

2021-2022

TWIGS

ANNUAL REPORT



TWIGS MISSION

The Baltimore School for the Arts (BSA) TWIGS program provides initial artistic encounters as well as advanced instruction for Baltimore City elementary and middle school students in dance, music, acting, stage design & production, visual arts, and film & visual storytelling. BSA/TWIGS offers opportunities for artistic access to children from all of Baltimore City's neighborhoods and provides exceptional training to prepare students for further arts experiences, including the BSA high school and beyond.

TWIGS VISION

We respect the young creative mind and exist to nurture its passion and potential. We believe that exploration of an artistic field leads to a wide range of positive outcomes for both the student and the community.

Dear Friends,

The 40th year of TWIGS has been an incredible joy! Returning to in-person classes this year at the Baltimore School for the Arts (BSA) was a wonderful experience for students, staff, and teachers alike. However, the impact of the pandemic was still with us as we returned to campus, with social distancing and masking in classrooms. Many children and their families were personally impacted by the pandemic and missed their TWIGS classes as a result.

Despite these circumstances, week after week, we continued to see our young artists flourish before our eyes. This year, our student culminating events included a new spring dance production, music recitals and concerts, an art exhibition, theater class open-studio sessions, and a film screening.

I must also share that this will be my final year as Director of the TWIGS Program; I have accepted the position of BSA Theatre Department Head beginning in August 2022. I am committed to supporting the transition of the TWIGS program in the coming year, and the search for my replacement has already begun. Serving in this position for the last nine years has been incredibly rewarding. Our students and families have left an indelible mark, they have a piece of my heart, and will always remain an inspiration.

TWIGS would not be possible without our partnerships with the incredibly generous greater Baltimore philanthropic community. We continue to be amazed by your support and are so grateful for your commitment to Baltimore's young artists!

Becky Mossing

Warm regards,
Becky Mossing '88
Director of TWIGS and Community Outreach





Our Students

The TWIGS program offers free after-school arts education and training for 2nd through 8th grade students, running for 20 to 24 weeks during the school year. This year TWIGS students pursued pre-professional training in one of six discipline areas: Dance, Music (Instrumental or Vocal), Acting, Stage Design & Production (SDP), Visual Arts, or Film & Visual Storytelling.

TWIGS plays an important role within our community as a free arts education resource for children across Baltimore City. Without TWIGS, many of our young people would not have access to arts education or experiences during their formative years. The program is open to all residents of Baltimore City, many of whom live in under-served communities, such as Southern Park Heights where the median household income is \$26,015, and 46.4% of families are living in poverty (Baltimore City Health Department).

This year, TWIGS served a cohort of **461** students in grades 2-8. These students came from **52** Baltimore City Public Schools, **11** parochial schools, **16** independent schools—20 students are homeschooled. The majority of our students are from underserved minority populations; 43% are African American, 43% are Caucasian, 4% are Hispanic/Latino, 4% are Asian, and 5% are other races. About 25% of our TWIGS students reside in low income households or communities.

Baltimore City Schools Served in 2021-2022

Afya Public Charter School
Armistead Gardens Elementary/Middle
Baltimore Collegiate School for Boys
Baltimore Design School
Baltimore International Academy
Baltimore Montessori Public Charter School
Bay-Brook Elementary/Middle
Booker T. Washington Middle School
Brooklyn Park Middle School
Cecil Elementary School
City Neighbors Charter School
City Neighbors Hamilton
City Springs Elementary/Middle
Commodore John Rodgers Elementary/Middle
Cross Country Elementary/Middle
Dickey Hill Elementary/Middle
Elmer A. Henderson: A Johns Hopkins Partnership School
Empowerment Academy
Federal Hill Preparatory Academy
Francis Scott Key Elementary/Middle
Glenmount Elementary/Middle
Govans Elementary
Green Street Academy
Greenmount
Hamilton Elementary/Middle
Hampden Elementary/Middle

Hampstead Hill Academy
Hazelwood Elementary/Middle
John Rurah Elementary/Middle
KIPP Harmony Academy
Leith Walk Elementary/Middle
Liberty elementary
Lillie May Carroll Jackson School
Margaret Brent Elementary/Middle
Medfield Heights Elementary
Midtown Academy
Montebello Elementary/Middle
Mount Royal Elementary/Middle
North Bend Elementary/Middle
Northwood Elementary
Patterson Park Public Charter School
Robert W. Coleman Elementary
Roland Park Elementary/Middle
Southwest Baltimore Charter School
Stadium School
The New Century School
The Mount Washington School
The Green School of Baltimore
Thomas Johnson Elementary/Middle
Tunbridge Public Charter School
Vanguard Collegiate Middle
Wildwood Elementary/Middle

Our Faculty

Our TWIGS classroom faculty consists of more than 40 part-time professional artists, many of whom also teach at the high school level. These teachers, selected for their expertise and experience teaching beginning artists, model the discipline and process required to gain skills in the arts. The program also provides part-time employment to 10 student teaching assistants, BSA high school students who support our teachers in the classroom and serve as role models for our TWIGS students. They are all guided by BSA's talented arts department heads: **Laura Halm Hamilton '99** (Dance), **Julianne Franz** (SDP), **Dr. Mellasenah Edwards '85** (Music), **Archie Veale '85** (Visual Arts), and **Beatriz Bufrahi** (Film & Visual Storytelling).

Rosiland "Roz" Cauthen was named Interim Executive Director of the BSA in July 2021. She has been at BSA since 2016 as the head of Theatre Department. Roz came to the school from Center Stage, where she served as the Director of Community Programs. Cauthen is a graduate of the M.F.A in theatre program at Towson University, where she has taught courses as adjunct faculty and directed their Theatre Arts Mainstage productions.

This year, our TWIGS leadership team continued to guide the program, with **Becky Mossing '88** serving as TWIGS Program Director, and **Iris Andersen Grizzell '96** as TWIGS Program Manager. **Michael Solomon**, our School/ Parent Liason, celebrating his 21st year with the program. This year the program was also supported by Outreach Fund Manager, **Anna Ellis '02**, who cultivated grant funding for TWIGS.

Becky Mossing '88 | Director of TWIGS and Community Engagement

Becky Mossing '88 has performed both nationally and overseas. Her credits include Beauty and the Beast (nat'l tour); Cinderella Waltz (Off B'way); Working with Showdown Theatre Arts, in Guildford, United Kingdom; and both productions of Hairspray in Concert with John Waters and the Baltimore Symphony Orchestra (BSO). Becky has narrated weekday and family series concerts for the BSO including Carnival of the Animals, The Remarkable Farkle McBride, Wizards and Wands, and A Young Person's Guide to the Orchestra. Becky's directing credits include The Polar Express and A Remarkable Farkle McBride with the BSO, Working, Our House, Hairspray, Rent, Elegies, and Urinetown, with Showdown Theatre Arts, U.K. Her cabaret performances can be seen frequently in the Baltimore area. Mossing has been BSA's musical theatre instructor for 16 years and directs the Hippodrome Foundation's summer theatre camp intensives. She is a graduate of New York University's Tisch School of the Arts, where she received the Outstanding Achievement Award in Musical Theatre. She received her Master's in Teaching degree from Goucher College and has dual certification in K-8 general and special education.

Becky has accepted the position of BSA Theatre Department Head beginning August 2022, and a search for her replacement as Director of the TWIGS program is underway.

TWIGS Program Manager | Iris Andersen Grizzell '96

Iris Andersen Grizzell '96 holds a B.F.A. from the California Institute of the Arts. Her training began at the Peabody Preparatory Institute with Dale Sehnert, followed by Classical Ballet with Caryl Maxwell and Caroline Denzler, and then Kinetics Dance Theatre with Dottie Fried and Donna Pidel. She has trained with the Eglevsky Ballet, the Washington Ballet, and the Ailey School. During her four years at California Institute of the Arts, she was nominated for the Princess Grace Award and studied in London at the London Contemporary Dance School.

Andersen Grizzell danced with the Pasadena Dance Theatre in California from 2003 to 2011, and from 2004 to 2011 she danced with the Francisco Martinez Dance Theatre in both concert and outreach performances throughout California. Andersen Grizzell received first place for her work in Howard County Ballet's Young Choreographer's Showcase in April 2011. Recently, she performed with Bowen McCauley Dance, the Campbell Dance Experience and the Harford Ballet. She also teaches ballet, pointe, and modern for BSA high school students.

Iris has accepted the position of BSA Dance Department Head beginning August 2022, and a search for her replacement as Manager of the TWIGS program is underway.





TWIGS Program Activities

This year, TWIGS classes were held in-person once again, from 4:30-7:15 pm on weekdays, and from 9:00 am-4:00 pm on Saturdays. In response to the ongoing pandemic, TWIGS implemented contactless attendance software to ease pick-up/drop off for parents and students and allow for social distancing in our lobby and entryways. Dance and Instrumental Music classes were again extended from 20 weeks to 24 weeks to meet the instructional needs of our students. Instrument sectional classes were also extended to enhance skill building opportunities for students, including a short series of Summer Sectionals.

Class Schedule

This year students pursued pre-professional training in one of six discipline areas: Dance, Music (instrumental or vocal), Acting, SDP, Visual Arts, or Film & Visual Storytelling. Weekly classes were offered as follows:

- Dance: The 2nd-8th grade students were assigned participation levels based on skill. Generally, 2nd-4th grade students attended a 1-hour class once a week; 4th-5th graders attended a 1-hour class 2-3 times per week; and 6th-8th graders attended class 4-5 times/week.
- Music: Instrumental students each received weekly 30-minute private lessons, in addition to sectionals, large ensembles and musicianship classes. Vocal students received both a choral class and a group musicianship class.
- Acting: Acting students (grades 5-8) attended one 90 minute class each week, participating in theater games, improvisation exercises, monologue and scene work.
- Stage Design & Production: SDP students (grades 5-8) attended one 1.5-hour class each week, learning about puppetry, props, set and costume design and construction, and other production skills.
- Visual Arts: The 4th-7th grade students attended a 2-hour class once a week, and 8th graders attended a 2-hour class twice a week. Students experience project based work, explore use of a variety of media, and focus on draftsmanship skills.
- Film & Visual Storytelling: The 8th-grade students participated in an 8-week course for two hours each week. This year the course ran from October 2021 through December 2021. 7th and 8th graders participated in the AdobeSuite class for 20 weeks focusing on Photoshop, Premiere Pro and After Effects.

2021-2022 Course Descriptions

Dance

TWIGS dance classes provide students with fundamental training in classical ballet based on the Vaganova level one syllabus. Older dancers in the program have ballet classes three times per week and also study modern once per week. In addition to this, our most advanced dancers also have a pointe class once per week. At all levels of the program, an emphasis is placed on providing age appropriate exercises that allow students to develop flexibility and strength, improve their mind-body connection, and expand their dance vocabulary. All classes have live musical accompaniment, which assists students in developing a sense of rhythm and musicality.

Our 2nd-8th grade students are assigned participation levels in TWIGS based on skill. Generally, 2nd-4th grade students attend once a week for one hour. Some 4th and 5th-graders attend up to 2 or 3 1-hour classes/week, while 6th-8th graders attend class 5-6.5 hours/week. This year, our dance students will also experience the performance process first-hand, beginning with auditions and rehearsals, and culminating in both a holiday dance performance of “The Nutcracker,” alongside the BSA high school students, and an end-of-year multidisciplinary performance, “Coppélia.”

The delightful tale of a mad inventor and the life-like doll he creates, “Coppélia” or “The Girl with the Enamel Eyes,” is considered one of the greatest comic ballets of the 19th Century. The ballet is set in a Polish village, long ago. Swanhilda and Franz are sweethearts, but Swanhilda thinks Frantz is in love with Coppélia, a strange girl in the house of a dollmaker named Dr. Coppélius. Swanhilda discovers Coppélia is a doll, which Dr. Coppélius tries to bring to life using Frantz’s life force. Fortunately, Swanhilda saves her sweetheart’s life, and the two live happily ever after. In the TWIGS version of this

production, Franz and Swanhilda are siblings, and the wedding in Act III is a village celebration. The whimsy of this story and its themes are at once relatable and fantastical for our young students. *This production was made possible in part by funding from the Baltimore Office of Promotion and the Arts “Arts In Action” Program.*

Music

Comprehensive music instruction is designed to train young musicians to improve their skill on the instrument they play, to sing, and to understand the basic elements of music. This year we provided two group piano classes, one vocal class, nine musicianship classes, 10 sectional classes, and 100 private lessons for music students. Large ensemble music classes—concert band and string orchestra— were able to resume up on our return to in-person programming. Sectional classes continued this year as well. Culminating events included a full day of recitals for individual students and ensemble concerts.

Acting

TWIGS acting classes emphasize expanding the students’ imagination, improvisation, and theater games through playmaking. Our 5th-8th grade students attended one 90-minute class each week. Parents were invited to sit in on the final acting classes to see what students have been doing during the year.

Stage Design & Production

The SDP program equips students with a variety of skills, including an introduction to set design and construction, stage lighting, and sound design. This is done through puppetry and design work, which are offered to 5th-8th grade students in 1.5-hour classes once a week. Parents were invited to an open-studio session where they were able to see the student projects from the year, including small scale versions of set design, costumes, puppets, and more.

Visual Arts

The Visual Arts program encourages students to explore and expand their imaginations while also developing fundamental artistic skills in drawing, painting, and sculpture. This year, 4th-7th grade students attended 2-hour classes once a week, and 8th graders attended 2-hour classes twice a week. TWIGS students were able to share their work in a one-day spring exhibition at BSA for parents and family members.

Film & Visual Storytelling

Nine 8th-grade students were invited to participate in the Film & Visual Storytelling Audition Prep class this year. They attended a 2-hour class each week. The goal of this course is to help students develop their storytelling skills by using the principles of storytelling and the classical three-act story structure. At the end of the program, students had a portfolio of work to audition for the recently established *Charles C. Baum Film and Visual Storytelling Department* in the high school. This year our students participated in an 8-week course, from October 2021 through December 2021. A culminating film screening took place on the last day of class for students and their families. Ten 7th and 8th graders participated in the AdobeSuite for Filmmakers course where they learned software programs including: Photoshop, Premiere Pro, and After Effects. Students learned skills necessary to create film posters and short videos with basic visual effects and title sequences.

Center for Collaborative Arts & Technology

With our return to campus, a Center for Collaborative Arts & Technology (CCAT) class was able to resume this year for select 5th and 6th grade students. Students were introduced to basic computer skills, as well as the operation of DSLR cameras for photography and video, image editing in Adobe Photoshop, basic video editing and animation in Adobe After Effects, and 3D design and printing using Tinkercad. This class met for two hours each Saturday.





2022-2023 Auditions

After a pivot to virtual auditions for 2020 and 2021, TWIGS resumed in-person auditions for Acting, Dance, and Music. TWIGS continued with the virtual audition submission process in SDP, Visual Arts, and Film & Visual Storytelling for the upcoming 2022-2023 program year.

At the end of our 2021-2022 program year, **335** TWIGS were eligible to re-enroll or reaudition for the next year of TWIGS. The TWIGS re-enrollment process and new student auditions began in late May and ended in late June 2022, as the planning, execution, and processing of a new re-enrollment system took place. As of July 2022, **256** (76%) of those students have re-enrolled for the 2022/23 program year. Of the 34 visual arts rising 5th and 6th grade students eligible to re-audition 29 have been invited through audition to return.

This June, there were **841** applications for TWIGS Auditions. Of those, **520** actually submitted audition portfolios for Film & Visual Storytelling, Stage Design & Production, or Visual Arts or responded to the invitation for an in-person audition appointment at BSA for Acting, Dance, Instrumental or Vocal Music. Some prospective students (149) did not attend their in-person appointment at BSA. Many of the communications we received noted that students did not attend the in-person audition due to COVID related illness or concerns. A total of **355** new students have been accepted to TWIGS for the 2022-23 school year: Acting-75, Dance-48, Film-26, SDP-30, Music-73, VisualArts-103. This will bring our total TWIGS enrollment to approximately **609** students if all new students enroll. We are looking forward to having a robust roster of students and a successful and exciting 2022-2023 TWIGS year!

Community Engagement

Community Performances

BSA/TWIGS traditionally offers a range of programming to engage children across all of Baltimore City. During a normal year, about 4,000 students from Baltimore City Schools annually attend free matinees of “The Nutcracker” and other BSA productions through the School Performance Program. Our Final Dress and First Look programs offer behind-the-scenes experiences with BSA visual artists and actors. When possible, we also take BSA and TWIGS students to see shows, art exhibitions, and concerts hosted by our neighbors in Mount Vernon: The Walters Art Gallery, the Baltimore Symphony Orchestra, Center Stage, the Peabody Conservatory, and more.

This year, our School Performance Program brought 417 public middle and elementary school students to see our new production of “The Nutcracker: A Magical Tale in Mount Vernon,” choreographed by renowned choreographer, Amy Hall Garner. The schools in attendance included Belmont Elementary, Booker T. Washington Middle, ConneXions, Holabird Academy, Lillie Mae Carroll Jackson Charter School, Midtown Academy, Tench Tilghman Elementary/Middle, Wildwood Elementary/Middle, and William Paca Elementary. We also hosted our 365 BSA highschool students; it was very meaningful for all of our BSA students to have access to this free show, and to support their peers on stage. BSA students were also able to see a free performance of our “2022 Expressions” production—something we have not been able to offer students in the past—including appearances by guest artists like Eze Jackson and Lady Brion.

Music Pilot Program

This spring we piloted an instrumental music program at Holabird Middle School. Holabird Middle had established a recorder program with its music students, and we worked with music teacher Jennifer Bowers to create an after-school flute program for interested students. TWIGS was able to provide instruments, PPE, and an instructor to work with 10 students on Wednesday afternoons in Holabird’s music classroom, with support from the school faculty on site. This partnership ran smoothly as the Holabird Middle already had an established schedule of after-school clubs and activities, making the enrollment of students and the implementation of the program seamless. We were able to roll out this program after just four weeks of planning and instrument repair. Four of the Holabird students involved with the 8-week after school program have successfully auditioned for the 22-23 TWIGS Music program. We look forward to working closely with Holabird in the future and other schools in much the same way as a means to recruit students and begin creating closer partnerships with schools.

Board Committee & Sub-Committees

The TWIGS Board Committee met monthly beginning in November 2021 and ending in May 2022 (meeting dates: 11/9, 1/4, 2/8, 3/15, 4/5, 5/10, 5/24). In response to the TWIGS Strategic Plan 2020-2025, the Board Committee has formed three sub-committees to address areas of concern:

- Curriculum Scope & Sequence
- Budget & Sustainable Funding
- Outreach Planning & Implementation

This year the Budget & Sustainable Funding Sub Committee was replaced with biannual budget meetings in January and April of the program year. During the January meeting the committee reviewed the current budget and spending for the program, and discussed the funding priorities for next year, as well as possible outreach activities moving forward. The April budget meeting was spent reviewing the proposed budget for TWIGS in 2022-23.



During its meeting on April 19th, the Curriculum Scope & Sequence sub-committee discussed the April 5th meeting with Department Heads to begin setting curriculum goals, objectives, and subsequent benchmarks for TWIGS. A second Department Head meeting is scheduled to take place on May 10th. The central goals of the work are to document and revise our current TWIGS curriculum (across all art departments) in order to refine the quality of our arts instruction, and to create a consistent curriculum guide that could be used in mobile programming. This directly relates to the following TWIGS Strategic Plan Goals:

- Refine the quality of all TWIGS [in-house] arts programs to drive excellent outcomes for students
- Develop mobile programming that travels to schools/communities

The Engagement Planning & Implementation sub-committee met on May 10th to discuss the spring Music pilot program at Holabird Middle School and the potential to expand upon this work in the next year. It was agreed that these decisions would ultimately have to wait until a new Director of TWIGS and Community Engagement was hired. This group will meet again in the fall to discuss outreach priorities with Executive Director Rosiland Cauthen and the new TWIGS Director.

The final meeting of the year took place May 24th to review the full year. At this meeting, the discussion of a change in name of title from Director of TWIGS and Community Artreach to Director of TWIGS and Community Engagement was discussed and a means to bring a more direct link to how we want to partner more with the community. As well, a further review of program partnerships with schools and programs successes including upcoming auditions and audition applicants took place. The board sub committee was supportive and positive about the TWIGS year and comfortable and confident with our ability to transition leadership smoothly.

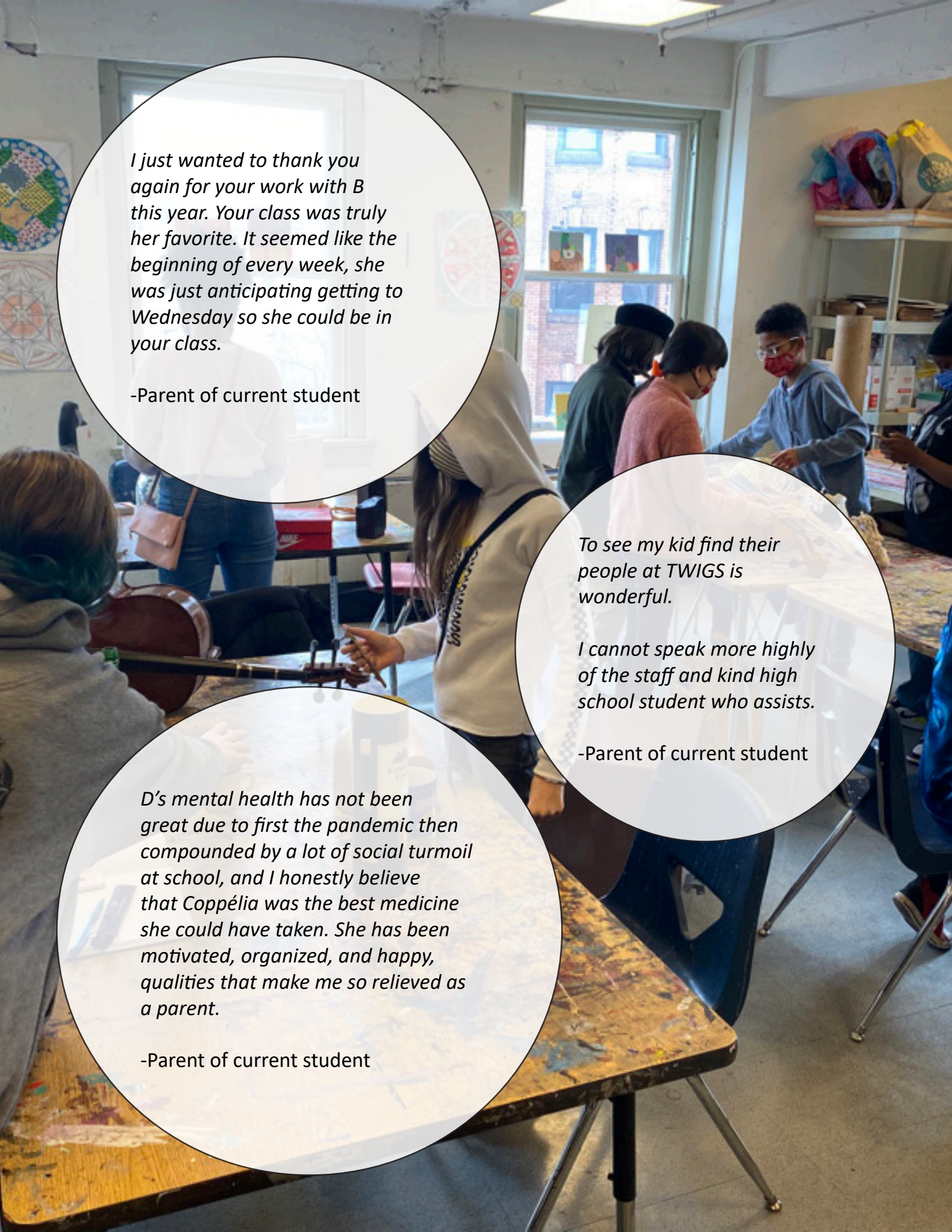
Thank you to all of our committee members for their service this year!

2021-2022 TWIGS Board Committee Membership

Ira Weinstein | Committee Chair

Fred Bair
Joseph Butler
Jesse Grant-Skinner
Kippy Joseph
Li-Wen Kang
Mikey Monaghan
Rodney Taylor
Danielle Wharton
Dominic Wiker





I just wanted to thank you again for your work with B this year. Your class was truly her favorite. It seemed like the beginning of every week, she was just anticipating getting to Wednesday so she could be in your class.

-Parent of current student

To see my kid find their people at TWIGS is wonderful.

I cannot speak more highly of the staff and kind high school student who assists.

-Parent of current student

D's mental health has not been great due to first the pandemic then compounded by a lot of social turmoil at school, and I honestly believe that Coppélia was the best medicine she could have taken. She has been motivated, organized, and happy, qualities that make me so relieved as a parent.

-Parent of current student

Program Evaluation

During the program year, TWIGS examines a number of process measures to determine the effectiveness and success of its programming:

Retention & Attendance

Despite the pandemic, we have continued to see a high level of engagement among our TWIGS students. A primary outcome for the program is year-to-year student retention, and an average weekly attendance, across all classes, of 85%. In 2021-2022, we retained **78%** of students from the 2020-21 program year and have seen an attendance average of **88%**. The 2021-2022 TWIGS program year began with 461 students enrolled in September 2021 and concluded in April 2022 with 449 students attending classes regularly, a **97%** retention rate.

Now that we are back in person at BSA, and COVID-19 vaccines for all elementary-age students are on the verge of becoming available, we hope to have a robust number of new students in the fall. We anticipate an enrollment with current and newly enrolled students in 2022-23 of 550-600 students.

Successful High School Audition Preparation

The TWIGS curriculum is designed to prepare students for a successful audition to BSA or a comparable program. One of our strongest measures of programmatic success continues to be the number of TWIGS students who successfully audition. Our students' average audition success rate, across years, is **60%**; in January 2022, 63 of the 92 8th-grade TWIGS students who auditioned were accepted (**69%**), representing 46% of the incoming BSA freshman class of 2026.

TWIGS has proven to be a crucial preparatory program for the BSA—statistics indicate that our retention rate for TWIGS students in high school is excellent. TWIGS students are early adopters to the culture of BSA as they pursue their early training in the studios and classrooms of their high school counterparts. The class of 2022 boasted 43 TWIGS alumni (44% of 97 graduating seniors). Of them, both the valedictorian and the salutatorian were former TWIGS students. The salutatorian and her older brother, also a BSA graduate, had both been in TWIGS. The valedictorian and her older sister, another BSA graduate, had both been in TWIGS since they were in 2nd grade.

Culminating Activities

Class showcases, recitals, and exhibitions are scheduled as an opportunity for students to boast their artistic growth and share their passion. These events were held in-person again this year, including: a spring exhibition of Visual Arts student work, Music student recitals and concerts, a Film screening of student work, and Acting and SDP open studio sessions.

The TWIGS Dance program received an "Arts In Action" Education Grant from the Baltimore Office of Promotion & The Arts (BOPA) to produce a new end-of-year multidisciplinary performance of "Coppelia." This included a new set, lighting, costumes, and choreography. TWIGS held four performances of this new production, which was met with enthusiastic family and community audiences and several sold-out shows.

Artistic Development and Craftsmanship

Each individual TWIGS students' acquisition of artistic skill, development as a young artist, and engagement in the program is measured in a variety of ways. All participants receive formalized evaluations twice per year which provides feedback on their development. This year, we have undertaken the work of our first strategic plan goal to ensure the quality of our in house program. Work began in March to redevelop goals and objectives for all programs, grade levels or developmental levels to ensure our students are moving forward with the high standard we expect from any young person studying at BSA/TWIGS. These new Benchmarks will begin to be implemented during the 2022-23 school year. We are excited to bring new standards to our TWIGS Program. As always, artistic development and craftsmanship will continue to be key educational components of our program. Our artist-instructors have high expectations of students, and goals and objectives will help us support and uphold the standards of the institution.

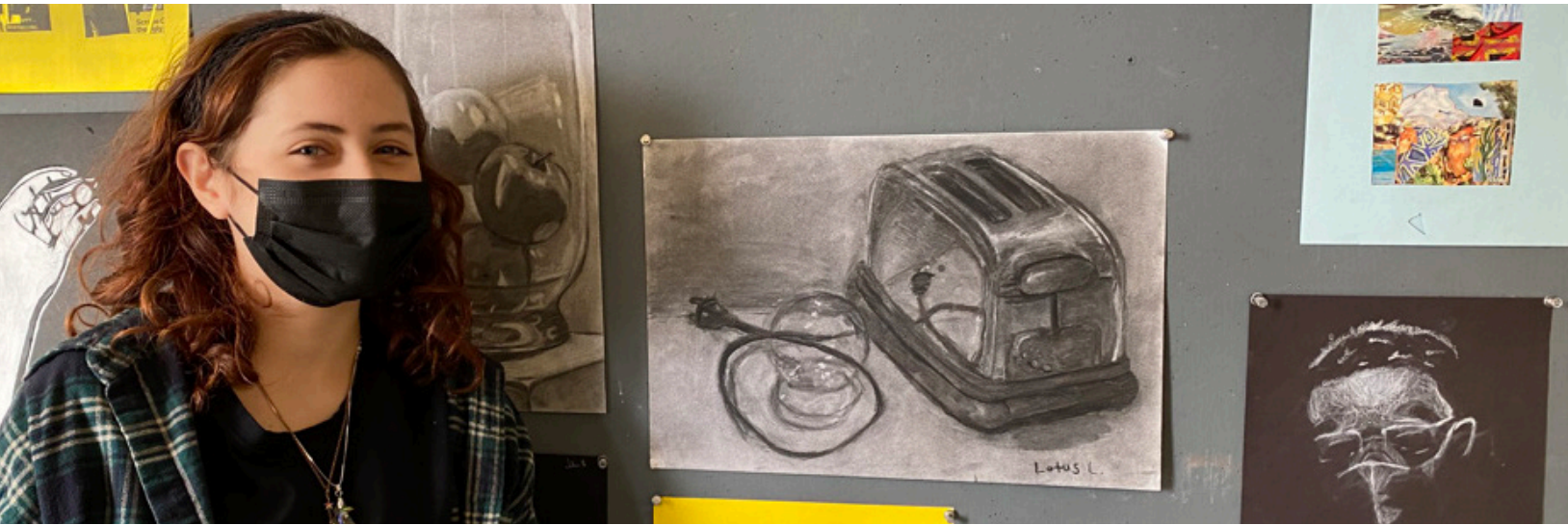
TWIGS Capacity Building

Digital Transformation

This year TWIGS piloted a new scheduling and attendance system called Procure Solutions, a subscription-based service that provides contactless check-in options for students traveling to/from classes, and a web-based scheduling and communication utility for faculty. This tool and new social distancing protocols for students entering the building prevented crowding and lines of students in our lobby as we returned to campus. However, Procure was originally designed for a Pre-K or child-care center, and revealed itself to have many limitations when applied to our TWIGS program operations.

This spring we began working with a new independent development consultant, Keith Ellis, to create a custom interface for our TWIGS application and registration process. This tool was implemented with the re-enrollment of students in May 2022, followed by new student registration. This new web tool and database will eventually be capable of storing attendance and class information as well. We anticipate having all features built before the start of next school year.

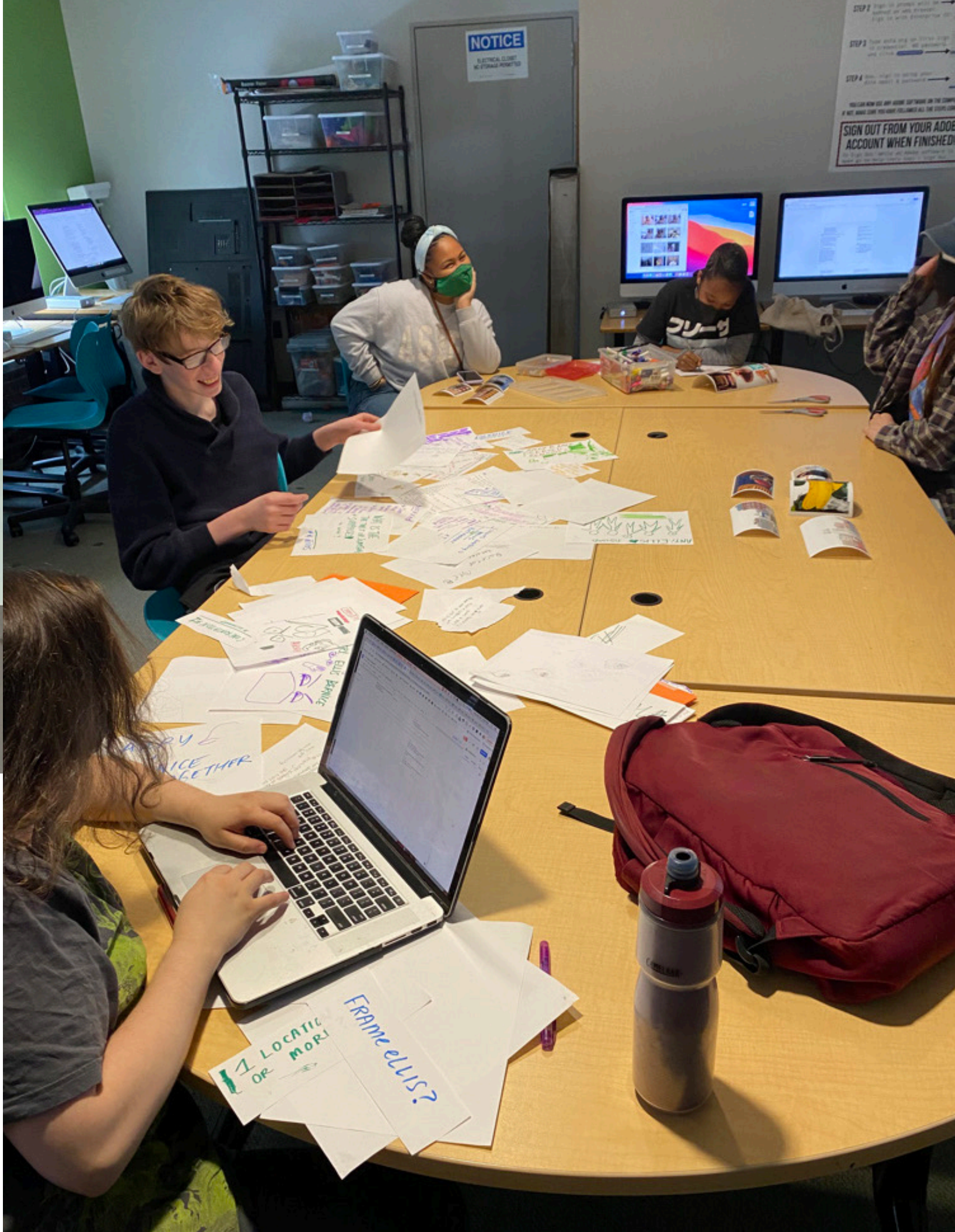
In the coming year, following the hiring of a new TWIGS Director, we also anticipate hiring a TWIGS Coordinator to support general operations and assist the Director in their new role. TWIGS also continues to participate in the BSA Diversity, Equity & Inclusion (DEI) activities and training throughout the year.



Student Instruction Needs

The pandemic has created an increase in program expenses for TWIGS overall, as social distancing and COVID-precautionary measures (e.g., reduced class numbers, cleaning supplies, and contact-less check-in software for students) have all increased staffing and administrative costs for TWIGS. We also recently invested in new fundraising initiatives to ensure the ongoing sustainability of TWIGS funding, including the hiring of a new Manager of Grants & Special Projects in February 2021.

Going forward, TWIGS has made the decision to extend its Music programming to 34 weeks based on the instructional needs of our current students and Baltimore City Public Schools overall—although BSA/TWIGS was committed to virtual music programming in 2020-2021, many public schools had to omit music from their instruction completely for 12 months. For example, several of our local Baltimore City middle school partners just received their PPE for instrumental musicians in November 2021, with classes resuming in February 2022. Their students are picking up instruments this spring for the first time in 18 months, and they may not be fully prepared for a TWIGS audition until Spring 2023. Hence our desire to maximize the instruction hours available for our new TWIGS students, whom we expect will be coming to us in 2022-23 with a greater level of need than in the past. We anticipate increasing our Music program expenses in 2022/23 to support this expansion of programming for TWIGS students from \$130,000 to \$153,751.



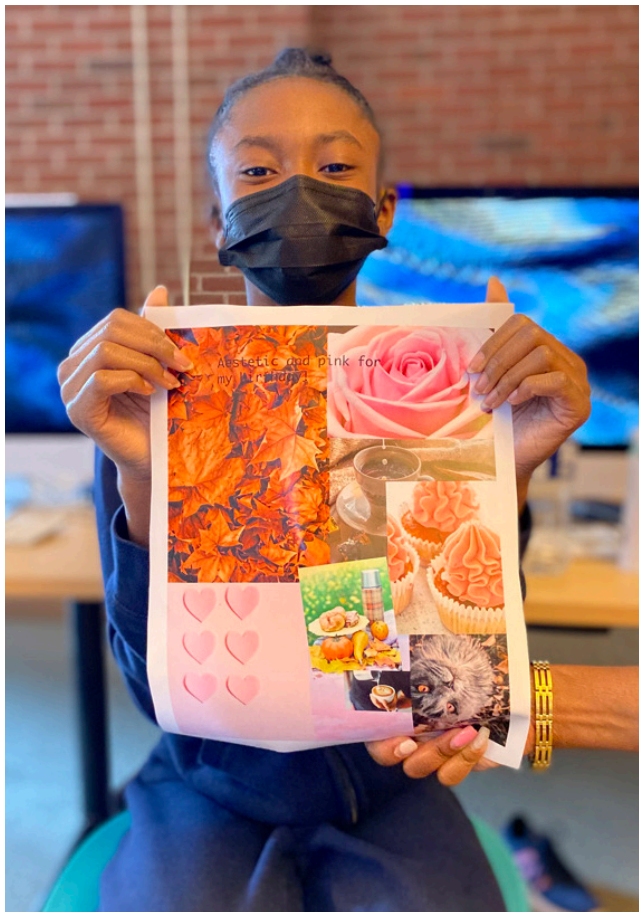


THANK YOU TO OUR FUNDERS!

Funds raised for the TWIGS program support everything from instruction and supplies, to administrative and overhead costs, and outreach initiatives. Over 60% of TWIGS annual funding is made up of grants from local government, foundations, and corporations, and some individual gifts. TWIGS received new general funding (\$5,000 & above) for 2020-2021 from the following organizations during the program year:

- Anonymous individual donors
- The Baltimore Office for Promotion and the Arts (BOPA), “Creative Fund” and “Arts In Action” Education Grants
- Baltimore Orioles
- BG&E, an Exelon company
- Clayton Baker Trust
- The Herbert Bearman Foundation
- The Goldsmith Family Foundation
- Lockhart Vaughan Foundation
- The Jack Kent Cooke Foundation
- The Joseph & Harvey Meyerhoff Family Charitable Funds
- The Aaron and Lillie Straus Foundation

Approximately five percent of the total program income was generated through a \$50 registration fee from TWIGS families. For those whom this fee was a true hardship (those with qualifying direct assistance) fee waivers were made available. The remaining funds for the program are provided by our partner, Baltimore City Public Schools, through a memorandum of understanding. An allocation from the Endowed Fund for the Future will support a balanced budget for both TWIGS and the BSA.



We are continuing to seek funding to support a fully-staffed program in the coming year, as well as making necessary investments in capacity building, new technology, COVID-related supplies and socially-distanced classes, and performance opportunities for our students, as well as community engagement opportunities. Grant funding has been secured from Baltimore City Public Schools, and an allocation from the Endowed “Fund for the Future” will support a balanced budget for TWIGS in 2022-23.

Thank you for your generous support of this important program for Baltimore’s children!



BALTIMORE SCHOOL
for the **ARTS** / **Twigs**
TO WORK IN GAINING SKILLS