

APPENDIX G

Guidelines Definitions

ADA Compliance

See [Appendix B](#)

American Indian/Alaskan Natives

The federal government defines American Indians as members of any tribe, people or culture that is indigenous to the United States of America.

Appalachian

A person who comes from, or whose ancestors come from, the mountainous area of the Eastern United States defined as the Appalachian region, and who identifies or is identified by others as sharing the Appalachian heritage and culture. The multiracial and multiethnic Appalachian population overlaps demographic data on African Americans, American Indians and other minority groups.

Artist (Creative)

An artist who creates, makes or originates a work of art using his or her artistic or intellectual inventiveness (e.g., painter, choreographer, music composer, playwright).

Artist (Interpretive)

An artist who interprets the creative work of another into an art form, usually a performance (e.g., singer, dancer, musician, actor).

Arts Festival

Public event that features the presentation or performance of a variety of art forms and involves community members and professional artists in planning, adjudication and presentation.

Assessment Tools

Also known as “assessment instruments.” These refer to the methods of gathering data about learner performance and understanding, and may include questionnaires, written tests, portfolios, check lists and rating scales for projects or performances.

Beginning Operating Balance

Refers to funds in the budget for operating income and expenses at the beginning of an organization’s fiscal year.

Brick and Mortar Activities

The OAC does not fund brick and mortar activities (e.g., capital improvements).

Capacity

The ability of an organization to fulfill its mission by measurably achieving its objectives through a blend of sound management, strong governance and a persistent rededication to achieving results.

Capital Improvements

A structure or major piece of equipment built or installed to permanently add value and capacity to property.

Collaborations or Partnerships

Collaborations usually involve short-term or temporary arrangements between two or more entities to work on specific projects. Collaborating entities may share costs and contribute resources to the specific projects.

Partnerships are typically characterized by a long-term (one year or longer) working relationship between two or more entities. Members of partnerships are often involved in planning and decision-making for multiple programs and projects over an extended period of time. All entities within a partnership share costs and contribute resources to the programs or projects.

Collaborator

A mutually beneficial association with two or more groups or organizations that center on common or complementary goals and shared work. This term also may refer to two or more artists who work together to create a work of art where all parties have ownership of the completed product.

Contact Session

This is a formally scheduled meeting with a residency artist. A total of four contact sessions may be scheduled per day. Usually, one is the core group and the other three are peripheral groups.

Core Group

One or more groups, identified by the artist and residency planning committee, which meet with the artist each day throughout the residency for an in-depth artistic experience. The group(s) may be a classroom size or smaller and comprised of students, teachers, staff, parents and other community members.

Creative Economy

The Ohio Arts Council uses the definition of creative economy developed by the [New England Foundation for the Arts](#) in 2007. This definition focuses on the cultural component of the creative economy, which includes the occupations and industries that focus on the production and distribution of cultural goods, services and intellectual property.

Credible Research

This type of research is characterized by:

- A basis in the accumulated knowledge or literature of research so it builds on prior work.
- Research based on the investigation of useful hypotheses or questions.
- Transparency of methods, so that readers of research can understand how data were collected and analyzed.
- Coherency between methods and conclusions, so that a clear chain of logic connects findings to the data.
- Where possible, replication of results, so that others can investigate similar phenomena under similar conditions using similar methods.

Criteria

Minimum standards organizations and individuals must comply with to be considered for funding. Meeting specific criteria does not guarantee a grant award since all OAC programs are competitive.

Curricula

These include instructional materials related to a unit of teaching and learning within a particular subject area. These may include lesson plans, audio-visual materials, teacher guides, textbooks, etc.

Cultural Data Project (CDP)

A powerful online management tool designed to strengthen arts and cultural organizations. Hundreds of organizations are currently participating in the Ohio CDP. The CDP allows organizations to track financial and programmatic performance over time and benchmark their organization against comparable organizations in specific disciplines, geographic regions and budget sizes.

Cultural Data Profile

Participants in the Cultural Data Project complete a Cultural Data Profile at the end of each fiscal year, using information from board-approved audit/reviews or board-approved year-end financial statements. The types of data collected include basic organizational information, revenues, expenses, marketing activities, balance sheet items, investments, loans and a wide range of non-financial information.

Cultural Participation

The idea that broad participation in the arts allows people to celebrate their diverse backgrounds and abilities, enhances individual creativity and encourages the discovery of a sense of common purpose and understanding. The OAC requires applicants and grantees to strive for wide cultural participation and to make their arts programs, facilities and opportunities accessible to everyone. For more information on the OAC's Cultural Participation policy, see [Appendix C](#).

Deficit Reduction Plan

A document that explains an organization's plan to retire its accumulated deficit, including specific strategies for adjusting programming, decreasing expenses and/or increasing income as applicable. A deficit

reduction plan should be prepared and/or approved by the leadership of an organization, including its board, and include a timeline for accomplishing objectives.

Demographics

Information from a variety of sources used to create a broad profile of any community. May include population trends, age, gender, race or ethnicity, education, income, crime rates, voting statistics and occupations. Obtain this information through the U.S. Census Bureau, Chamber of Commerce, development offices or the U.S. Postal Service.

Diversity

Diversity is accomplished when programs, services, activities and governance of an organization are inclusive and engage people of varied demographics, cultures, ethnicities, religions, ages, disabilities, genders and backgrounds at multiple levels and in multiple ways.

Draft Application

Proposed application including narrative and budget submitted 30 days before the deadline to OAC staff for review, suggested revisions, additions or corrections.

DUNS Number

The Data Universal Numbering System (DUNS) number is a unique nine-character identification number. DUNS numbers are required of all federal grant recipients and are provided by the commercial company Dun & Bradstreet. The federal government uses the DUNS number to better identify similar and related organizations that are receiving funding under grants and cooperative agreements. The number also provides consistent name and address data for electronic grant applications. Obtaining a DUNS number is easy and there is no charge. To obtain a DUNS number, go to the Dun & Bradstreet [website](#).

Ending Operating Balance

Refers to the remainder of funds in the budget for operating income and expenses at the end of an organization's fiscal year, after all revenues, expenditures and transfers have been calculated.

Evaluation

For learners, formative evaluation is the process of judging an ongoing, changing process or product for diagnosis, revision, description, information or comparison. Summative evaluation, or final judgment serving the purposes of persuasion, verification, prediction or validity, is also referred to as outcome evaluation. For programs, formative evaluation occurs during the program planning and implementation phases. Summative evaluation occurs after the program has been completed.

Evaluation Strategies

These strategies may be qualitative or quantitative in nature. Program evaluation findings are considered credible when the evidence that is collected supports the claims being made. Therefore, evidence should be a combination of quantitative data (the results of numerical measurement and statistical analysis) and qualitative data (the results of investigating perceptions, opinions and behaviors).

Evaluation Tools

Used to assess an organization's success in serving a broad constituency and to continually refine programs and services. May include surveys, polls and questionnaires, interviews, discussions, evaluation forms, checklists and documented observations.

Fiscal Agent

An incorporated, nonprofit, tax-exempt organization that provides administrative and financial services for projects initiated by unincorporated or incorporated nonprofit organizations that do not have financial or administrative capability. The fiscal agent accepts responsibility for administering paperwork and project funds throughout the OAC grant process. The unincorporated group or organization completes the project activity.

Fundraiser

An activity or event intended to generate money to support a nonprofit organization. The OAC does not fund fundraisers.

Indirect Costs

Costs a university or college assigns to a project as a percentage of the direct project cost. These include operation and maintenance expenses, depreciation, interest on capital debt, general administration expenses and project administration expenses. For OAC purposes, indirect costs may be used only as an in-kind match on OAC applications and final reports.

In-Kind Donations

Goods or services that are donated and not paid for by the applying organization, including volunteer time by a professional, office space, facilities and equipment rental. If in-kind donations are used to meet a required match, written documentation must be provided. A letter signed by the provider that lists the service provided and its estimated value is adequate.

Interdisciplinary

An art form that crosses two or more disciplines to create a new work. For example, a project that contains elements of visual arts, media and performance art might be interdisciplinary.

Learner Assessment

Learner assessment is the larger process of describing, collecting, recording, scoring and analyzing information about student knowledge, skills and dispositions against instructional objectives and standards of quality.

Letters of Commitment

These letters should be no longer than one typed page and should directly affirm that the partnering or collaborating entity intends to support the proposed project as stated in the application (budget pages and/or narrative). It should be clear that the writers of the letters are familiar with the proposal. Letters should be addressed to the OAC.

Multidisciplinary

A combination of two or more artistic areas. For example, a project that combines visual arts with music is multidisciplinary.

Multi-Generational

Arts Learning programs can serve a wide range of individuals across generations, including preschoolers, children, youth and young through older adults.

Ohio Fine Arts Academic Content Standards

In December 2003, the Ohio Department of Education adopted the Fine Arts Academic Content Standards. For kindergarten through grade 12, these standards clearly determine what students should know and be able to do in dance, drama/theatre, music and the visual arts. This is an integral component of an aligned education system that includes the arts as one of the CORE subjects in the No Child Left Behind Act. A comprehensive and sequential guide for student progress in arts education, the standards include major content in: history, culture and social contexts; creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connections, reflections and applications.

This Ohio Department of Education document includes grade-level benchmarks and standards in the following four domains:

- Historical, Cultural and Social Contexts
- Creative Expression and Communication
- Analyzing and Responding
- Valuing the Arts/Aesthetic Reflection

Standards in arts are challenging but attainable visions of student outcomes (e.g., what students should know and be able to do and appreciate) resulting from their arts education or arts learning experiences. Grade-level bench marks are interim targets for progressing “normally” toward a final standard.

Outcomes

Results that program activities are expected to produce. An outcome is an operationally defined goal (e.g., something that can be measured). For learners, it can be a culminating activity, product or performance. For programs or projects, it can be the positive changes that have occurred in the lives of those being served.

Panel Process

The procedure followed by panelists in reviewing applications and making funding recommendations to the OAC board.

Panelists

OAC panelists help the OAC staff make funding recommendations to the agency's board. A panelist may be an artist, arts administrator, education specialist, board member or someone else who is closely associated with the arts. An artistic background is not required.

Partial Payment

Payment to an organization of 50 percent of a grant before the completion of a project and/or fiscal year, based on expenses incurred. A partial payment is made only if a request is submitted through the OnLine Grant Applications (OLGA) system and will be made no later than 60 days before the ending date of the grant, thereby certifying that activities have begun and/or that expenses for activities have been partially incurred.

Partners

Two or more groups or organizations that have agreed to formally work together. Usually the partners have a common vision and goals, but want to address the needs and issues that could not be accomplished alone.

Peripheral Group

This is a classroom-size group or smaller that meets with a residency artist less frequently than the core group for art-making activities.

Planning Session

This is a meeting between the professional artist, the sponsor's planning committee and an Arts Learning program representative for the purpose of planning a residency. The meeting lasts approximately two hours and is scheduled four to six weeks before the residency begins.

Presenter

A nonprofit organization that engages touring artists, pays them a fee and handles the local presentation.

Professional Artists

People who devote a major portion of their time to creating, practicing, performing or teaching any of the arts.

Program

An area with set goals and criteria in which OAC funds are granted. Most programs fund several disciplines. Examples of OAC programs include Sustainability, Arts Access and Project Support.

Rendering

The finished drawing for a project.

Research

Research is a systematic process of collecting and analyzing objective evidence in order to establish facts and reach conclusions. The purpose of research is to increase common knowledge and understanding in an area of interest and concern.

Residency - Arts Learning

A two-week to nine-month period during which a professional artist resides in a community and works in educational settings. The artist collaborates with students, teachers and community members in an in-depth experience that focuses on the creative process of art making.

Residency - Ohio Artists on Tour

Short-term experiences that enhance the artist's actual performance. During these residencies, artists interact with a community in a variety of ways. Residencies focus primarily on public and educational performances, such as lecture-demonstrations, media events, mini-concerts and other informal performances. While residencies are not designed primarily for training, they often include open rehearsals and master classes.

Service Organizations

Statewide regional and national nonprofit arts organizations that offer broad-based services to individuals and/or organizations in various arts disciplines.

Short- and Long-Range Plans

Documents that are used to define the desired outcomes, goals and objectives of an organization's programs and services. Such plans include broad goals and objectives with detailed action steps linked to financial/human resources, timelines and evaluation instruments.

Special Project

An activity of an organization that is unique or special and is not part of the organization's regular programming or operations.

Specific Populations

Black/African Americans, Appalachians, Asians, Hispanics/Latinos, American Indians/Alaskan Natives and Native Hawaiian/Pacific Islanders, persons with disabilities and seniors aged 62 or older.

Sponsor

Similar to a presenter. A sponsor is used when organizations or schools have artists in residence, rather than in a performance situation.

Sponsor's Planning Committee

This group is generally comprised of eight to 12 individuals who are key to the residency's success. Members should include the school's or organization's administrator (principal or director), staff/teachers working with core and peripheral groups, arts specialists, community members and students (when appropriate).

Strategic Plan

The result of the ongoing process an organization uses to determine its goals and set measurable targets and outcomes for success. Thorough strategic planning involves visualizing the desired future state of the organization, analyzing the current environment, comparing the future ideal with the present reality, identifying gaps and then making prioritized plans to close those gaps.

Support Material

Supplemental materials that must be supplied with an application to document artistic merit, programming, community involvement and financial responsibility. Refer to each program area and the [Support Materials Grid](#) for specific requirements.

Underserved Populations

Potential arts participants, selected by communities, who are not currently served. Under-served populations include, but are not limited to, members of immigrant or ethnic groups, rural residents, urban or rural youth, unemployed people and homeless people.