HOW FUNDERS CAN SUPPORT ARTS EDUCATION DESPITE COVID-19

A Report of Considerations and Recommendations
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*This report was authored by Jeff M. Poulin, Managing Director of Creative Generation. It was last updated on Monday, March 23, 2020.*
About

About Creative Generation

Creative Generation works to inspire, connect, and amplify the work of individuals and organizations committed to cultivating the creative capacities of the next generation. The organization achieves this mission through signature programs including the Campaign for a Creative Generation, the Gen C Institute, the Gen C Academy, and the Gen C Incubator.

Learn more at www.Creative-Generation.org

About the Gen C Institute

The Gen C Institute works to research, document, and contribute knowledge and understanding to the field of practitioners dedicated to cultivating the creative capacities of the next generation around the world.
Executive Summary

The following report aggregates and synthesizes the findings from a Fast Response Survey deployed by Creative Generation on Wednesday, March 18, 2020 in response to a field-wide call for funders of arts education, primarily in the United States but also abroad, to respond to the rapidly changing needs of the field in the wake of the COVID-19 epidemic.

After completing a brief literature review and survey of similar initiatives in the philanthropic, arts/culture, education/youth development sectors, the survey instrument was developed and opened for four days. It closed at 11:50pm EDT on Saturday, March 21, 2020 receiving 271 unique and validated responses. The methodology employed for this survey is outlined on page 5.

The key findings – which are explored in more depth on the following page – are as follows:

1. Shifting funding to benefit the most financially vulnerable members of the arts education community: teaching artists, independent contractors, and freelance educators by providing direct-to-individual, one-time grants, and shifting the long-term structures and broadening criteria for grants which support financially and through wraparound services – their ability to fill their unique role in the ecosystem, potentially through the formation of a union or WPA-style intervention.

2. Addressing immediate needs of individuals and organizations, including increased funding; adapting services, pedagogy, and educational techniques for digital learning; managing changing finances and budgeting; and developing and implementing organizational continuity plans.

The survey tool was divided into four distinct sections: 1.) contact information of the survey completer, 2.) the preferences of changes to funding offered in the arts education field, 3.) the preferences of changes to the supports offered by funders to the arts education field, and 4.) an open-ended response to capture miscellaneous ideas from the field.

Within each section, several indicators were ranked by respondents in order of priority, which illuminates the immediate, medium, and long-term needs of individuals and organizations. Additionally, respondents provided numerous ideas for financial support and services, which would be beneficial; an analysis identifying common themes was conducted and is presented in each section.

Finally, considerations for future research are outlined in the final section of this report.

For further follow up, questions, or concerns, interested parties may send an email to info@creative-generation.org.
**Key Findings**

The following report provides extensive detail examining the below key findings from the survey distributed to 11,239+ potential respondents, providing 271 unique and validated responses.

Respondents were asked to rank their priorities in two areas: 1.) recommended changes to funding support, and 2.) additional non-funding related supports that would prove beneficial to their organization or their work. Also, they were provided the opportunity to propose their own solutions. For more information on the design of the tool, please see page 5.

When asked to rank the following funding opportunities or changes which would be most beneficial to your work or organization, the following items emerged as top priority for respondents:

1. Short-term, direct-to-individual emergency funds for teaching artists/independent contractors
2. Rapid response funds to organizations
3. Conversion of program grants to general operating support

Additionally, respondents were provided with the opportunity to provide additional priorities that were not in the list, which included several major themes, including: honoring & expanding commitments; broadening criteria to include teaching artists/freelancers/independent contractors; one time grants for the following purposes; extending existing support; long-term technological shifts; and long-term structural shifts. For more information, please see page 6.

When asked to rank the following services which would benefit their work or organization, the following “immediate need” priorities emerged:

1. Adapting services, pedagogy, and educational techniques for digital learning
2. Managing changing finances and budgeting
3. Developing and implementing organizational continuity plans

Additionally, respondents were provided with the opportunity to provide additional priorities that were not in the list, which included several major themes, including: advice and consultation; long-term planning; fundraising and engagement; and connections to each other. For more information, please see page 9.

Lastly, respondents were encouraged to dream big and propose ideas which might address the needs previously articulated. A vast number of responses were garnered, with several big themes consistently being mentioned, including:

- Immediate financial relief for teaching artist, independent contractors, and freelance educators and artists;
- The unionization of teaching artists in the United States; and
- Support for the distribution of technology, compilation of resources, and professional development in relation to distance or digital learning.

For more information, please see page 12.
History & Study Design

This survey was derived out of a community conversation of teaching artists and members of the global arts education community, held on Friday, March 13, 2020. Immediately following this conversation, a small research team was contacted to begin working on the design of a survey instrument to elicit a fast response set of opinions from the field to inform philanthropic stakeholder and grantmakers.

A literature review was conducted of recent publications produced by the philanthropic, arts and culture, and education and youth development sectors to synthesize what actions and tools have been created for grantmakers in response to the COVID-19 pandemic. A blog was written and published synthesizing and disseminating the findings.

The survey tool was intended to be no more than four questions – taking less than 3 minutes to complete. The goal was to elicit responses about two topics: desired changes in funding measures and supports available to the field.

The survey tool utilized a priority ranking design of pre-determined indicators for both topics to be explored. Indicators were determined from the literature review research. Each question also included an open-ended response to capture free-flowing thoughts from respondents, which would then be analyzed thematically.

Additionally, two open-ended questions were included to allow for big-thinking and additional thoughts, not covered by previous questions. See Appendix A for the survey instrument.

The timeline was intended to be brief. The survey opened at 9:00am EDT on Wednesday, March 18, 2020 and closed at 11:59pm on Saturday, March 21, 2020. It was available at this web address: https://forms.gle/YWBzyN3pLRq6A73e8

The tool was distributed to 11,239 from the database of self-identified members of the global arts education sector, maintained by Creative Generation. Presumably, recipients may have further distributed the link. Reminders were distributed through social media on Facebook, Instagram, Twitter, and LinkedIn, potentially broadening the population.

A total of 271 unique responses were validated.

Results have been analyzed, synthesized, compiled, and distributed in the following report, which was made available on this webpage on Monday, March 23, 2020.
Survey Responses

Below, please find an aggregation and analysis of responses to the individual questions in the survey instrument.

Changes to Funding

When prompted, “Please rank the following funding opportunities or changes which would be most beneficial to your work or organization” respondents (n=271) ranked each of the below responses indicating their 1-5 priority.

Through our analysis of the data, we have concluded that respondents’ priorities are as follows:

1. Short-term, direct-to-individual emergency funds for teaching artists/independent contractors
2. Rapid response funds to organizations
3. Conversion of program grants to general operating support
4. Pooled funding with other donors
5. Extension (or elimination) of deadlines for grant reporting and applications

It should be noted, that through our analysis, items #1 and #2 above are indicated as a top tier of priorities, while Items #3-5 are fairly close together within as a second tier of priorities.

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Priority 2</th>
<th>Priority 3</th>
<th>Priority 4</th>
<th>Priority 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid response funds to organization</td>
<td>97</td>
<td>63</td>
<td>58</td>
<td>28</td>
</tr>
<tr>
<td>Short-term, direct-to-individual emergency funds for teaching artists/independent contractors</td>
<td>115</td>
<td>54</td>
<td>41</td>
<td>22</td>
</tr>
<tr>
<td>Conversion of program grants to general operating support</td>
<td>63</td>
<td>65</td>
<td>68</td>
<td>49</td>
</tr>
<tr>
<td>Pooled funding with other donors</td>
<td>21</td>
<td>35</td>
<td>53</td>
<td>82</td>
</tr>
<tr>
<td>Extension (or elimination) of deadlines for grant reporting and applications</td>
<td>33</td>
<td>37</td>
<td>54</td>
<td>62</td>
</tr>
</tbody>
</table>
Regarding each, a few items should be of note:

- By far, “Short term, direct-to-individual emergency funds for teaching artists/independent contractors” was of top priority with 63% of respondents (n=169) indicating it was Priority 1 or 2.
- Following closely behind, “Rapid response funds to organizations” had 59% of respondents (n=160) indicating Priority 1 or 2.
- Divergently, “Conversion of program grants to general operating support” has respondents indicating consistently across Priorities 1-4 (n=245 or 90%), with few (n=26) naming it priority 5.
- Both “Pooled funds with other donors” and “Extension (or eliminating) of deadlines…” ranked as Priorities 4 or 5 with 60% (n=162) and 55% (n=147) respectively.

When considering the long list of ideas (n=132) generated in response to the question, “What other services, not included in the list above, would be most beneficial to your work or organization?” (see list in Addendum B), the following trends were identified:

Honoring & Expanding Commitments:
- Do not shift or eliminate grants, not yet awarded, but approved and notified
- Consider increase of spend beyond traditional 5% to 10%+

Broadening Criteria to Include Teaching Artists/Freelancers/Independent Contractors:
- Micro-grants for teaching artists and freelance educators
- 0% interest loans
- Eliminating 501(c)3 requirement, in the case of individuals

One Time Grants for the following purposes:
- Healthcare allowances
- Payroll continuation
- Building rent
- “Unemployment benefits” (aka partial salary) for contract workers who don’t qualify for the government program
- Artistic creation to memorialize and help communities cope with this crisis

Extending Existing Support:
- Auto-renewal of current support to grantees
- Providing deferment option to complete work in the next fiscal year
- New grant-making pools to fund technological expansion in this new ‘distancing’ era

Long-term Technological Shifts:
- Accepting proposals and reports online (no print/mail process)
- Purchase group subscription to technological or distance-based services for pool of grantees
• Funds to families/students to support technology/internet at home (or “laptop donations”)

Long-term Structural Shifts:
• Building out safety nets for teaching artists and freelance educators
• Support wrap-around services for member of the arts education community (particularly teaching artists) like mental health, food security, medical access, and housing.
• Provide overhead support for rent to allow placement in the communities in which we serve
Additional Supports

When prompted, “Please rank the following services, which would benefit your work or organization” respondents (n=271) ranked each of the below responses indicating their 1-5 priority.

Through our analysis of the data, we have concluded that respondents' priorities are as follows:

4. Adapting services, pedagogy, and educational techniques for digital learning
5. Managing changing finances and budgeting
6. Developing and implementing organizational continuity plans
7. Messaging to constituents
8. Navigating HR, labor, or employment law/policies
9. Transitioning to remote work for administrative staff
10. Addressing racism and bias in communities and services
It should be noted, that through our analysis, that there were three distinct tiers of prioritization for this set of indicators:

- **Most Important:** *(Priorities 1-3 > 60%)*
  - Adapting services, pedagogy, and educational techniques for digital learning
  - Managing changing finances and budgeting
  - Developing and implementing organizational continuity plans

- **Divided Importance:** *(Priorities 1-3 < 50% and Priorities 5-7 > 50%)*
  - Messaging to constituents
  - Navigating HR, labor, or employment law/policies

- **Least Important:** *(Priorities 5-7 < 50%)*
  - Transitioning to remote work for administrative staff
  - Addressing racism and bias in communities and services

Regarding each, a few items should be of note:

- The immediate needs (Items #1-3, Tier 1: Most Important) can be categorized as short-term in nature and spurred by the onset of rapid changes in the field due to COVID-19.

- The items marked “Least Important” are not prioritized at the moment, due to their existence in the current workplans of the organization. It’s not that they are not important, but that they are already in motion and not a ‘new’ priority.

- “Messaging” and “Navigating HR, etc.” are both consistently prioritized 1-7 across the board, which indicates disparate amounts of expertise among respondents.

When considering the long list of ideas (n=79) generated in response to the question, “What other services, not included in the list above, would be most beneficial to your work or organization?” (see list in Addendum B), the following trends were identified:

**Advice and Consultation:**
- Navigating tax credit, loan applications, and government assistance programs
- On mergers – if organizations do not survive the economic downturn, how do we combine forces?
- Leadership coaching for non-traditional leaders (program managers, mid-level management, etc.)

**Long-term Planning:**
- Developing and structuring partnerships to withstand catastrophic changes, with businesses, schools’ districts, each other
- Emergency plans for nonprofits to continue programming and operations in times of crisis

**Fundraising and Engagement:**
- New ways to digitally fundraise (non-event)
- Digital platforms to engage constituent groups (like parents/students/community)
Connections to each other:
- Forum for idea sharing and knowledge exchange among peer organizations, staffs, etc.
- Opportunity to connect with the funder community
- Virtual conferences
Big Ideas & Miscellaneous

Respondents generated a long list of ideas (n=255) in response to the prompt:

*Please identify any new opportunities or innovations, which should be supported through funding, to address issues on a field-wide level for teaching artists or within the arts education field. (this is the time for big, wild, out-of-the-box ideas!)*

Below, please find a distillation of themes generated, with the full list in Appendix C.

- A centralized immediate relief fund for teaching artists, independent contractors, and freelance educators and artists (n=42)
  - Emergency micro-grants
  - WPA-style employment to contribute to several of the below ideas
- Teaching Artist Union in the United States to support TAs and their pay equity (n=54)
- Healthcare for teaching artists/independent contractors/freelance educators and artists not tied to employment (n=38)
- Online platform for artists and educators to create shareable content with fair compensation (n=21)
- Additional clauses in contracts (beyond “Act of God”) to allow for compensation during a crisis, enable online creation/participation, avoid streaming fees (for licensed artistic works) (n=13)
- Democratization of technology (laptops/tablets) and reliable internet for purposes of digital/distance learning for schools, households, and community organizations/teaching artists (n=44)
- Additional professional development for educators, artists, and organizations on how to enable digital and distance learning as part of their practice (with technical support from service organizations and suppliers) (n=29)

Additionally, the final question of the survey allowed for respondents to provide any additional comments that were not already covered by the previous three questions. With a large array of responses (n=211), one overarching theme was covered by 79% of respondents: Money and Financial Relief.

For a full list of responses, see Appendix D.
Future Considerations

This type of fast response survey tool enables the field to quickly provide timely and relevant opinions forward to key stakeholders willing to hear them. In the case of this survey, the finding reveals some rather obvious immediate needs of organizations and individuals, as well as highlights long-standing systemic issues for the field.

The findings should underscore the two-pronged approach for funders as they evaluate their strategies in the short-, medium-, and long-term.

It would be suggested that a more longitudinal, comprehensive and statistically significant survey be developed and deployed into the arts education field, to address the large-scale, systemic issues amplified by these findings. Additionally, a unique tool to compile and address the needs of teaching artists, specifically, would be recommended.
Appendix
A: Survey Instrument

Question 1

Please rank the following funding opportunities or changes which would be most beneficial to your work or organization: (please limit responses to only one per column)

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<th>Priority 4</th>
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<td><strong>Short term, direct-to-individual emergency funds for teaching artists/independent contractors</strong></td>
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What other funding opportunities or changes, not included in the list above, would be most beneficial to your work or organization?
**Question 2**
Please rank the following services, which would benefit your work or organization: (please limit responses to only one per column)

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<th>Priority 4</th>
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<th>Priority 6</th>
<th>Priority 7</th>
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<tbody>
<tr>
<td>Developing and implementing organizational continuity plans</td>
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<td>Managing changing finances and budgeting</td>
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<tr>
<td>Adapting services, pedagogy, and educational techniques for digital learning</td>
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<tr>
<td>Messaging to constituents</td>
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<td>Addressing racism and bias in communities and services</td>
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What other services, not included in the list above, would be most beneficial to your work or organization?
Question 3
Please identify any new opportunities or innovations, which should be supported through funding, to address issues on a field-wide level for teaching artists or within the arts education field. (this is the time for big, wild, out-of-the-box ideas!)

Question 4
Considering what is listed above, what else do you need?
B: Full Responses to Open-Ended Question 1

-new scholarship funds for students once outbreak is over
-Support to offer/ create content free online to educate and entertain
1) Have all funders accept online proposals (no print and mail); 2) have funders consider extending their grants to organizations for an additional year with no additional proposal writing and minimal reporting at the same grant level as last year.

A list of Micro grants that teaching artists would qualify for
A list to be provided that includes organizations, corporations that offers funding that adheres to the above list.

A localized list of artists seeking work and a list of organization needs
A real emphasis needs to be put on supporting contractor artists and teaching artists. These people have very little safety net.

Ability to flex grant monies to online tools and new teaching methods.
Access to funding will be essential. Our planned fundraisers for the [EVENT] have been canceled for the foreseeable future. We will need to rethink how to fundraise and would love resources, support and guidance as we make that transition.

Actual funding the field of teaching artistry, to build it, not just organizations that hire them.

Additional funding sources made available to us. We are unable to conduct normal fundraising activities.

Additional opportunities for funding
Address food insecurity, mental health resources, medical access, and housing.

After emergency funds to for artists/teaching artists/contractors, a means for long-term contingency plans. This crisis is not a singular event. Other health emergencies and climate change emergencies will be coming over the next five years.

Allowing organizations to use grant funds which were originally allocated to program delivery to instead continue paying out teaching artist contracts for the scheduled work even though schools have closed, thus avoiding disruption and dire financial straits.

As a government entity, we are working on getting rapid funding out to the organizations we support. As a self-employed artist among a large community of self-employed artists, many of whom work in education and entertainment, I hope there is some direct financial relief.

As our gallery space lease is up for renewal at the end of April, and we don't know if the mall will continue to offer the same rate (or even the same space) to us; we are stressing about how our all-volunteer arts guild will weather this storm (as we know all independent contractors in the creative industries are). We have some funding in savings, but it is reliant on our members fees and a small percentage of sales. As so many creatives live so close to the edge, under normal circumstances, however, can be done the help support public participation in arts and tourism related industries (when the current restrictions are loosened) will be important. I think that continuing to create and share arts and culture content online is important too, as it allows creatives to do something that is positive and community-building, in the meantime. I also believe that we need to document the impacts and how we are supporting each other, that can remind everyone how we came together (despite the late, weakened and still to be tested, federal response). We need to come out of this experience as more socially and politically active and demonstrate the importance of Arts and Humanities in everyone’s lives, whether they recognized it before, or not.

Asking funders and organizations to honor existing commitments to pay grants that have been named but not yet awarded.

Assistance -- financial or otherwise -- in purchasing and setting up technology which enables digital performance/teaching

Auto-renewal for funding the following year.

Automatic re-grants to previously approved organizations
Being sure to fund 'contract' artists that may not be aligned with a non-profit or let the non-profit fund these contract workers for continuity and survival.
Broaden restrictions on funding to include freelance (non 501c3) artists. Business interruption grants, particularly in late summer/early fall [translated from Dutch] pay compensation of or less rent for the period when there is no income by the municipality Consider increased spend - 10%-20% - from endowments in this emergency. This is when we need you! Deferment of projects to the next fiscal year or season with no penalty affecting current funds do not know Economic relief Emergency funds to TAs to counter the effect of cancelled and indefinitely postponed engagements. Emergency relief grants for loss of teaching work direct to teaching artists. 2,000+ a month Equitable art supplies/materials for my students, Art of Ed Pro and Flex (quality instructional and professional development resources for arts educators) Fast track grants to qualifying organizations, even if not previously funded. Financial loss from cancellation Flexibilities that increase access to the underserved Flexibility on deliverables. If we create online content, or other alternative programs, for example, in response to the crisis, still getting dollars for cancels programming. For existing/current grant awards, waive deliverables/terms and conditions to allow funds to be used for general operating support. Do not delay/stop grant payments to organizations experiencing interruptions in programming and services - so we can continue to pay our artists and staff and retain our workforce, so we are ready to start up programs once things get back to normal. Foundations expanding their portfolio to accept Funders allow changes to original project proposals so we can continue to deliver instruction via web-based applications Funding for art materials, equipment. funding for private contractors/artists funding for providing private lessons one on one; many teaching artists have been supplementing their income with private small group art lessons Funding for rent Funding for virtual and remote delivery of arts programs funding priorities for K-12 schools Funding to maintain practice during months off from official work Funding to support the costs incurred by digital learning. Funds to add technical capabilities in this “distancing” era. Funds to enhance technological capability to ensure that we can continue programming and having access to high quality equipment that will allow us to work smarter, not harder. Funds to help students access internet content from my organizations Funds to schools to support alternatives to extant arts ed provision, incl professional Devl for teachers to support them as the ground continues to shift General Operating Funding general operating support for organizations whose major fundraising events were canceled bc of coronavirus Grants for full time artists Grants for payroll continuation.
Having the government include non-profits along with small businesses for SBA and Small Business 20/20 relief funding.

Health Allowances

health insurance
I am so concerned about the artists and teaching artists. As well as small organizations that might fold completely.
I have no idea.

I need general operating support. Rent is going to kill me!
If local arts organizations have, or could have increased funding to support local artists, that would help. Or, if policy makers in the government could include artists and arts organizations funding in an upcoming bill that would be given to arts educators, that would also be very helpful.

In specific relation to arts education, I think it would be useful to consider how project support to organizations, ad hoc groups/artist collaboratives, and individual teaching artists might be deployed to deliver arts education opportunities to children and families who are practicing social distancing and/or isolation/quarantine. It would seem that this may be a long-term process, and support for innovations in delivery may not only provide resources in the arts education sector, but also employment and operations in the field.

In-kind technology equipment, software, and broadband/cellular data access for staff, teaching artists, and clients - to make ongoing communication, work, teaching, learning, and more accessible to everyone.

increased funder/program communication
increased funding
Increased funding for general operating support; community conversations to keep in touch.
Increased general operating support as donations decrease
Increased unemployment benefits
Independent Contractors, many cultural workers, need route to govt. unemplmt services.
Individual artists are going to need some kind of direct support. Visual artists especially we have to continue to pay for our studio spaces, our supplies.

interest free loans with easy repayment options for nonprofits
It's the independent contractors who are not eligible for unemployment relief so please consider the lone artists.

Job opportunities

Laptop donations
Leverage! Advocacy at local, state, and federal level to have public funds match (at least 1:1) what private or corporate donors are giving in terms of relief.

local funding resources in my area that can assist older performing artists cope

Long-term funding
Making sure that funding is equitable and not equal. I'm seeing folks distribute equal amounts across the board, but each organization has their own needs. An organization with a $1,000,000+ general operating doesn't have the same needs as an org with $100,000 general operating.

Matching grants for new sponsors - double their contributions to stimulate giving
Matching grants to help defray lost donation/sponsor income would be wonderful.

Maximize existing funding opportunities (Title IV-A)

Mentorships, online education, new technology
More general operating support
More general operating support for the next fiscal year (7/1/20-6/30/21) where we expect to see more of the negative financial impact of COVID.

Mortgage Payment Pause, Utility payment pause, Clear sources with clear information on support.
mortgage relief
Multiyear support based on committed support

My organization's highest priorities are meeting our operating expenses, paying teachers, and offering refunds to families in need who can no longer afford our services which we cannot provide in full.

Obviously, grants to help with technology retooling and cost associated is greatly needed

Online applications and reporting from all funders. Free online tools for funders who don't have this technology

Online paid activities

Online teaching/learning resources, technology available to all staff and teachers

Organizations that provide support to artists and other arts organizations could use extra support right now. Arts education organizations should get assurances that if they keep paying their teaching artists, there will be funding to support that.

organized ways for us to work, to contribute in some way

Outreach and discussion with funders

paid internships

Paying staff; funds for relaunching when we can re-open for marketing and programming

Pro-bono services related to converting our programming to a digital space/distance learning, technology and other in-kind related donations that allow us to continue serving our communities of young artists and teaching artists.

Professional Development for teaching online; developing information-sharing networks or clearinghouse for Best Practices to engage in online learning of embodied arts; conquering the challenges of the Digital Divide in rural areas.

Regardless of what is offered, making sure that the application form is fairly simple and does not take too much additional time would be helpful. We are currently fundraising for next school year and any added applications will take away from time focused on that.

Relief from mandated sick-time and leave-time pay for nonprofit organizations. That burden may force arts organizations to lay off more employees as a precautionary measure.

Revenue lost from cancelled fundraising events, which are critical to provide student scholarships and faculty payment.

Rolling grant deadlines

Send e-mail to our Chairman--ask him to distribute your info to all "arts" employees

Sharing creative ideas about how arts organizations can lift communities by creating projects/activities that support the general population and are compliant with all containment efforts.

Should we need to adjust to a reality where our programs must all move online/into digital spaces in order to survive, funding or support to specifically build and support that infrastructure would also be useful.

Snap opportunity grants for creative artists to memorialize the crisis.

Support for converting resources to on-line programming

Support for health (mental and physical) care for independent contractors and freelancers in the arts.

Support for mental health

Support with creative merging. Simply put, small non-profits face closing of doors due to the exogenous shock at present with COVID-19 and its ripple effects on the economy. What could or should it look like to navigate this time through collective impact at the forefront?

Targeted economic disaster recovery fund for small arts organizations that are not nonprofit. Ours is a performing arts school with 400 students and 15 part time staff and one-woman owner.

Tech materials donations - both hardware and software - plus tech support

technology equipment for the youth that don't have access and will need to be taught remotely.

the ones listed above cover my ideas

The opportunity for contractors to participate in unemployment stimulus dollars at the state and national levels. I am in Nebraska and contractors do not currently qualify.
These are most beneficial
Transportation and technology grants so that every home has electricity and internet and online learning supplies/equipment.

unlimited zoom accounts

Unrestricted operating funds to cover our rent and power bills while we are closed.

unsure at this time
We have heard most foundations are putting grant making on hold. It would be great if they are not cutting off support or changing to only support "basic needs." We understand but...
We may simply need more money. With no tickets being sold, or refunds being issued, our budgets are decimated. Even if quarantines were lifted in the next month, programs would have to be cancelled because we couldn't rehearse. We are trying to keep our staff and contracted artists whole but will not be able to sustain that for long.
We will need to act fast to enable live performance as soon as we are able. Quick access to funds will be important.
What other funding opportunities or changes, not included in the list above, would be most beneficial to your work or organization?

Work from home funding for Teaching artists
Would love if there was a grant/funding to cover funds lost due to the cancellation of large fundraising events.

zero interest loans
C: Full Responses to Open-Ended Question 2

$ to cover salaries for teaching artists for school-based programs that cannot be delivered with school closures
Access to a counselor or support person who is staying on top of these issues. We still have to keep going with day to day work as well. Having a designated liaison/advisor would be hugely beneficial.
Additional methods for communicating with individuals who may not be online.
Addressing racism and bias in communities and services could be addressed by providing every child who is financially disadvantaged with 1) laptops and access to wifi to level the playing field and 2) smartphones. Embed these items with tracking devices so they remain in the hands of those to whom they are distributed.
Advice navigating tax credit and loan applications.
Again, none come to mind.
All services listed above have significance
Amplify pleas for donations
As a funder, I am interested in this information.
Assistance in grant writing
Communicating opportunities, events, and funding
Consultation on mergers - some organizations might not survive this - how can we leverage their remaining resources to build stronger, unified programs?
Continued access to internet and communications services for a global reach.
Continuing Ed courses to finish certifications
Counseling, mental health and wellbeing initiatives and support
Creative ways to fundraise
Developing a long-term emergency plan for nonprofits to ensure that they can continue programming and funding in times of crisis.
Developing and structuring partnerships with local businesses (especially small businesses) for supporting each other's recovery process
Developing Digital platforms for engaging constituents
Developing partnership strategies for independent artists: helping us develop programs with the business community to mitigate isolation, and financial desperation.
Development of new/additional program support and / or funding opportunities for remote arts education learning.
Direct messaging to parents and caregivers about alternative enrichment programming via remote access and digital platforms. Messaging to educational leaders that Arts Ed should continue, even if done remotely- do not ask Arts Ed teachers to teach other subjects during this time. Messaging to school leaders about how to distribute instruments and arts materials to students and families- similar to how laptops are being distributed. Training for performing arts teachers on how to best leverage remote/distance learning opportunities.
Don't know
Emergency loans with low/no interest and flexible repayment terms
Equitable art supplies/materials for my students, Art of Ed Pro and Flex (quality instructional and professional development resources for arts educators)
Finding and working with independent contractors (creating some kind of directory would be helpful where contractors could register, and orgs can find them)
focusing mission, models and branding
Follow-up strategies
Free professional development and permission to count it as work from home.
free video editing software and training
Funding that might help motivate volunteers.

good initiatives

Government assistance for continuity
Help us do video performances for elementary school students who would usually have visited the theatre to see a show.
Help with technology to teach remotely and to keep our community connected.
How organizations/museums can regroup after remote work comes to an end?
how to find new fundraising opportunities
I want to clarify that addressing racism is a priority for our organization, but something we already focus a lot of efforts and funding on, so not necessarily as critical for us to receive external support around at this time.

Immediate cash support to replace lost income.

Immigrants situation and "legal" residents in relationship to with public charge law.

Increased support for facilities upgrades

Internal communications guidance

Leadership coaching - not just for the usual 'leaders' but for all who feel they need it

Legal assistance for contracts/insurance

Maneuvering the direction, messaging, and discussion in the proper paths.

Media competency professional development for staff

mogelijkheden om expo's/kunstwerken online te zien + compensatie voor gederfde inkomsten voor kunstenaarleden (anders dan via de zzp-regeling, via onze vereniging ook)

More direction on how to plan activities far into the future - for any programs running- for example, will my summer camp need to plan for remote curriculum? Should we assume a showcase of student work in late June will be impossible and also adapt for that? Having some certainty about how to move forward would be fantastic. I know the government is t great at giving these directions at this time, so maybe someone could channel authority and best practices for this community so we can make safe and well planned choices.

Opportunities to talk to grantmakers about needs in the community

Outreach to partner sites to keep planning and scheduling and booking artists. Accelerated learning for online arts teaching: technical set-up, images, whiteboard, demonstrating painting and tactile making.

Paying independent contractors a stipend, retainer or some relief -- who work in the communities (not only schoolsK-12)

Pedagogy for digital learning, segmented by youth age (i.e. elementary, middle, high school).

Personal safety measures for all

Remote practices for an ensemble . This is the biggest challenge

Rent caps or subsidies for non profits and independent artists for work and living spaces

Resources do mental health and wellness for staff and teachers

Resources for digital learning tools and free tools
Resources for sustainable funding once we are able to return to work. Though many places are allowing people to refrain from paying bills at this time, that debt will accrue and will need to be paid eventually.

See above

Support for collaboration and exchange between arts organizations/artists and local/state/national governmental entities charged with implementing response to COVID-19

Support services around fundraising.

Supporting board members in their work on behalf of the organization

the role of our boards during this time: Board management and oversight resources during transition
There are so many lists of resources for artists and for orgs right now, which is great, but it is a lot to wade through. It could be helpful to have a resources coach to create a personalized list for orgs based on their locations and actual needs.
This includes work with seniors. I patch together work at different art centers, private lessons, government agencies (Smithsonian.) As an independent contractor, we have no support, we are ON OUR OWN.
Training in technology that is simple and easy to understand for both teaching artists and those they serve. Platforms that have been developed are too difficult to adapt to quickly and too hard to explain and use by the public.
Training opportunities for youth with a economic component, gelp with real estate that could be used as a place of refuge, education, business and employment.
Transportation solution to reach remote households to deliver arts programs and services.
Unemployment benefits for 1099 and contract workers, particularly canceled contracts for upcoming work.
unknown
Virtual conferences
Ways to re-imagine our programming so that we can continue to serve and engage our community outside of digital platforms. Not all of our community have access to computers or the internet.
Ways to support our public school teachers reach their students
We need mechanisms for contractors to access some form of unemployment benefits to make up for lost income.
We’re getting a lot of resources thrown at us right now, but I don't have a ton of time to go through them. That may just be a reality of the times, but how can we create a way for people to be able to get that information in a way that is helpful?
Webinar on how to make phone/virtual meetings more productive with the current state of things.
Perhaps one on phone/video etiquette.
Welfare, food stamps, housing, discrimination due to disability, including invisible disabilities.

C: Full Responses to Open-Ended Question 3

- tap boards for remote practice of tap
- online practice/ rehearsal challenges
1) Healthcare for independents that is not tied to employment.
1% arts funding for non profit arts orgs from development or hotel etc.
2) Consulting on contract laws - contingencies in contracts that would support going to online content in times like this so artists or other independents could still deliver some form of content and get payment.
A big, well marketed, possibly nonprofit online platform where teachers can create classes and get fairly compensated for them. Maybe a camera/equipment loan program, or grants so teachers without good cameras/phones can create quality online classes. Just some way to set teachers up with the equipment they need to make good art instruction videos.
A commitment to putting a substantive introduction to teaching artistry in the orientation of every gateway for every young artist as they consider a life in the arts--funding to produce compelling, accurate introductory materials, and funder muscle to make sure every arts training organization agrees to provide this substantive introduction. Why wait til they graduate and then start thinking about the expanded range of work their artistry can provide--let them consider a bigger career that includes teaching artistry skills as they start considering a career.
A Craigslist-like platform for trade of labor/ or items needed to teach/ online resources
A forum like google drive for lessons specifically.
A pool of funds to help support the work of teaching artists during the COVID-19 crisis.
A Teaching Artist union to protect and support the rights of teaching artists and other freelance/gig workers
A way to bring art to underserved communities

A Zoom application for 35 Ensemble to practice for support and continuity
ability to co-op resources with other organizations to share venues, technology to produce programs in new ways during times of crisis, hoping that arts funding can be changed on a federal level to address emergency funding. What we are hearing in our own state is that the burden for "partial funding" is being shifted to orgs who have hired our company and that federal funding cannot be granted. Seems short sighted given the scope of this crisis.

Access to creating and delivering online workshops; deliveries of creative materials to youth; central portal for engaging youth in the Arts.
Access to government provided unemployment benefits, FMLA, disability benefits, sick leave, quality health care including mental health care
Access to synchronous learning and playing so performances and lessons can take place via technology

Addressing private contractor issues
All the online resources in the world won't help if the audience doesn't have internet or a computer at home.

An "act of god" emergency fund for teaching artists to apply for if something big happens.
An Artistic registration process with digital portfolios attached were they can sell there services and get feedback

Artists working with school districts to supply mobile hotspots for online learning to those without reliable online access. Some school districts are utilizing bus drivers in this way. What if districts hired artists to drive their vehicles into areas? The artists could continue work on various projects in their own vehicle and the school district could bridge the economic divide for the students in need. Budgets have money for paras that is not being currently utilized. Those monies could provide artists with income while adhering to social distancing protocols.

artmobiles retrofitted shuttle buses to an art studio that can go to the urban and rural students to make art

As stated above, the more we can participate in and share, digital and online art shows, writing and performance exhibitions and contests, etc, the better we can continue to be both connected and activity in our pursuits (regardless of how we are seeking out a day-to-day living). It is important to remember that people don't generally 'choose' to be artists; whether they profit from, or even share their art, or not, artists are artists because they can't keep it from pouring out of them... The best we can do is to channel and refine the energies that are within us.

As we recover from this cultural stress, I think community engagement art making will be an important part of the recovery process. Small grants to support this work, especially in rural communities, will give individual artists an income stream, educate the community on the importance of the arts, and support creative solutions to current day realities.

Ask art teachers and arts degree program to identify gifted artists or arts teachers

Beauty
Better, more affordable health-care options for independent teaching artists and small arts organizations.

Beyond those mentioned above, funding for preparing materials to deliver inside of correctional and detention facilities and to low income youth without access to the Internet to continue programs that are no able to be conducted in person.
Broad instruction for how to teach at home / and or funding for interactive creative learning games and programs

Can't think of anything at the moment.
Can't underscore enough how much support we need to completely transform our program models in response to Covid-19: we need more resources and guidance to know how to convert in-person programs to digital, virtual ones. This means funding as well as training on best practices in virtual arts education, digital curriculum-building, nuts and bottles of tech use.
Care packages/arts education/technology kits for students to allow them to engage in digital classroom experiences at home delivered online by teaching arts, and e-instruction technology packages for teaching artists to be able to deliver online courses from their homes.
Classrooms can hire teaching artists directly to do sessions in a classroom virtually, or Lessons made by a TA for a stop/start video lesson for classrooms.

Collaborative / Co-creative Exchange Projects

Collaborative/ crowd-sourced projects (e.g. making cloth masks at home, drive-up art kits)

Collective and collaborative efforts for the arts

Computer equipment

Consideration for low income communities with lack or resources

Continued examination of what practices can continue virtually to increase access for all; support for internet for all, students and teachers in particular, to close knowledge and economic gaps - we did this as a country with the Rural Electrification Act; advocacy for recognition as arts as an indicator of K-12 success to drive support for the tremendous value arts education plays for youth.

Contracting all artists who work (or could work) through a digital platform to set up regularly occurring classes online to teach any and all art forms.

Costs of providing Zoom Pro and other video learning services, costs of internet for faculty and students who do not have it at their homes, hardware (loan or purchase) for students and faculty, additional IT support, language translation services for IT support to families, collaboration between orgs to provide best practices and interesting new classes for students.

could we propose alternatives to the current education system. maybe schools don't actually need to re-open. maybe we create smaller learning communities instead.

Creating new jobs for recent graduates creating opportunites for teaching artists to deliver our work without each of us having to develop our own platforms

Creation of a centralized relief fund for all of our TAs!

Creative and collective mergers and acquisitions as smaller non-profits consolidate and iterate together.

Creative Workforce development (apprenticeships)

Creativity is an essential problem solving skill that is needed by all workers of future

Crowd sourcing arts activities. Instituting practices that bridge open source practices and proprietary assets and monetizing our specialized skills.

Dance for all students in K-12 public schools all over the world. Especially in the state capital of Harrisburg Pa

Dance in all public schools programs k-6 and 7-12 especially in Central Pa.

Delivering arts packs to lunch pick up points in San Diego

Developing a shipping system where teachers can create boxes of supplies for their students and then have them sent directly. I can develop curriculum and adjust to teach remotely, but my students will run out of supplies. I want the materials they have to be equitable and I don't want to risk losing money from my budget for upcoming years if I don't use it now.

Developing stronger digital programming and platforms. Access for all.

development of arts education programs that can be streamed or done as a widespread outdoor activity

Digital learning!!!

Distance learning programs and equipment for arts and creative education.

Diverse funding opportunities for a wide variety of organizations (small and large), opportunities for integration with other disciplines

Don't forget explicit support of artists/teachers with disabilities!

Don't know yet

Don't know... Proper coordination (a secretariat?) that looks after this on a national / international level; travel / international connections

Eliminate non profits and provide resources to everyone equitably, without the need for non profits to beg for charity to do the job that government refuses to do.
Emergency financial support for TAs. Lobbying to state and federal entities that makes visible our community and its current need for assistance.

Emergency Micro grants
Ensuring that there is a guaranteed emergency fund that will help support teaching artists for at least 6 months to cover lost wages from teaching, performing, etc. Additionally, adaptive training for teaching artists that will allow them to keep working in times of crisis even though physical presence may not be possible. Changing the digital landscape through interactive software that will allow teaching artists more opportunities to expand their work to underserved populations.

Equitable art supplies/materials for my students, Art of Ed Pro and Flex (quality instructional and professional development resources for arts educators), supplemental funds for quality high speed WiFi and devices, and consumable resources needed.

Every household needs electricity, internet, computer, printer. Traveling art gallery for one person at a time to go to all remote and isolated households. Zoom memberships for all arts teachers, artists, and arts organizations so that we can hold unlimited events in an online way. Improvements to zoom quality. Free website upgrades for all small arts organizations so that they have the technology to serve their community during isolation. Camera equipment and recording equipment for all arts organizations so that we can teach the arts online and also provide arts enrichment to all people for free.

Ex- I am starting a google drive for my studio while doing Skype lessons. It will include lesson notes and videos of the lesson. I am also having them do an assignment on garage band and Wil collect demos. Furthermore, I need to draw up their music which we can no longer look at on the same page.

Expand funding to support the little organizations are outside of urban areas. These groups typically don't get funds from NEA and are often in no mans land.

Expand the existing US Ed Arts Ed Grants to be micro-granted out to states in order to provide targeted supports to areas needing specific assistance in arts ed access.

Exploring and repositioning opportunities and innovations are the better paths to travel.

Finding ways to hear from learners—and respond to their needs.

For music education, the #1 thing we need is access to better online (low-latency) technology that allows for live music streaming where musicians are in different locations. This technology exists, but requires special software, expensive hardware, and a special internet signal which is currently only available to research institutes and institutes of higher learning.

Free access to Zoom pro so that teaching artists can hold classes longer than 40 minutes!

Free internet for all

Free public painting for all ages. For a model see FB Paint Free, Be Free/

Free workshops for teaching artists, teaching to challenged populations
Fund creative responses to these emergencies. Fund putting artists and teaching artists at the every "Big Policy Table.".
Fund proper remote video systems for live stream arts education presentations in schools and teaching artists' studios. Also improved technology to allow ensembles to collaborate and play together remotely and deliver finished products.

Funded opportunities for teaching artist professional development at no cost to organizations or teachers

Funding for arts education should be mandatory in order to meet ed code! Teaching artists should be funded from the city/state.

Funding for equipment and lighting to produce high quality online lessons and tutorials so that we can compete with organizations around the world. Our competition right now is no longer local, it is global.

Funding for equipment for artists who are taking their studio demos and classes online. Deeply discounted or free advertising for said classes on social, digital and print media.

Funding for online instruction, technical support for classes and performances
Funding for professional development opportunities online. Funding for technology necessary to transition to online work.

Funding for salaried part time workers or the ability to help contractors

funding for virtual performances and marketing to still create a sense of community
Funding made available through the organizations hiring and leading the Task in the field. Funding to create online long-term programmes and performances, which will replace the previous delivery models of teaching and performing. We need online theatres, exhibitions - maybe VR methods to engage with art. Everyone has time and needs work now, why not begin this now? It's unlikely things will go back to how they were, why not plan for the future now (and fund it)

Funding to support organizations for 5 to 10 years
general operating support for school based programs that cannot be delivered with school closures
Global communications online meetings for arts educators. Also, a global platform to combine writings about survival and hope during times of a pandemic or epidemic.
Grants to support art orgs and school partnerships -- distance learning that pairs core school subjects with the arts!
Guidance and funding for marketing new online programs, online arts curriculum, keeping community engagement, innovative ideas for fundraising, methods/ideas for reducing/pausing overhead expenses;
Forum for creative resourcefulness: when supplies are back-ordered, encourage "out-of-the-box" thinking; videos showing what else you can fashion with what's lying around the house (whether for creative art purposes, or survival).
Hands on training on producing quality digital content and dissemination methods. Conversation around free or few based, etc
	hard to think this way at this time! Sorry...
Have the film industry provide a portion of their proceeds on rentals to artists who or currently out of work.
health care for all, including those who are self-employed
health insurance and unemployment benefits for teaching artists/gig workers/independent contractors!
Healthcare
Home studios, grants to help youth learn skills that could help generate wealth or income, passive income, several dources of income, increases technological skills and design skills, financial understanding (stocks, bonds, wills, insurance), creation of new cultural institutions.
How are we considering whole family engagement with the arts, from home, inter-generationally? It is our general tendency to segment arts learning services and engagement by age group, and it would seem this time gives us the opportunity to consider how multi-generational approaches may make a difference.

How can I do a remote fundraiser? I want to do a dance-a-thin where everyone is at home and dancing to raise $.

How can we shift to digital learning embracing the new norm.
How can we work together to offer free programs to all during a crisis and to underserved audiences all the time? People don’t realize how much it takes to run cultural orgs/programs and don’t want to pay or think we are rich/greedy. Can we change this mindset without sounding whiny or self righteous?
How could you (or some other umbrella organization) help us create a partnership paradigm for the community at large; think, merged industries. Finding the arts at the grocery store?

How cultural facilities can assist with community needs.
How to approach corporate sponsors and/or HNWI during a time when industry and the stock market is down
How to connect to school communities more fully.

How to create and disseminate on-line arts learning
how to creative interactive cross cultural experiences digitally
How to make the case for arts education within stimulus packages, direct to organizations.

HR benefits for contractors, including unemployment insurance and health care
I am in graduate school right now for an MA in Creative Business Leadership and I feel like there needs to be opportunities for business majors or business degree programs (at the high school, undergrad, and grad levels) to intersect with the creative community. And if social distancing is going to become a practice of the future (due to talk of viruses spiking and this way of life becoming the new norm) then
we need to think about ways for cultural consumers to stay connected (virtual and augmented reality?).

I am looking to see what people are thinking about.
I believe we could develop several video series for arts learning that address much needed opportunities for enrichment as well as entertainment during confinement. Music, Music History, Music Theory, Theatre History, etc.

I have witnessed in a class of 20 there are at least 8 that have little to no opportunities for home learning and enrichment. I ask every lesson, "who practices cutting with scissors at home?" or "who gets to paint pictures at home?" ... I am always met with a lot of sad responses. There are so many that don't have these learning materials. I wish I could give an art box to every one of them!

I think students should have the opportunity to go see broadway shows.

I think we should keep programming digital concerts and performances, making them available to as many people as possible

I wish I knew

I'm sorry I'm tapped out with ideas right now. :(

I identify high risk students based on "no response" to a classroom teacher who have attempted to reach parents with no success. These are the high risk students. These are the children that might not have access to internet and/or no art or other learning materials. A delivery system to supply learning materials to those students you'd make a HUGE impact.

If visual arts moves virtual, there will be new costs to find and distribute materials to students wherever they are.

Increase the opportunities for singer/songwriters (who need audiences) to adjust to these new times, whether short-term or long-term. Online or even in person (safe way to do it)

Increased creative and commissioning opportunities for creative artists

Increased creative and commissioning opportunities for creative artists

Increasing dependable dedicated Public school funding for arts education and dedicated facilities/supplies from government and other sources

Information from my county about what is required and expected of me

Instant virtual classroom experience

Just a repeat of one above point, to convert more education to online platforms.

Laptops for our teachers to do remote teaching. online platform for organizations to personalize them for their online classes/concerts/performances.

Large-scale support for higher ed in the arts.

Large, consistent operational support so folks can provide services with long term planning. I think many of the challenges we are facing as a sector are there because we are all month-to-month and dependent on a fickle, inconsistent system of funding.

Latency free online collaborative tools, free highest speed internet for everyone everywhere!

Let's get comprehensive union agreements for live streaming!

Leveraging social, bonding, and bridging capital

live streaming performances

Live, synchronous performance between physically separate artists using digital means. The technology exists! Use of dedicated streaming platforms such as Facebook Live, Twitch(!) to not only present live performances but solicit/collect donations and compensation for the artists involved. Our organization has a problem with tech literacy at the top that's keeping us from pursuing this with all guns; imagine what would be possible if we had the physical and knowledge resources!

Massive participatory online experiences - can we give truly interactive performances online, or collaborate on new work? Transcending our homes, and creating a basis for a new, sustainable future.

Mental health and wellness resources for art therapy for teachers and staff remotely

More direct funding for media production since we are all turning to media in this time

More funding availability for schools and school districts to bring teaching artists into classrooms and professional-development sessions.
More online education/programs through Covid 19
More opportunities to work online & make money
More programs that foster connections and collaboration across art disciplines.
Moving conferences and workshops online. Can still charge a nominal fee, to pay staff and/or speakers but cheaper for attendees and safer for everyone.
Much of our programming is heading to online services.
multi user interactive online art experiences
Multi-year teaching contracts, not just year to year.
My hope is that we all come out of this with a greater compassion for our fellow humans and the planet. This may mean re-imagining the entire arts industry and educational systems to help with healing, social justice, and ecological issues. Nation wide compendium of arts integrated lesson plans - virtual symposium on the best and brightest ideas being developed - share with others on a monthly basis
No bandwidth yet for that!!
none at this time
Not an out-of-the-box idea, but we need more opportunities for general operating support. Funders -- please trust that we will use your funds wisely, especially the organizations that have been in existence a long time (almost half a century for us!)
Not sure -- in survival mode right now.
Not sure yet...more will be revealed...
Not sure! I'm adjusting to all of this.
Nothing I can think of at the moment
Now is a good time to open sources of methodology of art education for regular teachers to help them better to deliver the content they need to. Offering ideas on how to showcase work in the absence of artists being able to read, exhibit, and perform.
On line webinars and meeting alternatives
online art instruction that engages participants
Online platforms to show the work that students are doing at home to encourage at home caregivers to support their kids doing art in addition to other lessons.
Online visual and audio courses that partner with software companies to bring accessible art tutorials to low income communities. Employing working artists and continuing to curate creative outlets for all ages and abilities.
Our teaching assists need direct information on opportunities available to them for support Paid trainings that are offered outside of my organization. They should be offered consistently throughout the year. Trainings on pedagogy, psychology and art education. Creating digital content-conferences-trainings that different organizations around the country put together and then share with others. The organization I work for is great but I wonder what other great tools and ideas are out of the State.
parents now have to home school. Promote a new buisness-teaching artists in your home working remotely
Partnerships with non-arts focused nonprofits to deliver arts services.
Pay equity for TAs
People will be eager to engage in live arts after being sequestered. We should think about how to gather people safely; smaller audiences in larger venues, maintaining social distancing maybe? Special performances for our most at risk, performed in “safe” rooms? What other methods are there to connect people in real life, in real time, without the use of screens or technology?
Performance streaming ability
Perhaps new / unusual methods or vehicles to help connect students to teaching artists and bring core curriculum into the plan.
Place teaching artists in every school, keep them there, and support summer arts programming. Provide equitable access to broadband internet for everyone.

platform for sharing technology and techniques for teaching theatre arts.... platforms for on line learning and sharing

Post crisis the focus needs to be on thinking about shifting the overemphasis of live performing arts on NY as the center of things. With an 86% annual unemployment rate and, for those who do work, a median income of app. $7,500/yr for Union actors, the fundamental problem with the business is the imbalance between the supply of performers and the demand. Innovative solutions for "tiny" tours that move through rural areas will increase work for everyone. There are potential facility solutions for popup venues that could help.

Programs addressing the for-profit arts education sector which is being just as hard as the non-profit sector and affects the livelihood of business owners as well as the future of the organization and their ability to pay teaching artists.

projects

Provide consultants to develop programs that would best be used by teaching artists and organizations to train choruses remotely and incorporate youth development concepts that would be customized for specific organizations.

Provide tech so that online access is available to all

Providing HR support & provisional staffing to help organizations who have had to layoff staff have more capacity to figure all of this out. Since the funding isn't coming fast enough.

Providing programming during this time that keeps us in the minds and hearts of our audiences, possibly expanding our base and keeps them engaged when we re-open. Interactive programming.

Getting audiences more involved in giving us ideas of what they'd like to see now and AC (After Corona).

Reduce red tape and streamline application processes. Provide funding for long term (3-10 year) programs in partnership with academic research. Provide administrative support (Tax, Budget, Law) so that artists can get on with the business of making/teaching/learning/researching arts

Relief funding

Remote digital production tools.

remote workers, how to develop virtual events, concerts, exhibits

remote working plans

Renting recording space. Free video and audio editing software. Video and audio editing crash courses. The ability to reach out to people about new offerings/a forum to host digital content.

Require gov't and/or institutional funders to support health insurance and wealth/savings accounts (like a pension) for independent contractors, as part of grant proposals. The field needs stability in its Teaching Artist labor force, and if their work is vital, they need to be supported in a way that is similar to other important jobs in the sector.

Resources to fund and sustain full-time work opportunities and benefits for teaching artists! This could also include subsidized housing, studio/work/rehearsal space, etc. I think getting quality digital devices and tools into the hands of teaching artists will also be critical to allowing folks to keep working at this time.

Retirement and health insurance plans for artists.

Right now I'm hearing from art centers I work with to take my classes online- teach virtual classes. So, i'm aiming to do that. I don't know how realistic it is, may be best to pay individual teaching artists directly if we calculate lost wages from lost gigs.

Ring lights, good microphones and cameras!

Share infographics created by instructors with info/projects/ideas, videos and digital media to continue teaching

Some mailing services for student with art supplies. Specially origami paper is not chief to buy for low income families. If they can see online class, without origami paper, it would be not working.

Something that could synthesize all these needs as one thing - instead of me having to compile them separately using drive. An easier way to split the screen and share activities.

Staff support
Still processing!! My concern about offering digital lessons and such free to the public is that once we are back to a new normal- will people return or just stay digital because its free.

Stipends to contracted teaching artists not working. Social, emotional funds to support students
Strategies for emergence and likelihood of a series of social distancing episodes and corresponding emergences.

Subsidized rent for art centers without government support.
Substantive grants to teaching artists and Teaching Assistants (grad students) to support their pedagogical innovations and development
Support (through advertising) of teaching artists who are moving to online models and need registrants.

Support extensive field wide networks to share resources and expertise
Support for new artistic work by individual and small ensemble artists including funds for distribution methods.
Support with online resourcing and learning
Supporting a drawing studio that can take at least 200 students in one go.
Teacher hotlines, resource pools, collaborative innovations - these are the ideas I'm most on the watch for!
Teaching a young class online can't be easy. I hope classical music is a part of it naturally. I could compose a large romantic, symphonic composition about the crisis. Or I could produce an online series during the crisis with my string sextet with drums (CutTime®), all 6ft apart! Call it SD Classic! We'd play composers who were socially distant loners, like Brahms and Beethoven and myself. We'd play a variety too (inc. rock covers), but here would feature rich, dark and bluesy music, because so many of us have time to reflect and wallow in self-pity. We'd always end the set with an upbeat tune.
Teaching artist and other audience enrichment programs to sustain in-person audiences when the COVID19 emergency is completely over
Teaching artist grant programs or any way for art teachers to claim lost income specifically geared towards 1099 contractors because most benefits are for employees of arts organizations.

Teaching Artist Support in the digital space feels like a key priority right now

Teaching Artist Union

Teaching artists and arts educator grants, Organization sustainability, Organizational culture shift, Consistent training in dismantling white supremacy in arts education.

Tech support/funding for online teaching technology to connect with other teaching artist, technology to deliver programming off site , financial support for those out of work due to closings

the internet should be classified as a basic utility for all

The only thing that comes to mind is to offer programs online - not very wild or out of the box.

Theatre-to-theatre Community exchanges for young people.
There are so many different resources out there for our communities related to the arts, but many of these individuals need support with basic needs such as financial assistance for rent, food, loans, mental health services, and etc while each organization, including us, is doing it's best to provide that information, having one centralized place for all these resources would be so helpful so people don't have to hunt them down and avoid bad or false information. While many organizations have done this, it would be great if everyone got together and shared responsibility for one website.
There should be funds available that are specific to providing teaching artists work-from-home technology including high quality cameras, microphones, internet reimbursement or coverage, etc...

Think through how to continue our work through digital media.
This is a great time to show how the arts can be central to learning and healing. Art projects about any subject can be a great anchor to learning for students of all ages. One assignment: make art about anything you are learning could keep many kids occupied and productive.
This ties into my previous comment. Teaching platforms need to be extremely retooled to make them more user-friendly.
To create a fund to insure continued payment to artists during times such as this.
To make sure the artists have money to live
Too overwhelmed to state
Training programs for teaching artists; exchange programs; residency programs
Tuition pay what you can afford Masters degrees
Unemployment abilities for studio teachers
UNIONIZE TEACHING ARTISTS!
Virtual ‘marketplace’ or ‘exhibition’ that allows teaching artists to show their work and connect with schools/students/museums/other community orgs, funding for child care for teaching/working artists
Virtual / online teaching residencies (usually held in the classrooms) so we can continue our collaboration program between the public schools and teaching artists.
virtual tools
Waiver of royalty restrictions against presenting performances online.
Ways to better connect with children's authors and illustrators so that we can develop partnerships for creating new materials, programs, or plays for youth. Additionally resources on how to build cross-sector partnerships with related fields like yoga instruction to offer more diversity in our programming.
We are a very small community theatre with all volunteers. We are in planning stages for facing changes in technology, the environment/arts ecosystem. Our demographics are fairly stable with very few people or color.
We are reaching out to our in school artists to provide us with their YouTube link so we can send them to the schools for online learning.
We are wanting to turn our new facility, dadaLab, into a streaming headquarters where educators and artist can use out private rooms and google fiber internet to present to their classes or stream performances.
We have to address the digital divide in New Orleans before virtual learning will ever be equitable
We need a way to get materials to students while we continue to teach remotely. Training in best practices for online instruction in art would be essential for art teachers.
We need work that builds connections and underscores our shared humanity. We live in a rural/remote community and are working to distribute arts resources and supplies to local families using newly established and evolving distribution infrastructure (school lunch distribution bus routes and/or public library COVID lending protocols). We are working to contract teaching artists to deliver digital lessons.
We are weighing our desire to provide work opportunities for local teaching artists against our lack of expertise in creating digital content and the knowledge that there are existing resources out there we can connect with by following content created or distributed by trusted partners.
WE will need equipment help for virtual learning. I would like to employ some of our teaching artists to do professional development free of charge across the state for teachers as well as providing lessons that can be used in online teaching
We've heard from early head start program partners that a lot of families whom they serve do not have internet access and rely on materials being delivered to the home. There is likely to be high demand for the creation and delivery of physical materials in continuing art education and this needs to be addressed.
what would a 'great works' project look like on a national or local level?
When this is over I’d like to go more independent contractor with my services. And be more available to support communities with public art
Whew I'm gonna need a minute. It's hard to bury the past and build a whole new future all in the same week.
Will answer in follow up email.
Would like to see more unity among constituents of the dance community. Currently, online resources for dance are scattered and often are focused on genres other than social dancing. A central platform for arts-service providers to share lesson snippets would be great and also make it easier for others to access digital learning opportunities. How can arts organizations turn online learning into a small revenue stream? Training on this would be valuable.
WPA style artists working on public programs, including health
WPA type programs to employ artists and independent museum workers like me for work in the communities

D: Full Responses to Open-Ended Question 4

$$ for research and cooperation from funders to make this a priority in application criteria. This issue will only change if the funders start to exert pressure on organizations to adjust their budgets accordingly.
A champion for our K-12 Arts Educators to represent them at the National and Legislative level.
A day off
A realization by policymakers that nonprofits are employers and service providers that need the same protections they afford to major corporations and nonprofit businesses. Also, sound legal advice regarding the new COVID-19 laws that relate specifically to nonprofits.
A steady infusion of money...
A steady salary and medical insurance
A unified voice that lobbies for all disciplines of art education
A united voice telling us we can thrive throughout this crisis if we remember artists and the arts.
a way to reach families who are not plugged in
Access to better online (low-latency) technology that allows for live music streaming where musicians are in different locations.
Access to emergency funds, broader access to technology, mental health support for those who have already suffered trauma and are now sheltering in place.
Access to resources providing consistent income support until work resumes.
Access to revolving funds identified strictly for arts educators.
Action like this!
Administrative support to manage details
After we figure out how to save our orgs in the moment, we are going to need massive inter-org collaboration about how to plan for and finance next season.
All good for now
All things should also be mobile friendly
always money
An easy way to get additional supplies to my students that I wasn’t able to distribute to them because I didn’t know how long the remote teaching would last.
Any and all of this would be wonderful.
Art materials, money, a raise.
Artist grants
Arts education to be prioritized
As a small performing arts school in Vermont, the thing we most need is to survive.
At this stage safety and income to have food
Awareness that folks who need PCA’s are at a critical point
Better access to funding
Calm and reassurance.
can’t think of anything else at this time
Coalition building, and support.
Community support like this. :-)
Comprehensive plan, administration of financial help for all TAs that is equitable and fair.
Connection with fellow educators in a joyful way
Connections to others’ implementations.
Consistent projects and work.
Continued good health for myself and loved ones.
Continued motivations of developments throughout our field.
continued support and resources from Creative Generation
Cooperation with public school administration and Arts@large is very critical for me.
Coordination between our area arts organizations, so we create synergy, and don't work in a vacuum
Coordination between our area arts organizations, so we create synergy, and don't work in a vacuum
Counseling and support services both for constituents and staff
Current and regular updates on school closing schedules and services available to youth artists during this time
Dedicated, longterm support of the arts and artists in and outside of academia
Digital contact from the artists community. Let's support each other through this.
digital platform training
don't know yet, list above was comprehensive. We need cash flow now and time to breath to think and strategize while we also take care of our mental and physical health and families.
Emergency funding.
Emergency funds so we can pay our staff during this challenging time
Emergency grants for Higher Ed Art schools.
financial relief for those who are facing high childcare costs due to schools and daycares being closed.
Financial resources
Find ways to get inspired digitally so we as staff can inspire digitally.
Flexibility with funding/support for artists
For the arts and creative industries to be valued as a field contributing 4.5% to GDP. Therefore worthy as an investment priority for education and recovery relief.
for this virus to just go away.
free access to online virtual tools for teaching
Frequent publishing of art-rich materials for TAs
FUNDER FLEXIBILITY. Some orgs will want extended deadlines. Some will want to re-allocate the funds to alternate projects. Some will need to use the allotted funds to make sure teaching artists don't suffer from this unplanned loss of work. We need funders to allow orgs to make their case for how they, in good conscience, most need to use the allotted funds.
Funders being flexible and recognizing teaching artists still need to be paid and want to work in whatever means/ways they can
Funders need to better adress the nature of hourly payment for teaching artists, they need to be acknowledged as an integral part of the delivery of services, and paid for their expertise and engagement appropriately.
Funding and information to share with the New Orleans arts education community.
Funding for and training with equipment.
Funding for arts equipment and allowances
Funding for technology, operational support, and creating opportunities for other artists to learn and earn.
Funding needs are especially dire in rural communities, where we are on the wrong side of the digital divide.
Funding or partnership for projects
Funding sources for private contractors
Funding that requires collaborations between arts contractors working on remote programs and large institutional arts organizations

General Operating funds, to keep our org going strong while our programming is pivoting and limited.
Genuine help, counseling and business direction, community engagement, hope.
Gigs of mourning and celebration coming out of this. A good booking agent could help us do that.

Thanks!

God
Grant support! Canceled fundraisers and performers/artist fees.
Guidance and ideas for restructuring our organization's offerings; how to stay relevant in this survival situation; how to attract others and activate the role of art/music in inspiring and sustaining hope, compassion, love, responsibility, and positive change during this dark time of fear, greed and instability.
Guidance, support, resources.

Harmony
Health insurance

Help for your list above is a great start. Thank you!
help with consistent communication to constituents
Help with remote curriculum
Help with technology.
Helpers for Paint Free, Be Free.

hope.
Hotspots for wifi. We can't communicate with some students due to lack of wifi where they are and nowhere to access it now.

How do we ask our funders and donors to give at such an uncertain time? Especially individual donors. And how do we ask our community to pay for our online programs when everyday life is so up in the air.

How do we find funds for teaching artists in schools?
How to keep us all afloat when cash income completely stops.
I need for my board to not freak out and ask me to cut staff time. Now is our planning time for the rest of the year! (Assuming we get to have programming for the rest of the year...)

I need gigs and money to pay bills.
I need to not be marginalized. This pandemic is going to completely change our society. As usual, the arts are CRUCIAL in times like these.
I think our needs were well covered in the above priority ranking but please keep in mind that it's hard to accurately place one of those priorities in front of or behind another. They are very much integrated.
I think you've hit it all
I want to know more about how schools are messaging to families to be able to better support learning through arts.
I want to make sure that our multiple-gig-working artists are taken care of during this crisis. Those who are not F/T employees, and especially those who are hired as contractors are extremely vulnerable at this time.
I would like to see Teaching Artists' work more appreciated, socially and economically. Especially at this difficult time, it is obvious of how much we need them and we need to find ways to support them. I would love for there to be a single page that lists links to hundreds of online art education resources divided by student-facing or teacher-facing and by arts content area.
I'm OK because I have an academic gig, but a lot of my freelancer friends need unemployment compensation - it's unclear if they can get it under the current administration. Advocacy and information here would be helpful.

Immediate access to funds that can be immediately granted to those who lost their 'gig' incomes.
Immediate funding to support artists whose contracts have been temporarily suspended or canceled to replace the loss of income.

Immediate relief funding

In general, more ways we as arts orgs can support the needs of our students/school partners from afar!

In Texas, we need the state to provide support. They give so minimally to the arts or to out-of-school time programming, that we are left relying on the private sector. State-level advocacy resources and support would be helpful. Mainly, we just need to keep our teaching artists employed and supported right now!!

In the immediacy, as many resources for teaching artists as possible, or perhaps a format for them to connect with one another on state and national levels

Independent artists need emergency funds!! Don’t just focus on the nonprofit orgs!

IT

Job opportunities for resent graduates

Joined up, collaborative coping strategies across our sector

just financial stability

just funds to maintain our building's overhead expenses for as long as this health crisis lasts.

Just trying to figure out what the next few months are going to look like and how our organization (whose mission involves contact and connection through social dancing) will survive now and into the future. Worried about TAs losing jobs, staff losing jobs and the future funding cuts to all programs due to the recession ahead.

Kindness, patience, accurate information, honesty

Knowledge of dedicated arts funding sources

Larger reserve fund

Leadership

Learning how to manage time at home so work doesn't take over everything.

Less email, please.

Loans that are interest free that are due in 2-3 years for general operations

Looking past this crises, and getting ready for the next by thinking how arts education and the artists they educate can can do impactful work for the public service

looks like a good list

Lots of prayers!

Marketing help for online classes.

May need to get a real job! Look at artists who teach in the communities, in art centers, with seniors. We are ON OUR OWN.

Mental health resources for staff and folks we serve.

Mental health resources to cope with change

mental support

monetary support

money

money

Money and collaboration

Money and conversation. Thank you for the opportunity to share feedback.

money for regranting to small orgs in dire need of staff support

Money is going to be the big one. If we cannot provide our services, then we are not earning any money. Our services are pretty dependent upon audience.

Money to purchase equipment for live streaming and synchronizing, and to compensate performers for their time.
Money to support staff administration. We need each staff to have home offices with the equipment they need to run meetings and operations remotely.

Money, support, new board members, etc.

Money.

More

More insight into what other organizations are doing/ how we can work together

more knowledge about artists rights and copyright info

More sleep!

Mostly we need to make money...we’re taking a pretty big hit right now, as are our teaching artists.

Money is what’s needed, unfortunately.

Necessary tech tools/equipment

Need to be able to pay my bills.

Networking and new forms of peer exchange/community

Nonprofits treated like the small business and receive same kind of financial aid

Operating funds to buy time.

optimism

Our biggest need is alternative funding sources and fundraising methods.

Our communities and public officials to understand non profit arts organizations are effected and need support as well.

Outreach, meetings, new directions.

Patience

Patience!

pay raises

Payroll assistance or else my employees will need to apply for unemployment.

Pep talks:) 

Pictures

Prayers and Good Luck

Public education of impact to arts

Quick access to $ (grants and/or low-interest loans) so that we can stay afloat - more urgent now than ever before.

Quick access to funds once we are able to do live events.

Reliable high speed WiFi and devices, and consumable resources needed.

Rent support

resources

Resources for low income communities

Resources to assist teaching artists/musicians with mental and physical health care.

Results of the survey.

Retooling of grant funding focus on diversity to more urgent matters.

rustig doorgaan met ademhalen, gezond verstand blijven gebruiken en genieten van de dingen van alledag die er nog wel zijn. En elkaar daarin bijstaan: niet alleen cijfers over coronavirus maar ook wat er goed gaat etc à la het jeugdjournaal.

sanity and creativity

Shortened/simplified funding applications with rapid response time

Simply put - capital.
some kind of encouragement. Some of it is included above, but specifically my org will need replacement of lost tuition revenue and lost fundraising event revenue.

Sorry, but to remove this current federal administration is paramount!
Specific coaching for presenters, who aren’t producers of art. What can presenters offer in this space to our constituents, since we rely on presenting others’ programs? We feel a bit at a loss. Should we invest time and energy in producing our own content?
Starting money to make my own art, help to create a non profit to get art boxes to under-privileged kids and a huge tax break for contract work as a teaching artist
stop gap funding to help to pay utilities and fund for streaming tech
Submit your website to everyone you know of & include updates
Support and social connection in times of disruption
support for k-12 environments
Support for staff
Support to undertake work on a statewide level.
Technical and financial support, examples of successful work
technology and the know how to run it.
technology grants to TAs to get them equipment & step-by-step how tos for TAs that don’t know how to do the logistical end of this kind of work
Technology support - creating and delivering online content
Technology to better implement live programming.
Time
time and money
Time off from teaching in a classroom full time
Time to figure out best practices and funding to support teaching artists.
Time to process incoming data/resources and review and discuss with staff.
time to sort out pieces without the burden of deadlines. Everything feels rushed right now, just when we most need to slow down and make thoughtful decisions without risk of penalty
time, patience, guidance.....
too big to answer right now
UBI? Medicare for all?
Unemployment expansion for freelancers to recoup lost pay
Unsure at this time
Upskilling or funds to pay professionals in online technologies
virtual tools
Visionary leadership
Visionary leadership
ways to make a difference
We are good just trying to think of creative ways to reach the students in our community while they are learning from home.
We are still trying how to fulfill our artistic mission, but support basic human needs which are somewhat out of our scope.
We definitely need a way to keep being able to reach out and connect with the students and generate ideas collaboratively
We need help understanding our financial position, given the rapidly changing environment
We need support to create strong materials, leaders to develop and deliver them.
We're not sure yet. It depends on how long this lasts.