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Oglebay Institute’s “The Science of Raku Ceramics” project is one of dozens of STEAM projects partially funded by the West Virginia Division of Culture and History. Photo courtesy of Oglebay Institute. (See story on page 8.)
Arts Day 2016 Shines Light on the Importance of the Arts

Nearly 50 artists and arts organizations joined the West Virginia Division of Culture and History in February for Arts Day at the Capitol.

During the opening session of the Legislature, a Senate proclamation recognized the state’s arts community and celebrated the 50th anniversary of the federal legislation for the National Endowment for the Arts. Commissioner Randall Reid-Smith, Arts Director Renee Margoece and Commission on the Arts Chair Susan Landis accepted the proclamation.

This annual event is a great opportunity for members of the arts community to meet with lawmakers to discuss the importance of the arts to themselves, their neighborhoods and the state.

Above: The Appalachian Children’s Chorus performs for the West Virginia Senate. Photos by Steve Brightwell.
Below: Artist Julie Palas displays a collection of her work in the upper rotunda.
Neely Seams to Represent West Virginia at National Poetry Out Loud Competition

For the second straight year, Neely Seams of Greenbrier East High School will represent West Virginia at the national Poetry Out Loud competition May 2-4 in Washington, D.C.

Neely won last year’s state memorization and performance competition of classical and contemporary poetry, which begins at the local high school level with schools participating in classroom and school-wide contests. The winners in those competitions advance to the state finals. Seams bested 38 students who advanced to the state competition in March. Abbey Delk of Wheeling Park High School was the state’s runner up.

Again this year, state participants received artwork hand crafted by West Virginia artists.

The West Virginia Division of Culture and History and the West Virginia Commission on the Arts commissioned Gilmer County artist Matt Thomas to create the West Virginia Poetry Out Loud State Champion award and a companion trophy to be displayed at the winning school.

Thomas also crafted journals for the students that are made with Appalachian hardwood cherry covers, filled with archival paper and bound with linen thread for a functional
Morgan Rhea Richards of Charleston created luxurious leather bracelets for the participants. Hand made using buffalo leather, each accessory features a distinctive patina finish and a proprietary inscription process used to create unique individualized messages.

Ceramic artist G.W. Lanham, a museum educator at the Huntington Museum of Art, made 6-inch by 6-inch clay canvases. After applying images to clay, Lanham removes all the backgrounds from the original images to leave the viewer with only a “decal” of an individual face or other subject.

Kaia Kater, who is studying Appalachian music and culture at Davis & Elkins College and is a member of the school’s Appalachian ensemble, performed for the students. Kater plays the banjo, dances, sings and has a unique take on Appalachian and Canadian folk music. She is an eclectic traditionalist whose old-time banjo-picking skills, deft arrangements and songwriting abilities have landed her in the national spotlight in Canada and America.

West Virginia Poet Laureate Marc Harshman also performed. Harshman has produced four chapbooks, written 13 children’s books and his second full-length poetry collection, *Believe What You Can*, is forthcoming in October. His monthly show for West Virginia Public Radio began airing in January.

By partnering with the National Endowment for the Arts and the Poetry Foundation, the Division of Culture and History encourages youth to learn about great poetry and their literary heritage while mastering public-speaking skills and building self-confidence. By including hand-made West Virginia arts into the program, Arts Director Renée Margocee said the division seeks to also nurture in each student a lifelong appreciation for the arts.
Poetry Out Loud State Finalists

Ben Bradley - Capital High School
Emily Boothe - Pocahontas County High School
Zane Bowles - Meadow Bridge High School
Kaitlyn Boyd - Spring Mills High School
Brittney Bragg - Shady Spring High School
Sarina Branson - Riverside High School
Shannon Brunzo-Hager - Greenbrier West High School
Kierston Carson - Lewis County High School
D.J. Conley - Chapmanville Regional High School
Abbey Delk - Wheeling Park High School
Sarah Beth Ealy - Morgantown High School
Rawan Elhamdani - Cabell Midland High School
Caleb Hanna - Richwood High School
Jacob Lesher - Nitro High School
Gabrielle Marshall - Lyceum Preparatory Academy
Cheyenne Meeks - Cameron High School
Dalton Miller - East Hardy High School
Alexis Morgan - Logan High School
Brady Ohrn - Wirt County High School
Isaac Price - Paden City High School
Tyler Ray - Webster County High School
Josee Robertson - John Marshall High School
Neely Seams - Greenbrier East High School
Shayla Stanley - Roane County High School
Njeri Segrest-Brooks - Hurricane High School
Ja’keh Terry - Lincoln High School
Madison Walker - Woodrow Wilson High School
Abby Wallace - Weir High School
Halona Webb - Liberty High School
Brent West - Parkersburg High School
Kristin Wolfe - Union Educational Complex
Zadokite Wood - Huntington High School
Mason Yarber - Nicholas County High School

Eclectic folk musician Kaia Kater performed during the state Poetry Out Loud competition. Photo courtesy of Kaia Kater.

2016 POL runner up Abbey Delk of Ohio County shares the spotlight with POL master of ceremonies Chris Sarandon and Arts Director Renée Margocee. Photo by Steve Brightwell.
“Music was real back then, not like the stuff you hear now.”

I’ve heard that statement and its various incarnations made by people of all ages and walks of life. Chances are you’ve said it yourself a time or two. So why do we feel this way, some very strongly? People of all ages are convinced that the music they listened to during their adolescent years is the best that ever has been, or will be, made. But which generation is right? They all are. We are now starting to understand why, and arts organizations should be paying attention.

During adolescence our brain is in the final stages of development, and neurotransmitters are firing at the most rapid pace of our entire lives. Not only are we receiving and storing information constantly, but that information is being colored by the new emotions we are developing at the same time. This emotion-information crossover makes these memories much more vivid than the ones we have in later life. Music experienced at this age gives us a strong sense of time, place and feeling. It also becomes the barometer by which we measure future experiences.

What does this mean to an arts organization looking to develop an audience? It’s all about building on existing schemas, which play a large role in how we perceive music and art. During the formative stages of our development, we spend a lot of time organizing ideas into patterns and relationships so that later in life we can take cognitive short cuts when presented with new information. If this new data does not fit or relate to an existing schema, a new one must be built. This is easily done with a developing mind. However, as we get set in our ways, entirely new schemas are difficult to build, so it makes new information (or art) seem difficult and off-putting. Now some traditional art mainstays are carefully crafting new avenues to develop listeners.

This season the Pittsburgh Symphony will be performing “Pokemon Symphonic Evaluations” four days before “Rachmaninoff’s Third Concerto.” Haphazard concert planning? Musical blasphemy? Hardly. It’s clear to see the aim is to help younger audience members relate to a symphonic performance, hoping that some will return along with experienced patrons to hear a heavier hitting piece a few days later. This type of concert planning helps listeners develop a framework for understanding — a schema for symphonic music. This is not pandering to the masses, this is developing lifetime supporters.

One of the greatest musical lessons I ever received was very simple — “Don’t listen to the player you like, listen to who THEY listened to.” Following this advice has set me on a musical journey that could last 10 lifetimes. After sifting through players, genres and styles, I found that what I thought was the beginning was actually the culmination of the previous generation. This lesson not only applies to learning music; it can help our listening experience as well. When building a path for your own community’s musical journey make sure that the steps line up and it’s easy to get from one to the next. That way your audience will be able to follow you wherever you go.

So remember that the next time someone tells you, “Music was better back then” that’s correct, but only from a single perspective. Also keep in mind that today’s music, no matter your opinion of it, will be considered the classics to someone down the road. If you want to maximize enjoyment and understanding for your audiences, all you have to do is connect the dots.

Seth Young is a music educator and performer from Randolph County now touring with Blackwater Mojo, an Appalachian Blues duo featuring his wife, Erin.
The River City Youth Ballet Ensemble that Michelle Raider founded in 1995 offers talented young dancers the opportunity to learn and grow through instruction and performance. One of its goals is to reach West Virginia youth who might not otherwise experience ballet.

To enhance the experience and provide a variety of art forms, the ballet collaborates with West Virginia poets, musicians, dancers and others. The ballet also occasionally turns to the West Virginia Division of Culture and History for Community Arts Support grants to help finance performances and special workshops. Not only do its dancers learn and grow, but they share with the community their talent for putting movement to music.

Throughout the process the dancers learn a new way of communicating with others and develop skills for analytical and abstract thinking, interpretation and problem solving. The camaraderie they share also supports healthy social development, a sense of accomplishment and teamwork, all the while sparking an interest in all forms of creativity and a great respect for the arts.

Twice in the past five years the River City Youth Ballet received $2,000 in grant funding to help pay lighting engineers to design, prepare the stage and light its productions, and for workshops taught by Peter Frame, a West Virginia native and danseur with the New York City Ballet, and Nina Danilova with the North Carolina School for the Arts and a former dancer with the Kirov in Russia.

During the workshops, Frame and Danilova exposed young dancers to different teaching methods, including those devised by the Russian dancer and pedagogue Agrippina Vaganova, choreographer George Balanchine and the Royal Academy of Dance.

Frame also developed a special bond with male dancers. All of River City’s seven instructors are female. Raider said the Charleston-based dance company plans to apply again.
this year to bring Frame and Danilova back to teach, along with Lorraine Elizabeth Graves, master teacher and former principal dancer at the Dance Theatre of Harlem and lead instructor for the West Virginia Dance Festival.

In recent years the troupe has delighted the community with performances of Pinocchio, The Nutcracker, Dancing Through Poetry, and among others, Music and Motion, which was set to live music performed by West Virginia artists.

The ballet company’s 2011 production of Around the World In About An Hour featured a Native American dancer and Kanawha Valley Pipe and Drum performance and celebrated the music and dance of Africa, Japan, Russia, South America and other cultures.

Raider is working on another collaboration this year with the West Virginia Youth Symphony, Appalachian Children’s Chorus and the Clay Center to expand the ballet’s outreach educational program in Clendenin and Clay County to include string musical instruments.

“I am so excited to have them all on board for this,” she said.

For more information, visit www.rcyb.org.
Grants provided by the West Virginia Division of Culture and History and the Claude Worthington Benedum Foundation are helping students across West Virginia use the arts to learn everything from the science behind music to the chemistry behind plant pigments and dyes.

Roughly 40 schools and nonprofit arts organizations received STEAM Power WV grants of up to $7,500 this year to support curriculum and community programming that integrate the arts with STEM disciplines of science, technology, engineering and math. Additional funding was provided by the West Virginia Department of Education and the Arts in collaboration with the Governor’s STEM Initiative, and by The Clay Center for the Arts & Sciences.

In this issue of ArtWorks West Virginia, we take a closer look at a handful of cool projects to inspire you to offer similar programs in your community.

By P.J. Dickerscheid

Right: Instructor Rick Morgan, director of Oglebay Institute’s Stifel Fine Arts Center, is flanked by students learning the Raku process of creating clay objects. Photo courtesy of Oglebay Institute.

Opposite: Students at Tucker County High School in Hambleton build models of tiny, energy-efficient homes. Photo courtesy of Tucker County High School.
Tucker County Students Explore Economic, Energy, Environmental Solutions

About 150 students at Tucker County High School in Hambleton build models of tiny, energy-efficient homes based on what they learn while exploring solutions to economic, energy and environmental challenges.

As part of their “Tiny Houses: Designing Solutions, Building Collaboration” project, students replicate a 2011 award-winning project by a then 11-year-old boy from New York who studied the Fibonacci sequence of trees, a pattern where the next number in a series is found by adding the two numbers before it. Centuries after Leonardo of Pisano, also known as Fibonacci, discovered the pattern in 1202, naturalist Charles Bonnet observed the sequence in the shape of nautilus shells, sunflower seeds, falcon flight patterns and galaxies in space.

Among the project’s other objectives:
- Understand design principles as they relate to form and function.
- Learn construction principles.
- Create architectural drawings.
- Build scale models.
- Develop presentations based on their research of the history of energy-efficient home construction, environmentally aware construction concepts and architects.

Tucker County’s project, which includes field trips to study architecture and energy design, culminates with a critique and exhibit at a school art show and community ArtSpring event in May.

Why is this project important to Tucker County High School? “Many people move to or visit Tucker County to enjoy the natural beauty and are inspired to live in an energy-efficient manner. Unfortunately, the poverty level is high and resources are not abundant for local families. Nonetheless, abundant creativity, motivation and innovation are prolific. The broad diversity of the student population (from students who love the outdoors for the beauty to students who love the outdoors for hunting/fishing) is brought together by a commonality that stewardship of the environment is a valued concept. Whether our students intend to become artists, builders or professional hunters, they have a vested interest in learning about energy efficiency and the way that design choices can affect energy consumption. This project incorporates various area of study and brings it all together in a real-life application that questions how humans can use arts, design and architecture to design in sustainable ways of living.”

Northern Panhandle Students Study Ancient Japanese Art Form

One hundred students at Wheeling Park, Wheeling Central Catholic and John Marshall high schools in Ohio and Marshall counties are immersed in Japanese culture as they learn the history, process and science of the ancient art form of Raku ceramics.

While creating their own hand-built pottery, students learn about the components of clay, ceramics as an art form, the history of Raku and its place in Japanese culture. Students study how glazes are made and the math and chemistry required to make them. They also learn about the unique chemical reaction that takes place when clay is deprived of oxygen. Once they finish their clay pieces, the students participate in an authentic Japanese tea ceremony and critique each other’s work as part of a deeper discussion of the process.

Why is this project important to Olgebay Institute? “The project benefits OI (Olgebay Institute) through the establishment of new relationships with schools and the strengthening of existing ones. Each positive experience that a school has with OI leads to additional interactions that expand the Institute’s audience of students, parents, teachers and school administrators.

Schools in the greater Wheeling area are just beginning to incorporate STEAM. Olgebay Institute instructors have the experience and knowledge of STEAM components and would like to be a STEAM resource for the surrounding area. Olgebay Institute is known for offering unique programs and for its forward-thinking instructors who have the creativity to continue incorporating new ideas into what the Institute offers to the community.

OI has found that clay can be an ideal medium for students who are not inherently artistic. For instance, not every student feels that they can excel at drawing, but the vast majority of children are able to have success at hand-building with clay. By its nature, art incorporates other subjects, so it naturally lends itself to STEAM projects. To teach children to be innovators in the 21st century, it is necessary to welcome new techniques into the classroom and provide unique opportunities for students – particularly those whose families and schools cannot afford to provide them, such as those in the communities served by OI.”
University High School Combines Clay, Community Service

About 165 students at University High School in Morgantown learn to throw clay to create bowls to help feed hungry members of their community.

The Monongalia County school’s “Getting Center: Round and Around Our Community” project includes science lessons that explore the interrelationships involved in the formation of and compositional make up of clay as well as the physics involved in transforming clay into functional objects. Math is used to teach students how to calculate the percentage of clay shrinkage at various stages while engineering technology is used in the construction and production of the finished pieces.

Other lessons include:
- Studying the history of two distinct throwing disciplines from Japan and England.
- Understanding the chemical and mineral components of natural clay formations.
- Learning to capture video that shows distinct steps in making pottery, including weighing and wedging, centering on the wheel, opening the clay, pulling the walls up and trimming.

The students’ bowls are donated to Empty Bowls Monongalia, a nonprofit that serves soup in handmade bowls in exchange for donations as a way to raise money to feed the hungry and increase public awareness.

Why is this project important to University High School? “Students struggling with rigorous academic schedules can decompress through involvement with clay. Students who struggle with general academic rigors often find solace in the comfort of hands-on creation and the instantaneous gratification of making objects on the wheel. By coupling this genuinely therapeutic activity with the knowledge base attached to the medium used we can more fully connect hands-on project-based activities with rigorous related curricula.” The student-led project also might spark more community involvement in fighting hunger.
About 145 students at Sherrard Middle School in Wheeling study geometric designs found in nature to create a kinetic sculpture for the school campus. Their “Cultivating Urban Trees” project was inspired by a public art project in San Diego, California, that consists of 30 commissioned pieces of art that add color, form, interest and fun to the pedestrian promenade of San Diego Bay.

Teams of students at the Marshall County school work with Newton’s laws of motion, statics and dynamics; triangle properties and construction; wind load calculations; volume; vectors and more to design and create models of their sculptures. An interview committee of community professionals selects one of those models as the winning design for a full-scale model that all participating students help build.

While studying technology and movement, art and civil engineering, the students learn to:
• Understand the principles and elements of design.
• Apply the Pythagorean Theorem to build triangular sculpture pieces.
• Understand motion and balance in art.
• Use weather stations and wind measures to determine the ideal location for the sculpture.
• Graph weather station data.
• Write about the challenges of building an Urban Tree and working as a team.

Why is this project important to Sherrard Middle School? “This project will represent the culture of our community and school while engaging students in real world STEAM learning, which is something our community has been calling for as far as educational experiences for students. This type of project is important for participants because it causes everyone involved to reflect on the past, present and future of the community and engages teachers and students in developing cross-curricular skills. Many of our students are not provided the opportunity to witness a variety of careers in action because of our community’s rural setting, so they do not always seek these as future jobs. By showing students that they can be successful in STEAM fields, we are encouraging them to build the confidence necessary to pursue jobs that they may have never considered previously.”
About 500 math and theater-tech students at Wheeling Park High School in Ohio County use trigonometry, science and engineering skills to design and create breathtaking sets for a play and musical.

Through its “Picking Up Steam” project, students learn how scientific and technological advances have affected set, light, sound and costume design. They also explore safe construction practices and the technical aspects of theater production.

Using problem solving skills, students create and implement a construction schedule for the sets, one for a fall play and a second for a spring production. They learn how to use graphic calculators to analyze data and solve real-world problems in addition to learning how to interpret and critique blueprints.

Their math skills advance as they learn to solve right and oblique triangles, find missing sides and angles of similar polygons, solve proportions and calculate the area of right and oblique triangles, among other skills.

Among the curriculum’s other lessons:
• Enhancing students’ ability to think critically; reason scientifically and organize
• Learning how to graph and analyze data
• Calculating the net work done by multiple forces upon an object
• Understanding the mechanical advantage of a simple machine

Why is this project important to Wheeling Park High School? “Because it capitalizes on the tactile learning styles of our career and technical students while addressing national standards in mathematics, science, engineering, and technology. Picking Up STEAM creates an engaging, cross-curricular, project-based learning environment for our students. The culminating activity will enable our students to experience an incredible sense of accomplishment as evidenced from the appreciative audiences attending the spring musical.”

For more information about STEAM Power WV, contact Jim Wolfe at 304.558.0240 or James.D.Wolfe@wv.gov
Visitors to the new Governor Gaston Caperton Digital Dome theater at the Clay Center for the Arts and Sciences in Charleston can swoop and glide over erupting volcanoes, plunge to the depths of the ocean and fly to the edge of the universe.

And soon, children will be able to learn what it’s like to be a veterinarian, engineer, mechanic and more at the reimagined Avampato Discovery Museum, a 16,000-square-foot space that is being transformed into an interactive city.

The Clay Center bills the new space as “an interactive visitor experience that will keep kids thinking, playing and learning time after time.”

The two projects are part of the Clay Center’s $14 million Full STEAM Ahead campaign to deliver high-impact, hands-on STEAM education to West Virginia children and families. The campaign also provides money for a new Exhibit Renewal Endowment that will ensure exhibits are well maintained and refreshed.

Argyle Design, a world-class company responsible for exhibits at the Houston Children’s Museum, the DoSeum in San Antonio, Texas, and the Center Of Science and Industry (COSI) in Columbus, Ohio, is working on transforming the museum into “My WV.”

The former ElectricSky Theater was transformed in large part thanks to a gift from Caperton and his sons John and Gat Caperton. The BrickStreet Foundation, W. Marston and Katharine B. Beck, and Raymond Park and family also provided funding to complete the project.

Clay Center Joins Hands with WVDCH for Music

The Clay Center is among the many partners of the West Virginia Division of Culture and History and VH1 Save The Music Foundation that help to put musical instruments and instruction in schools all across West Virginia. By this fall, the 6-year-old program will have placed $35,000 worth of instruments in 67 schools in all 55 counties for a total investment of more than $2,090,000.

Each school receives eight flutes, 11 clarinets, three alto saxophones, six trumpets, four trombones, a bass drum and stand, one bell kit, one snare drum and stand, one set of bass drum mallets, 1 set of bell mallets, 16-inch hand cymbals and one set of cymbal straps and pads, along with ongoing program management and materials.
Mountain State Art & Craft Fair Adds Focus on Ethnic Influences, Moves to September

The Mountain State Art & Craft Fair’s 52-year tradition of showcasing high-quality West Virginia arts and crafts continues this year at the Cedar Lakes Conference Center in Ripley, but with a few changes.

West Virginia’s oldest heritage fair is planning separate exhibits highlighting the Swiss, Italian, Scots-Irish, German and American influences in West Virginia’s art, culture, food and music besides the hundreds of juried artisans who will be demonstrating and selling their wares. It also is moving to the fall to take advantage of cooler temperatures in the hopes of attracting more people, especially schoolchildren.

All available products will represent some form of traditional or contemporary Appalachian arts and crafts, including those made from wood, glass and metal, as well as one-of-a kind clothing, fine art and much more. Other planned activities include a Civil War encampment, kite making for youth, stunt kite flying and safety demonstrations.
Grant Applications Due June 1

Applications are being accepted for the scholarship and grant fund of the Mountain State Art & Craft Fair: An Appalachian Experience. Funds may be used for education and training that foster, encourage and develop appreciation of visual arts, heritage music and dance education in West Virginia.

Qualified applicants must be residents of West Virginia who are 18 years of age or older. The application deadline is June 1, 2016. For more information, contact Gloria Gregorich of Cedar Lakes Conference Center at 304.372.7860.

Funds Available to Help West Virginia Nonprofits Expand Programming

Funding of up to $5,000 is available through the Mid Atlantic Arts Foundation’s Special Presenter Initiative to help small and mid-size presenting organizations in West Virginia broaden and diversify their programming and audiences.

Eligible projects must include a public performance by a professional performing artist/ensemble from selected states outside West Virginia and at least one complementary activity that builds greater appreciation for the performers or their art form. Complementary activities include exhibitions, lectures, demonstrations, master classes, residencies, workshops and other creative approaches to engage the community. Eligible performances must involve artists from one of the following: Washington, D.C., Delaware, Maryland, New Jersey, New York, Pennsylvania, Virginia or the Virgin Islands.

The deadline to apply for projects taking place between July 1, 2016 and June 30, 2017 is Friday, April 1. Award notifications will be made in early June.

For more information visit www.midatlanticarts.org or contact Michelle Grove, program officer for the performing arts, at michelle@midatlanticarts.org.
Interim Director Named to Morgan Arts Council

The Morgan Arts Council (MAC) board of directors hired Thom Rubel as interim executive director to replace Anne Beckley, who stepped down to pursue other interests. Rubel, a part-time resident at Cacapon South for several years who recently retired from a software company in Boston, began his career working for his hometown chamber of commerce in Iowa, where he focused on community development and organization management. He expanded his skills in rural economic development, entrepreneurship and grants administration as an assistant undersecretary with the U.S. Department of Agriculture and economic development director for the National Governors Association. “We were greatly impressed by Thom’s extensive resume and pleased that he has been a strong supporter of MAC’s over the years,” said Jeanne Mozier, one of the selection committee members along with Bob Marggraf and Lynn Lavin. “His work in rural and economic development is particularly important, since MAC is nationally recognized for using the arts in these areas.”

Grant Opportunities for Artists

American Masterpieces–WV
**Deadline: April 1**
Provides support for projects that contribute to West Virginian’s access to America’s cultural legacy and an increased awareness of West Virginia’s impact on that legacy.

Arts in Education
**Deadline: March 1**
Provides support for curriculum-based, hands-on projects that involve K-12 students and teachers in the arts during daily instruction and for arts education programming outside of regular school hours.

Arts Partners
**Deadline: March 1**
Provides general operating support to long-standing, stable arts organizations to further the general purpose or work of an organization, rather than for a specific purpose or project.

Challenge America
**Deadline: March 1**
Provides support for innovative enhancement of public arts experiences; outreach documentation and evaluation.

Community Arts Project Support
**Deadline: March 1**
Provides support for projects in all disciplines that offer arts programming to the public and planning and organizational development projects that strengthen West Virginia arts organizations.

Cultural Facilities and Capital Resources
**Deadline: July 1**
Provides support for acquisition, construction, renovation, accessibility improvements and capital purchases of durable equipment.

EZ Arts Access
**Deadline: April 1 /October 1**
Provides support for small communities and organizations with small budgets. This is a simplified application process with the opportunity for application two times per year, allowing for special opportunities that occur after other WVCA deadlines have passed.

Mini Grants
**Deadline: 6 weeks prior to project date**
Provides support for schools, nonprofit community arts organizations or other nonprofit sponsors that do not present a season of events.

Professional Development for Artists
**Deadline: February 1/October 1**
Provides support for professional and emerging artists seeking ways to expand or improve their own work or share their expertise.

Professional Development for Artist Organizations
**Deadline: February 1/October 1**
Provides support for professional artist organizations seeking ways to expand or improve their work or share their expertise.

Training and Travel
**Deadline: 6 weeks prior to project date**
Provides financial assistance to artists, arts administrators and arts educators to attend seminars, conferences, workshops and showcases outside West Virginia.
Renée Margocee is the Director of Arts for the West Virginia Division of Culture and History and is responsible for administering the division’s arts programs, which include arts administration services, as well as state and federal grants for West Virginia’s arts organizations, individual artists, schools and communities. Renee.Margocee@wv.gov

P.J. Dickerscheid is the Individual Artist Coordinator. She provides technical assistance to artists and artists’ organizations, and administers the division’s Professional Development for Artists and Artists’ Organization grant program. She also is the editor of the agency’s quarterly publication ArtWorks West Virginia. Pamela.J.Dickerscheid@wv.gov

Debbie Haught is the Community Arts Coordinator. She oversees Arts Partners, Community Arts Project Support, American Masterpieces and EZ Arts Access grant programs. She also manages the Peer Assistance Network and offers training in grant writing and organizational development across the state. Debbie.R.Haught@wv.gov

Robin Jones is the Administrative Secretary for the Arts Section and helps administer, along with the Arts in Education coordinator, its Mini Grant program. Robin.L.Jones@wv.gov

Barbie Smoot is the Grants Officer and Budget Manager. She maintains the database and financial records for all grant applications and is responsible for compliance with all state and federal rules, regulations and policies. She also oversees the Training and Travel grant program. Barbie.J.Smoot@wv.gov

Jim Wolfe is the Arts in Education coordinator. He administers the Arts in Education, Challenge America, and Mini-Grant programs, and is the state coordinator for Poetry Out Loud, a national recitation contest for high school students. James.D.Wolfe@wv.gov

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