



2022-2023

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 TWIGS Community,

It's hard to believe that my first year as TWIGS Director has come and gone so quickly. Each day I entered the building I was met with inspiration, challenges, and curiosities about how best to lead an organization that was so influential in who I have become as an artist but most importantly a human being.

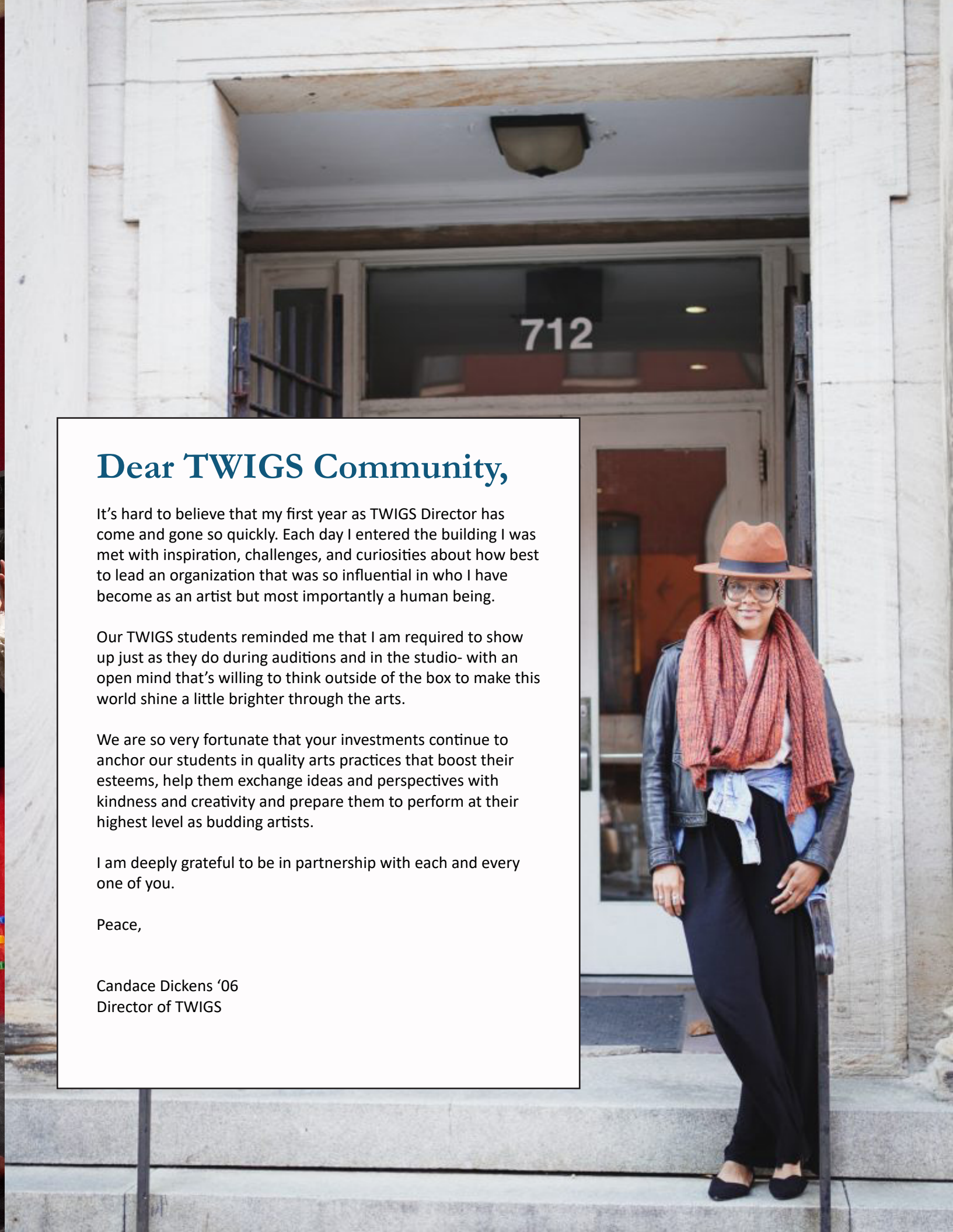
Our TWIGS students reminded me that I am required to show up just as they do during auditions and in the studio- with an open mind that's willing to think outside of the box to make this world shine a little brighter through the arts.

We are so very fortunate that your investments continue to anchor our students in quality arts practices that boost their esteems, help them exchange ideas and perspectives with kindness and creativity and prepare them to perform at their highest level as budding artists.

I am deeply grateful to be in partnership with each and every one of you.

Peace,

Candace Dickens '06
Director of TWIGS





Our Students

Each year, the TWIGS Program at BSA offers free after-school arts education and training for 2nd through 8th grade students, running for 20 to 34 weeks during the school year. TWIGS students pursue 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, some 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, the 2022-2023 TWIGS cohort included **549 students** in grades 2 through 8. Of those, 73% of students came from 47 Baltimore City Public Schools, 18% of students came from 42 parochial and independent schools, 4.7% of students were homeschooled, and 4.5% of students came from other school settings. These students were 37.9% African American, 46% Caucasian, 5.2% Hispanic/Latino, 3.6% Asian, and 7.3% other races.

Baltimore City Schools Served in 2022-2023

Afya Public Charter School
Armistead Gardens Elementary/Middle
Baltimore Design School
Baltimore International Academy
Baltimore Montessori Public Charter School
Belair-Edison School
Brehm’s Lane Public Charter School
Brooklyn Park Middle School
Calvin M. Rodwell Elementary School
Cecil Elementary School
Charm City Virtual
City Neighbors Charter School
City Neighbors Hamilton
City Springs Elementary/Middle
Commodore John Rodgers Elementary/Middle
Creative City Public Charter School
Cross Country Elementary/Middle
Crossroads School
Elmer A. Henderson: A Johns Hopkins Partnership
Empowerment Academy
Federal Hill Preparatory Academy
Fort Worthington Elementary/Middle
Francis Scott Key Elementary/Middle
Govans Elementary
Green Street Academy

Greenmount
Hamilton Elementary/Middle
Hampden Elementary/Middle
Hampstead Hill Academy
Hazelwood Elementary/Middle
Holabird Academy
Johnston Square Elementary
KIPP Harmony Academy
Leith Walk Elementary/Middle
Lillie May Carroll Jackson School
Medfield Heights Elementary
Midtown Academy
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
The Mount Washington School
The Green School of Baltimore
Thomas Jefferson Elementary/Middle
Thomas Johnson Elementary/Middle
Tunbridge Public Charter School
Woodhome 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 15 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: Iris Andersen Grizzell ‘96 (Dance), Becky Mossing ‘88 (Acting), Julianne Franz (SDP), Dr. Mellasenah Edwards ‘85 (Music), Archie Veale ‘85 (Visual Arts), and Beatriz Bufrahi (Film & Visual Storytelling).

Rosiland ‘Roz’ Cauthen | BSA Executive Director

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

TWIGS had a change in program leadership this year; **Program Director Candace Dickens ‘06** and **Program Manager Rebecca Svrjcek ‘06** arrived in September 2022, as Becky Mossing ‘88 and Iris Andersen Grizzell ‘96 both accepted Department Head positions with the BSA.



Candace Dickens ‘06 | Director of TWIGS

Candace Dickens ‘06 is a multi-hyphenated artist/youth and family advocate with a specialization in arts integration as it pertains to healthy identity, community engagement and child development. Raised in under-resourced communities in Baltimore City, she overcame barriers that many Baltimore City youth continue to endure. A product of the TWIGS program and graduate of the Baltimore School for the Arts (theatre ‘06), she participated in BSA’s first theatre ensemble to travel and perform abroad at The James Theatre in London, England. She founded A MAY Project (2016), a creative arts program that integrates language/literacy and communication into performance arts skills for Baltimore youth. The intersectionality of her experiences and education includes an A.A. in Early Childhood Education, B.A in Communications and M.A in Arts Administration.

Rebecca Svrjcek ‘06 | TWIGS Program Manager

Rebecca Svrjcek ‘06 graduated from the Baltimore School for the Arts dance program in 2006. She then received her Master of Social Work degree from the University of Maryland and spent the past several years building relationships with children and families to strengthen connections within their community, advocate for equity, and support their social and emotional health and well-being. She is honored to be back at BSA working as the TWIGS Program Manager to continue to support these passions through integrating and expanding youth’s access to the arts across Baltimore City.



Nurse Shameka Jackson | TWIGS Student Support

Under its new leadership, TWIGS has been strategizing best practices to support the whole child. An example of this is the decision to intentionally hire BSA’s School Nurse Shameka Jackson as our official TWIGS Student Support staff member. She has been a staple at BSA, supporting students’ health and wellness needs, for years. Nurse Jackson has the ability to provide on-demand first aid, improve safety and supervision needs, as well social/emotional support of TWIGS students in need. TWIGS is also currently hiring a Community Engagement Coordinator to build relationships with community associations, community center personnel, teachers, mentors, school social workers, etc. to deepen community outreach/in reach efforts throughout the city.

Michael Solomon | TWIGS School/Parent Liaison

Professor Michael Solomon continues to serve our TWIGS community, celebrating his 22nd year with the program. He monitors our program activities daily, greeting students and parents as they enter and exit the building, and ensuring the safety of our students. He has written and published eight books, including “How to Find Lost Objects,” “Japan in a Nutshell,” and “Coney Island.”





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, running from 20 to 34 weeks during the school year. Dance and Instrumental Music classes were extended to meet the instructional needs of our students: Dance to 24 weeks and Music to 34 weeks.

Class Schedule

As noted, this year students pursued pre-professional training in one of six discipline areas: Dance, Music (Instrumental or Vocal), Acting, Stage Design & Production, 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 ballet class once a week; 4th-5th graders attended a 1-hour ballet class 2-3 times per week; and 6th-8th graders attended class 4-5 times/week in both ballet and modern dance.
- **Music:** Instrumental students each received weekly 30-minute private lessons, in addition to ensemble and musicianship classes. Each vocal music student attends a one hour choir class and a one hour musicianship class each week.
- **Acting:** Acting students (grades 5-8) attended one 1.5-hour 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 one 2-hour class each week, and 8th grade students attended two 2-hour classes each week. Students experience project-based work, explore use of a variety of media, and focus on draftsmanship skills.
- **Film & Visual Storytelling:** Our 8th grade film students participated in an 8-week Audition Prep class for 1.5 hours each week. This year the course ran from October through December. The 7th and 8th graders participated in a 20 week AdobeSuite class for 2 hours each week focusing on Photoshop, Premiere Pro and After Effects.

2022-2023 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 to four times 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 1-hour. Some 4th-5th grade students attend up to 2 or 3 1-hour classes/week, while some 6th-8th grade students attend class 5-7 hours/week. All TWIGS Dance students have the opportunity to audition for a role in BSA's production of *The Nutcracker*. This year, 35 TWIGS Dance students were accepted to participate in the performance alongside BSA high school students. All TWIGS Dance students also have the opportunity to experience the performance process first-hand with an end of the year multidisciplinary performance of *Coppelia*. Dancers have extended hours for rehearsals in addition to their regularly scheduled classes.

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.

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. Each instrumental music student attends a 30-minute private lesson and engages in musicianship classes and ensemble (jazz band, concert band, and string orchestra) classes. We also offered two group piano classes to provide additional opportunities for our most competitive instrumental program. Each vocal music student attends a one hour choir class and a one hour musicianship class each week. Due to the extension of the music program to 34 weeks, we were able to host two Ensemble Concert and Recital Days; one in the Fall Semester and one in the Spring Semester to demonstrate the students growth throughout the year.

Acting

TWIGS acting classes emphasize expanding the students' imagination, improvisation, connection with others, and acting skills through theater games, exercises, and playmaking. Family and supporters were invited to Open Studios at the end of the program to observe this process first hand.

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. Family and supporters were invited to Open Studios 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 family members and supporters.

Film & Visual Storytelling

Twelve 8th grade students were invited to participate in the Film & Visual Storytelling Audition Prep class this year. 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 8-week course ran from October - December. A culminating film screening took place on the last day of class for students and their families and supporters. Thirteen 7th and 8th grade students participated in the AdobeSuite for Filmmakers course once a week for 2 hours 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

CCAT was held for 14 weeks and open by nomination and interest for select 5th -7th grade students. Students were introduced to basic computer skills, as well as learned and practiced how to be responsible, digital citizens in a fast paced and influential era of social media. A recent hire, Arts Technologist Steven Mitchell, is a Technology teacher from The Baltimore Montessori Public Charter School, who guided students in the process and presentation of storyboard designs. Each student developed fictional and nonfictional concepts with a concentration on sound, fonts, and introductory editing features to tell a narrative. This class met for two hours each Saturday.





2023-2024 Auditions

TWIGS held both in-person and virtual auditions for the upcoming 2023/2024 School Year, depending on the department the student was auditioning and grade level of the student.

The TWIGS re-enrollment process and new student auditions began in late May and ended in mid July. At the end of our 2022-2023 program year, 319 TWIGS were eligible to re-enroll for the next year of TWIGS. As of July 2023, 283 (89%) of these students have re-enrolled for the 2023/2024 program year. Of the 57 Visual Arts rising 5th and 6th grade students eligible to re-audition, 55 of them submitted an audition and 48 have been invited to return.

This June, 842 applications were submitted for TWIGS Auditions. Of those, 608 prospective students attended or submitted all required aspects of their audition. We accepted 307 new students (an acceptance rate of 50.4%) for the 2023-2024 school year: 53 Acting, 37 Dance, 23 Film, 23 SDP, 78 Music, 93 Visual Arts. This will bring our total TWIGS enrollment to approximately 550 students if most new students enroll.

To increase the opportunity for as many students as possible to participate in TWIGS, this year we implemented the first ever waitlist system. A total of 48 students were chosen to be on the waitlist to offer an enrollment opportunity if there is space in a class upon the start of the programmatic year. We are looking forward to having a robust roster of students and a successful and exciting 2023-2024 TWIGS year!

Community Engagement

BSA/TWIGS traditionally offers a range of programming to engage children across all of Baltimore City. Up to 1,000 students from Baltimore City Schools annually attend free matinees of *The Nutcracker* and other BSA productions through the School Performance Program. 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 **925 public school students** to see our 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, Baltimore Montessori Public Charter School, Baltimore Design School, Leithwalk Elementary/Middle School and Empowerment Academy. We also hosted our 430 BSA high school students; it was very meaningful for all of our BSA students to have access to this free show, and to provide moral support to their peers. BSA students were also able to see a free performance of our 2023 “Expressions” production—something we have not been able to offer students in the past. Mayor Brandon Scott was a special guest and supporter of the work we are pursuing in TWIGS and in the high school.

This spring, TWIGS Director Candace Dickens ‘06, collaborated with Conductor Anoa Greene ‘00 (also a former TWIGS student) for the first ever Side-by-Side orchestra concert with students present from Morrell Park Elementary/ Middle in South Baltimore and Booker T. Washington Middle School. The Side by Side featured current BSA instrumentalists and the wind symphony orchestra from The University of Delaware. A large representation of current BSA instrumentalists began their practice in our TWIGS program and were able to share the impact and importance of TWIGS being a vital segway into their abilities, knowledge and confidence as conservatory level artists in the highschool. These groups of students are a part of our priority groups for TWIGS recruitment for SY 23/24. For the majority of these students, the spring concert was their first ever experience attending a live show, and specifically a live performance within an arts and cultural institution inclusive of wind instrumentalists.

2022-2023 TWIGS Board Committee Membership

Ira Weinstein | Committee Chair

Jesse Grant-Skinner
Kippy Joseph
Kristen Herber
Mikey Monaghan
Suzanne Roy
Linda Weinberg
Dominic Wiker

Board Committee & Sub-Committees

The entire TWIGS Board Committee met on the following dates throughout the 2022-2023 school year: 12/5, 2/22, and 5/22. In addition, the TWIGS Board Committee Chair met with TWIGS leadership on 9/12, 4/21, and 6/29. The TWIGS Board Committee and TWIGS leadership utilized these meetings to discuss the purpose, goals, and status of the previously established sub-committees of: Curriculum Scope & Sequence, Budget & Sustainable Funding, and Outreach Planning & Implementation. The TWIGS Strategic Plan was reviewed with the TWIGS Board Committee during the meeting held on 5/22 and its most recently updated version expires in 2025 and will require an update.

After reflection of the TWIGS program throughout the 2022-2023 school year, the TWIGS Board Committee will focus on identifying and executing new measures of program and student evaluation through establishing benchmarks and curriculum development. TWIGS leadership will invite TWIGS faculty members and Board Committee members to participate in a series of Benchmark/Curriculum meetings throughout the 2023/24 school year to review, reflect, and revise current TWIGS curriculum and further explore and identify measures for student and program evaluation.

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





Program Evaluation

During the program year, TWIGS examines a number of process measures to determine the effectiveness and success of its programming. Historically, this has consisted of the following outcome measures: Retention & Attendance, Successful High School Audition Preparation, Culminating Activities, and Artistic Development & Craftsmanship. The 2022-2023 school year continued to utilize these metrics to serve as program evaluation. The new TWIGS leadership has utilized this past programmatic year to reflect on these measures and plans to restructure both the program evaluation and student evaluation process for the upcoming 2023-2024 school year in collaboration with TWIGS faculty, students, and Board Committee members.

Retention & Attendance

For the 2022-2023 school year, attendance and retention continued to be a primary outcome measure of TWIGS. While we look at both retention from start of the year to end of the year (yearly) and also year-to-year retention, we understand that there are unexpected circumstances that may arise inhibiting students from participating. In 2022-2023, we had an average attendance rate of 85% and an average yearly retention rate of 93%.

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 2023, 103 out of the 129 8th grade TWIGS students auditioned for BSA and 63 students (filling 71 spots due to 8 double acceptances) were accepted to the high school, resulting in 61% of the total acceptances into the high school being TWIGS students.

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. 64% of the class of 2023 comprised TWIGS alumni.

Culminating Activities

The culminating activities at the end of the program provide guardians, family, and supporters an opportunity to see what happens behind the doors of the TWIGS classes each week. It also provides the students an opportunity to showcase their talents to their loved ones, feel a sense of achievement, and feel proud of their growth and accomplishments. This year, each department hosted events which focused on sharing spaces and coming together to support the artistic endeavors throughout the year. Acting hosted Open Studios where visitors engaged in and observed theatre games, improvisations, and scene demonstrations. SDP hosted Open Studio where the 5th and 6th graders put on a puppet show and the 7th and 8th graders displayed their work samples from throughout the year. Music performed in the Spring Ensemble Concert and Recital Day. Film showcased various screening and visual storytelling projects. Visual Arts hosted an Art Exhibition where artwork of a variety of mediums was displayed across all grade levels. Dance performed in four performances of *Coppelia*.

Artistic Development and Craftsmanship

With the change in TWIGS leadership, TWIGS continues to examine and reflect on the ways in which artistic development and craftsmanship is monitored and evaluated. This year, instructors were provided with an initial evaluation to determine baseline information as a way to identify any immediate needs to be addressed. The needs, goals, and values vary across each department and grade level/age of the students; therefore, much thought, reflection, and intention is needed to create a standardized measure applicable to generalize across all students. TWIGS leadership, staff, and the Board Committee have had discussions regarding what outcomes we want to capture within the student and program evaluation process and have explored how we appropriately tell our story using these metrics. TWIGS leadership continues to work with TWIGS faculty and the Board Committee through establishing benchmarks and developing the curriculum and plans to execute new student and program outcome measures in 2023-2024.

Stephen's Story

Stephen is a 5th grader at Hilton Elementary School in West Baltimore City. He is being reared by his grandparents after the untimely loss of his parents whom his grandmother Vetra confirms were “amazing parents.” His grandparents generously relocated from Virginia to Baltimore to provide Stephen with the most loving and nurturing upbringing. Early on, they noticed his attraction to rhythm, music and movement. Some of Stephen’s favorite artists are Michael Jackson and The Jackson Five. In September 2022, his grandmother called the TWIGS office and said “I have been looking for the best dance program for my grandson. He has a gift and someone told me to reach out to you.”

With no knowledge of auditions or the audition process, TWIGS Director Candace Dickens recommended to Stephen’s family, “Let’s stay connected. We have free matinee tickets to a phenomenal production of *The Nutcracker: A Magical Tale in Mt. Vernon* coming up in December. How about you attend with Steven?” Around 35 roles in *The Nutcracker* are reserved for current TWIGS Dance students to audition.

Stephen attended the performance with his dance teacher and grandfather, who raved that the performance gave him much needed insight and understanding into Dance as an artform. Once audition registrations opened in Spring 2023, Stephen arrived with a smile and gave his all in the studio with peers his age.

One summer day in July 2023, his grandmother called Director Candace Dickens to say “He’s in! He got in! We are so excited and grateful for this opportunity!” Currently, Stephen is an A-2 dancer who attends TWIGS at The Baltimore School for the Arts every Monday, Tuesday, Thursday and Saturday. He is training in both Ballet and Modern dance.

Stephen’s story is a prime example of the importance of relationship building and truly learning the needs of our families so we can aide them in the most personable of ways. The structure of the Dance program guarantees Stephen’s placement during the next three years in TWIGS. Whether or not he chooses to audition for the BSA Highschool, he will undoubtedly be prepared with the confidence and skills needed to be successful in life.



TWIGS Capacity Building

Digital Evolution

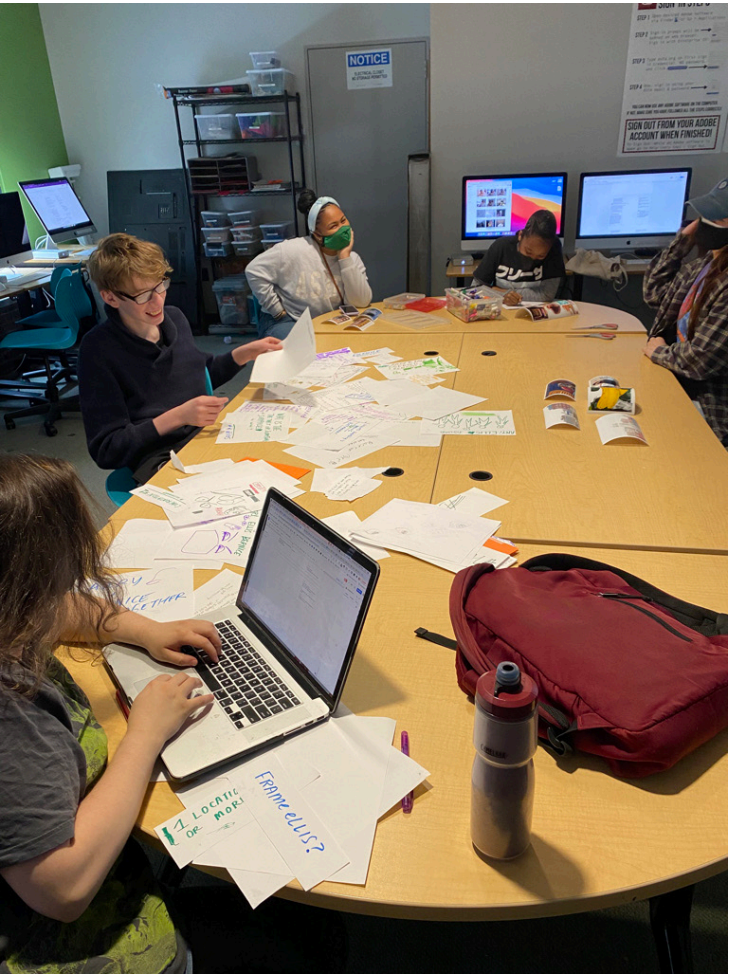
For the 2022-2023 school year, Procure Solutions was discontinued due to limitations the system had which did not meet the needs of the TWIGS program. The TWIGS program continued to work with the independent development consultant, Keith Ellis, throughout the year to build the interface for the TWIGS application, registration, and attendance process. This year, new TWIGS applicants successfully applied for auditions using this system and also received their audition results through letters generated and sent via email to guardians. Returning students were also able to easily re-enroll for the next year. While attendance features were developed through the database during 2022-2023 year, those features were not able to be implemented due to time constraints. The goal of the 2023-2024 school year will be to incorporate all aspects of the database to work together as one system to include application, registration, result letter generation, class scheduling, and attendance.

We also plan to create a new part-time position, TWIGS Content Creator, responsible for magnifying the TWIGS Mission and Vision to result in partnerships with local, regional, national and international partners that include but are not limited to Baltimore Parks & Recreation, underutilized community centers, community associations, the newly formed Arts & Culture Advisory Commission, BCPS, and more, through a compelling social media presence and project-based content that celebrates the impact of TWIGS over time.

Student Instruction Needs

While it seems we are on the other side of the pandemic, its impact on children and families still remains. SY 22/23 we hired BSA Nurse, Shameka Jackson in the role of Student Support. This was a necessary increase in our operating expenses. Nurse Jackson contributed to the wellbeing and safety of students during instructional time in and out of the studio. For example, two fifth grade Visual Arts classes were able to tour exhibitions during their last scheduled day of class at the Walter’s Art Museum as Nurse Jackson accompanied the instructor with the ability to aide students who required various forms of support- be it mental, emotional or physical health related.

Thank you for your support and collaboration as we continue to grow and advance our program!





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 and Maryland state government, foundations, and corporations, and individual donations. TWIGS received new general funding (\$5,000 & above) for 2022-2023 from the following organizations during the program year:

- Anonymous individual donors
- BG&E, an Exelon company
- Clayton Baker Trust
- The Goldsmith Family Foundation
- Lockhart Vaughan Foundation
- Maryland State Arts Council (MSAC) Grants for Organizations and Arts Relief Funding
- Transamerica 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 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 seek annual funding to support a fully-staffed program, as well as making necessary investments in capacity building, technology upgrades, purchase classroom materials and supplies, productions costs for 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.

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