residency x 50/ year (one per school) x 3 years
Program Coordinator			\$ 145,155.00	operating	\$20/hr FTE with \$300/mo health stipend = \$48,385/ yr x 3 years
Teaching Artist Certificate Program Scholarship			\$ 75,000.00	operating	\$2,500 scholarship for NCCU certificate program x 30 artists
List expenses here			\$ -		
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Total			\$ 445,155.00		