



arts in education

Handbook for Artists in Residence
2018-2019



MARYLAND STATE ARTS COUNCIL

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TABLE OF CONTENTS

COUNCILORS AND STAFF	4
INTRODUCTION	5
COUNCIL OVERVIEW	6
MISSION STATEMENT AND GOALS	6
INTRODUCTION TO THE ARTS IN EDUCATION PROGRAM	6
AiE PROGRAM MISSION	9
AiE PROGRAM COMPONENTS	9
AiE ARTIST-IN-RESIDENCE PROGRAM	
DO’S and DON’TS FOR AiE RESIDENCY ARTISTS	11
ARTIST SELECTION AND PROCEDURE	12
RESIDENCY – GUIDELINES FOR SCHOOLS	13
SAMPLE RESIDENCY TRAVEL BUDGET	14
PERFORMING ARTS RESIDENCY – GUIDELINES FOR ARTISTS	15
PLAYWRITING RESIDENCY – GUIDELINES FOR PLAYWRIGHTS	16
POETRY RESIDENCY – GUIDELINES FOR POETS	17
VISUAL ARTS RESIDENCY – GUIDELINES FOR ARTISTS	18
AiE FORMS	19



MARYLAND STATE ARTS COUNCIL

An agency of the Maryland Department of Business and Economic Development
Division of Tourism, Film and the Arts

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INTRODUCTION



The AiE staff is please to present the Handbook for Visiting Performers and Residency Artists. The purpose of this Handbook is to give artists and performing companies that participate in the Visiting Performers and Artists-in-Residence programs a resource to assist them in planning and carrying out residencies and performances.

The Handbook is divided into different sections:

- Section I (page 6) – provides an overview of the Maryland State Arts Council and its Mission Statement and Goals
- Section II (page 7-8) – provides information regarding arts education and the Maryland State Arts Council’s *Arts in Education* program
- Section III (page 10-30) – provides information on the Artist-in-Residence Program

Please refer to the list below for an explanation of acronyms used in the Handbook.

MSAC= Maryland State Arts Council
AiE= Arts in Education
GAF= Grant Agreement Form
AiR= Artist-in-Residence
NEA= National Endowment for the Arts

Please read through this Handbook carefully. As always, the AiE staff may be contacted with any questions and concerns.

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COUNCIL OVERVIEW

The Maryland State Arts Council is an agency of the State of Maryland, and is under the authority of the Department of Business and Economic Development. Since it was established in 1967, the purpose of the Council has been “to create a nurturing climate for the arts in the State” as stated in its founding legislation.

The Council is an appointed body of 17 citizens. Thirteen are named by the Governor to three-year terms which are renewable once. Two legislators and two private citizens are appointed by the President of the Senate and the Speaker of the House. Councilors serve without salary.

To carry out its mission, MSAC awards grants to not-for-profit, tax-exempt organizations for ongoing arts programming and arts projects. MSAC awards grants to individual artists, and provides technical and advisory assistance to individuals and groups. The Council also carries out programs of its own to enhance the cultural life of the residents of Maryland. MSAC receives its funds as an annual appropriation from the State of Maryland, and from grants from the National Endowment for the Arts, a federal agency. The Council also may receive contributions from private, non-governmental sources.

MISSION STATEMENT AND GOALS

The mission of the Maryland State Arts Council is to encourage and invest in the advancement of the arts for the people of our State. The goals of the Council are to support artists and arts organizations in their pursuit of artistic excellence; to ensure the accessibility of the arts to all citizens; and to promote statewide awareness of arts resources and opportunities.

MSAC’s programs are aimed at benefiting Maryland residents regardless of political or religious opinion or affiliation, marital status, race, color, creed, age, national origin, sex or sexual orientation, physical or mental ability, or geographic location within the State.

INTRODUCTION TO THE ARTS IN EDUCATION PROGRAM

The National Endowment for the Arts (NEA) established a program known as Artists in Schools in 1966, bringing artists-in-residence to schools to share their skills and expertise with students and teachers. The initiative evolved over the years into the present federal Arts in Education Program, which state arts agencies implement in every jurisdiction of the United States. In Maryland, funds for the AiE Program are provided by the MSAC’s budget and a federal grant from the NEA. Schools and other sponsoring organizations provide additional funding according to a matching formula that varies depending on the type of project and art form.

In 1985, a comprehensive state plan for arts education was developed cooperatively by the Maryland State Department of Education, Maryland Alliance for Arts Education, and MSAC.

This plan articulated three goals:

- Strengthen discipline-based arts instruction through the development of sequential curricula and staffing by qualified teacher-specialists;
- Relate learning in all subjects by integrating the arts across the curriculum;

- Effectively use quality arts resources available outside of school systems to promote, strengthen, and enhance school-based programs.

Current initiatives in arts education reflect a concern for providing every student in Maryland an opportunity to learn in and through the arts. These skills and knowledge will reinforce 21st Century Learning needs. The Partnership for 21st Century Skills, a creative think tank composed of top business leaders and educators, states that certain skills are essential for the workplace of the 21st Century. Those skills include creative thinking, problem solving, collaboration, global awareness, and media management. All of these skills are reinforced by the arts, thus making the arts an essential element to any curriculum.

In 2008, the Maryland State Board of Education accepted The Voluntary State Curriculum in the Arts. This curriculum defines what students must know and be able to perform within the arts disciplines and across grade levels. In 2009, The Maryland State Department of Education redeveloped the Code of Maryland Regulations (COMAR) for the Fine Arts. COMAR ensures that students meet the content requirement for the Voluntary State Curriculum and ensures that students across the state receive equal access to fine arts instruction. Maryland school systems believe that partnerships are an essential ingredient in advancing the goal of improved arts instruction. Schools, cultural and community organizations, and artists are all working together to enhance the arts programs in Maryland schools. One key organization in these partnerships is the Arts Education in Maryland Schools Alliance (AEMS Alliance). Their efforts have led to a Maryland Arts Integration Network, the Maryland Artist Teacher Institute, a Teaching Artist Institute, and many programs to support schools in bringing the arts to the forefront of the curriculum.

In September, 2013, Governor Martin O'Malley's P-20 Leadership Council voted unanimously to have a statewide task force on arts education in Maryland schools. Dr. William E. (Brit) Kirwan, Chancellor of the University System of Maryland, made the initial motion to endorse and commented on the power of the arts in his life and the importance of the arts for all students. Co-chairing the task force was nationally known sculptor and founder of Arts Education in Maryland Schools (AEMS) Alliance, Mary Ann Mears, and Dr. Jack Smith, Deputy Superintendent at the Maryland State Department of Education. Governor O'Malley's commitment to arts education was longstanding, and he has been recognized nationally with the prestigious Public Leadership in Arts Award. To continue Maryland's standing as a national leader in education, the Governor wanted to ensure that all students have access to a quality education which includes the arts. Council members commented on the critical importance of creativity and innovation in the workforce and the need for students to have a creative edge in order to be globally competitive.

The task force was charged with creating a plan that ensures a quality arts education for all Maryland students. Specifically, the task force was asked to:

- Examine Maryland policies and regulations on arts curriculum and instruction in the context of the new standards in arts education so as to identify gaps and alignment needs;
- Determine the current status of arts education in Maryland schools;
- Review pertinent research on the impact of fine arts instruction on student success in school; and



- Make recommendations to the Governor’s P-20 Leadership Council regarding fine arts education in Maryland public schools to include (a) policy and regulations, (b) professional development, (c) curriculum and instruction, and (d) resource allocation.

The P-20 Task Force on Arts Education presented the final report to the Governor and the Council in September 2014. Governor O’Malley’s Leadership Council voted unanimously to accept the recommendations from his task force on arts education. The ten recommendations are based on the principles of equity and quality of arts education.

The full Task Force report can be downloaded here:

<http://www.aems-edu.org/PDFs/Task%20Force%20Final%20Report.pdf>

Updates on the completion status of the Task Force recommendations may be found here:

<http://aems-edu.org/keyIssues/GovernorsTaskForce/Updates.html>

On November 23rd, the revisions to the Code of Maryland Annotated Regulations (COMAR) were formally adopted to include the new Maryland Fine Arts Standards, include media arts as a recognized arts discipline, introduce standards for Pre-Kindergarten, and formally establish the Maryland Fine Arts Advisory Panel.

In January of 2018, the U.S. Secretary of Education announced the approval of Maryland's consolidated state plan under the Every Student Succeeds Act (ESSA).

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

More information on ESSA and ESEA here: <https://www.ed.gov/esea>

- *ESSA allows states more flexibility in how they deliver education to students. Each state crafted a plan that will best offer educational opportunities to meet the needs of the state and its students.*
- *The following are some of the unique elements from Maryland's approved plan as highlighted by the state:*
- *Awards credit for elementary school students completing a well-rounded curriculum as measured by the percentage of students passing social studies, fine arts, physical education and health.*
- *Supports low-performing schools through innovative strategies based on collaboration between local school districts and the state, including providing access to leadership coaches for school leaders at low-performing schools in order to give guidance on the implementation of school improvement strategies.* * [*U.S. Department of Education](https://www.ed.gov/esea)

AiE Program Mission: The MSAC’s AiE Program is designed to promote, strengthen, and enhance the arts and arts education in Maryland’s elementary and secondary schools and other community settings. To accomplish its mission, the AiE Program:

- Identifies and provides access to educational arts resources available outside the school system
- Offers financial and technical support for artist residencies in schools and co-funds performances and other arts projects for the benefit of students, teachers, and communities
- Assists in the professional development of artists for in-school programs
Stimulates support for integrating the arts as a vital and effective element in the curriculum

AiE Program Components: Components of the Arts in Education program are:

The **AiE Visiting Performers Program** provides opportunities for presentations of one or more performances, sometimes followed by workshop sessions for students in assembly programs or classrooms. Names of artists selected by the advisory panel to participate in the Visiting Performers Program are listed in the Visiting Performers Roster. Artists are selected for inclusion in the Visiting Performers Program on the basis of artistic achievement and ability to work with students and faculty in a school environment. For more information on the AiE Visiting Performers Program, visit the MSAC website at www.msac.org.

The **AiE Artists-in-Residence Program** provides opportunities for hands-on intensive workshops involving a small core group of students and teachers over a number of days or weeks. A larger group benefits from additional activities including artists' lectures and demonstrations and projects developed by classroom teachers with the artist's assistance. Names of artists selected by the advisory panel to participate in the Artists-in-Residence Program are listed in the Artists-in-Residence Roster. Artists are selected for inclusion in the Artists-in-Residence Program on the basis of artistic achievement and ability to work with students and faculty in a school environment. Residencies are available in:

- **Performing Arts:** dance, multi-discipline, music, puppetry, and theater
- **Playwriting**
- **Poetry**
- **Visual Arts:** architecture, ceramics, dollmaking/puppetmaking, fiber arts, glass, handmade paper/books/artist books, media, mixed media, murals, photography, sculpture, site specific installation, and two dimensional art

Artist Rosters: The Visiting Performers Roster and the Artists-in-Residence Roster are located at the MSAC website – www.msac.org. The rosters are searchable by criteria such as artist name, artistic category, geographic availability, etc. Artists wishing to be included on either roster should contact a member of the AiE staff.

AiE

ARTIST-IN-RESIDENCE

PROGRAM

DO'S and DON'TS for AiE Residency Artists

- ◆ Do schedule an orientation meeting well in advance with the school site coordinator, teachers, and any partners in the project.
- ◆ Do maintain the school site coordinator as your #1 contact person for questions or problems.
- ◆ Do ask school site coordinator to have a copy of their eGrant application at the orientation meeting.
- ◆ Do put everything in writing – be clear and explain the most fundamental things.
- ◆ Do let school representatives know your preference concerning room size, number of participants, and equipment needed.
- ◆ Do give the school coordinator a list of materials with approximate prices and suggestions on where to make purchases.
- ◆ Do remind the school to solicit donations of materials from the school community and the community at large.
- ◆ Do check into the office when reporting to a school to let the staff know you are there.
- ◆ Do let all participants know your expectations for the residency and for each session.
- ◆ Do state objectives and desired outcomes early.
- ◆ Do remind the school that a teacher or someone from the school community must be with you at all times during the session; encourage PTA helpers.
- ◆ Do keep a journal of your reflections, ideas, and experiences during the residency.
- ◆ Do take pictures and share with MSAC AiE Program Director (christine.stewart1@maryland.gov)
- ◆ Do make curriculum connections and relate your art form to other events happening at the school.
- ◆ Do leave the space you work in the same way you found it. Return furniture to original position, clean up supplies, and store works-in-progress as previously arranged during orientation meeting.
- ◆ Do explore the heritage and cross-cultural influences of your art form.
- ◆ Do put the residency site on your mailing list for upcoming exhibits or performances.
- ◆ Do plan a brief evaluation meeting with the school coordinator when the residency is complete to assess successes and challenges. At the end of the residency, fill out the [Artist Residency Evaluation and Grant Reporting form](#) within two weeks and send to AiE Management Associate Jennifer Menkhaus (jennifer.menkhaus@maryland.gov for payment.
- ◆ Don't be late. Always keep your site informed in the event of any problems.
- ◆ Don't use specialized vocabulary unless you take the time to explain the meaning of the words or send a vocabulary list in advance.
- ◆ Don't insist that reluctant students participate if they are not ready to do so.
- ◆ Don't allow disruptive participants to lessen the experience for the rest of the group. Explore strategies for dealing with disruptive students as part of your planning process. *Remember, a teacher or school representative must be with you at all times.*
- ◆ Don't ignore problems if they arise. Deal with them and work out agreeable solutions.
- ◆ Don't evaluate in terms of right and wrong. Discuss strategies for change, incorporate different elements, or look at the problem from different angle.
- ◆ Don't leave any form other than the School Residency Evaluation form for the school to fill out and send to MSAC. The artist form is your responsibility and payment cannot be processed without them. Point schools to their [evaluation form](#) on our website.

ARTIST SELECTION AND PROCEDURE

1. School representatives select an artist from the pre-approved Artist in Residence Program Roster of Artists.
2. School representatives contact the artists to discuss residency details. Pin down number of days, number of sessions per day and travel. **Artists should calculate travel and provide number to site coordinator. Mileage = # of day X round trip mileage X .545**

Hotel stay must be pre-approved by the AiE Program Director, Christine Stewart (christine.stewart1@maryland.gov)

3. School representatives must indicate the name of the artist selected and their confirmation code on the application. Artists are given a new confirmation code every spring prior to the application period.

Artists should not provide this code until they have seen a copy of the application that will be submitted and approve all numbers, especially travel. The AiE staff can assist school representatives in selecting an artist.

4. Prior to the residency, school representatives contact the artist and arrange for an orientation meeting at the school.
5. During the orientation meeting, the residency concept is defined and related issues are discussed. If both school and artist wish, they may use the optional AiE Orientation Checklist for Residencies shared under “Applications and Forms” in the “Arts in Education “ drop down list on our website [here](#). The orientation is attended by the artists, the school administrator, and teacher involved with the project. The application must be available to all at the meeting for reference.
6. At the completion of the residency, an evaluation meeting should take place attended by the artist(s) and teachers and staff involved in the residency. Afterward, both artists and site coordinators are responsible for sending a final evaluation form (found [here](#)) to MSAC to the attention of the AiE Management Associate Jennifer Menkhaus via email, typing their names on the signature line. Email to Jennifer.menkhaus@maryland.gov. The artist should provide the school with a link to the school evaluation form for the site coordinator to fill out.
8. **CHANGES TO RESIDENCY:** If the residency as applied for must change in any way, please contact the AiE Program Director for approval and submit the [Residency Change Form](#) (also available on the website). **The AiE Program Director must approve changes before they may be implemented.**
9. **FORMS:** All Artist in Residence forms are available on the MSAC website: www.msac.org under the “Arts in Education” tab. See “[Applications and Forms](#)” in the dropdown list.

GUIDELINES FOR SCHOOLS



A residency is made available to schools in order to offer students a better understanding of the artist's art form through participatory activities and workshops. The AiE Program is not an "ersatz" arts course, a substitute for the non-existing arts curriculum, or a lack of art instruction in the absence of a qualified, certified specialist.

The artist is expected to teach and the students are expected to learn during the hands-on workshops, but the artist's role in the classroom is not that of a substitute teacher or a demonstrator of a specific technique.

To teach a structured, sequential art curriculum is a task that properly belongs to the teacher, a certified specialist. **It is the teacher who remains responsible for the class even when the artist-in-resident is present.**

Maryland law requires all school personnel to receive a criminal background check. The AiE artist's status is that of a consultant, not a school employee, **therefore, a member of the school staff must be present while the artists are working in the classroom.**

Orientation, Planning, and Evaluation Meetings: Each residency is arranged as an individual project at an orientation meeting between participating school staff, the artist, and the AiE Program staff. A planning meeting follows (before the residency begins) to go over the details of the residency after the artist has used the information from the orientation meeting (scheduling, lesson plans, goals, etc.) to plan out the residency. At the end of the residency the teacher(s) and artist gather to go over challenges, successes, questions, concerns, and fill out the Meeting Evaluation form together.

Residencies must be a minimum of three days for 12-40 sessions or four to five days for 20-60 sessions and consist of at least three sequential workshop sessions per core group of students.

Ideally, the core group will include small groups of 12-15 students (maximum 30) who participate in a minimum of three workshop sessions each.

Sessions min/max per discipline:

Performing Arts: 12-40 sessions (residency must include one performance by artist)

Playwriting: 12-40 sessions

Poetry: 12-40 sessions

Visual Arts: 20-60 sessions (supplies are not included in the MSAC grant)

Each residency project is set up between the teacher and the artist, so please feel free to look for a challenging concept. However, make sure you set realistic limits to your inspiration by considering time, space, and materials available.

The school is responsible for the cost of the materials related to the residency.

SAMPLE RESIDENCY TRAVEL BUDGET



Artist should assist schools with determining the number of core groups, sessions per group, and how many days the residency will take place.

Using the number of days and round trip mileage between the artist’s home and the school, the artist should assist the school in calculating travel using the structure below.

Hotel stays must be pre-approved by the AiE Program Director.

**Total cost of mileage – include the costs of the artist’s daily round-trip commute and any other mileage related to the residency.	
Total cost of tolls	+
Total cost of hotel fees^	+
Total cost of per diem^ – current per diem rate is \$41 per night	+
Other-specify	+
TOTAL COST OF TRAVEL	

**** Mileage Formula: # of Days of Residency X 1 Round trip Mileage X .545 = Total Mileage**

^ Hotel fees and per diem are only for residencies that require the artist to stay overnight and are subject to approval by the AiE program director.

PERFORMING ARTS RESIDENCY – GUIDELINES FOR ARTISTS

Orientation and Planning and Evaluation Meetings: The artist must schedule the orientation and planning meetings at the school (a telephone conversation is not sufficient, unless there are special circumstances). The school should have copies of the school’s EGRANT application at all meetings and send a copy to the artist prior to residency.

During orientation, the artist meets personally with all teachers and staff who will be involved in the residency. A site coordinator who will serve as the contact person for the artists and the AiE Program is selected. The residency concept and main project are defined and an agreement is reached concerning the school’s and the artist’s responsibilities. An optional Orientation Meeting Checklist for Residencies may be used to record this conversation for your records. The site coordinator and school administration should both keep a copy of the checklist for reference.

A planning meeting follows (before the residency begins) to go over the details of the residency after the artist has used the information from the orientation meeting (scheduling, lesson plans, goals, etc.) to plan out the residency. An evaluation meeting takes place at the end of the residency.

Schedule: Performing arts residencies consist of the orientation, planning, and evaluation meetings, a performance for the school (max 250 students), core group workshop sessions, and may also include a student performance of content learned, as well as professional development sessions for teachers.

Fees and Expenses: The Sample Residency Budget (see page 14) is used by the school to calculate the total cost of the residency at the time of the application. The artist’s fee per workshop is \$70. The Maryland State Travel Regulations allow reimbursement of \$.545 per mile. For residencies requiring an overnight stay, the per diem for food is \$41. You must contact the AiE Program Director (Christine.stewart1@maryland.gov) concerning overnight lodging. Tolls and parking fees cannot be paid without receipts. Tape your receipts to a standard 8 ½” x 11” sheet of white paper; include your name and identify the school and dates, or scan and email these to include with your final evaluation and grant reporting form for payment.

Evaluation Meeting and Forms: Together the artist and the site coordinator meet to discuss the successes and challenges of the residency. Both school and artist fill out a separate evaluation form at the conclusion of the residency. This does not need to take place during the meeting. Schools should send the evaluation form directly to the AiE Management Associate: Jennifer.menkhaus@maryland.gov.

Artist Payment: A completed [Artist Residency Evaluation and Grant Reporting Form](#) is required for processing the artist’s payment (unless other arrangements have been made for artists listed with arts partners (artists, please check your notification letter/email). Payments are not released until the service has been performed. Allow at least eight weeks from the submission of the required form for the check to arrive.

Should a problem arise at any point during the residency, do not hesitate to bring it promptly to the attention of the AiE Program Staff.



PLAYWRITING RESIDENCY – GUIDELINES FOR PLAYWRIGHTS

Orientation and Planning and Evaluation Meetings: The artist must schedule the orientation and planning meetings at the school (a telephone conversation is not sufficient, unless there are special circumstances). The school should have copies of the school’s eGRANT application at all meetings and send a copy to the artist prior to residency.

During orientation, the artist meets personally with all teachers and staff who will be involved in the residency. A site coordinator who will serve as the contact person for the artists and the AiE Program is selected. The residency concept and main project are defined and an agreement is reached concerning the school’s and the artist’s responsibilities. An optional Orientation Meeting Checklist for Residencies may be used to record this conversation for your records. The site coordinator and school administration should both keep a copy of the checklist for reference.

A planning meeting follows (before the residency begins) to go over the details of the residency after the artist has used the information from the orientation meeting (scheduling, lesson plans, goals, etc.) to plan out the residency. An evaluation meeting takes place at the end of the residency.

Schedule: Playwriting residencies consist of the orientation, planning, and evaluation meetings, core group workshop sessions, and may also include a staged reading of student plays as well as professional development sessions for teachers.

Fees and Expenses: The Sample Residency Budget (see page 14) is used by the school to calculate the total cost of the residency at the time of the application. The artist’s fee per workshop is \$70. The Maryland State Travel Regulations allow reimbursement of \$.545 per mile. For residencies requiring an overnight stay, the per diem for food is \$41. You must contact the AiE Program Director (Christine.stewart1@maryland.gov) concerning overnight lodging. Tolls and parking fees cannot be paid without receipts. Tape your receipts to a standard 8 ½” x 11” sheet of white paper; include your name and identify the school and dates, or scan and email these to include with your final evaluation and grant reporting form for payment.

Evaluation Meeting and Forms: Together the artist and the site coordinator meet to discuss the successes and challenges of the residency. Both school and artist fill out a separate evaluation form at the conclusion of the residency. This does not need to take place during the meeting. Schools should send the evaluation form directly to the AiE Management Associate: Jennifer.menkhaus@maryland.gov.

Artist Payment: A completed [Artist Residency Evaluation and Grant Reporting Form](#) is required for processing the artist’s payment (unless other arrangements have been made for artists listed with arts partners (artists, please check your notification letter/email). Payments are not released until the service has been performed. Allow at least eight weeks from the submission of the required form for the check to arrive.

Should a problem arise at any point during the residency, do not hesitate to bring it promptly to the attention of the AiE Program Staff.

POETRY RESIDENCY – GUIDELINES FOR POETS



Orientation and Planning and Evaluation Meetings: The artist must schedule the orientation and planning meetings at the school (a telephone conversation is not sufficient, unless there are special circumstances). The school should have copies of the school's EGRANT application at all meetings and send a copy to the artist prior to residency.

During orientation, the artist meets personally with all teachers and staff who will be involved in the residency. A site coordinator who will serve as the contact person for the artists and the AiE Program is selected. The residency concept and main project are defined and an agreement is reached concerning the school's and the artist's responsibilities. An optional Orientation Meeting Checklist for Residencies may be used to record this conversation for your records. The site coordinator and school administration should both keep a copy of the checklist for reference.

A planning meeting follows (before the residency begins) to go over the details of the residency after the artist has used the information from the orientation meeting (scheduling, lesson plans, goals, etc.) to plan out the residency. An evaluation meeting takes place at the end of the residency.

Schedule: Poetry residencies consist of the orientation, planning, and evaluation meetings, core group workshop sessions, and may also include a student poetry reading and professional development sessions for teachers.

Fees and Expenses: The Sample Residency Budget (see page 14) is used by the school to calculate the total cost of the residency at the time of the application. The artist's fee per workshop is \$70. The Maryland State Travel Regulations allow reimbursement of \$.545 per mile. For residencies requiring an overnight stay, the per diem for food is \$41. You must contact the AiE Program Director (Christine.stewart1@maryland.gov) concerning overnight lodging. Tolls and parking fees cannot be paid without receipts. Tape your receipts to a standard 8 ½" x 11" sheet of white paper; include your name and identify the school and dates, or scan and email these to include with your final evaluation and grant reporting form for payment.

Evaluation Meeting and Forms: Together the artist and the site coordinator meet to discuss the successes and challenges of the residency. Both school and artist fill out a separate evaluation form at the conclusion of the residency. This does not need to take place during the meeting. Schools should send the evaluation form directly to the AiE Management Associate: Jennifer.menkhaus@maryland.gov.

Artist Payment: A completed Artist Residency Evaluation and Grant Reporting Form is required for processing the artist's payment (unless other arrangements have been made for artists listed with arts partners (artists, please check your notification letter/email). Payments are not released until the service has been performed. Allow at least eight weeks from the submission of the required form for the check to arrive.

Should a problem arise at any point during the residency, do not hesitate to bring it promptly to the attention of the AiE Program Staff.

VISUAL ARTS RESIDENCY – GUIDELINES FOR ARTISTS



Orientation and Planning and Evaluation Meetings: The artist must schedule the orientation and planning meetings at the school (a telephone conversation is not sufficient, unless there are special circumstances). The school should have copies of the school's EGRANT application at all meetings and send a copy to the artist prior to residency.

During orientation, the artist meets personally with all teachers and staff who will be involved in the residency. A site coordinator who will serve as the contact person for the artists and the AiE Program is selected. The residency concept and main project are defined and an agreement is reached concerning the school's and the artist's responsibilities. An optional Orientation Meeting Checklist for Residencies may be used to record this conversation for your records. The site coordinator and school administration should both keep a copy of the checklist for reference.

A planning meeting follows (before the residency begins) to go over the details of the residency after the artist has used the information from the orientation meeting (scheduling, lesson plans, goals, etc.) to plan out the residency. An evaluation meeting takes place at the end of the residency.

Schedule: The number of days for a visual arts residency varies depending on its length. A 20 session residency may be four to five days. A sixty session residency may be up to twenty days. In addition to the orientation, planning, and evaluating meetings, there should be time allotted for the artist to gather materials, prepare and break down the workspace, install and attend the opening reception for the final project, etc.

Fees and Expenses: The Sample Residency Budget (see page 14) is used by the school to calculate the total cost of the residency at the time of the application. The artist's fee per workshop is \$70. The Maryland State Travel Regulations allow reimbursement of \$.545 per mile. For residencies requiring an overnight stay, the per diem for food is \$41. You must contact the AiE Program Director (Christine.stewart1@maryland.gov) concerning overnight lodging. Tolls and parking fees cannot be paid without receipts. Tape your receipts to a standard 8 ½" x 11" sheet of white paper; include your name and identify the school and dates, or scan and email these to include with your final evaluation and grant reporting form for payment.

Evaluation Meeting and Forms: Together the artist and the site coordinator meet to discuss the successes and challenges of the residency. Both school and artist fill out a separate evaluation form at the conclusion of the residency. This does not need to take place during the meeting. Schools should send the evaluation form directly to the AiE Management Associate: Jennifer.menkhaus@maryland.gov.

Artist Payment: A completed [Artist Residency Evaluation and Grant Reporting Form](#) is required for processing the artist's payment (unless other arrangements have been made for artists listed with arts partners (artists, please check your notification letter/email). Payments are not released until the service has been performed. Allow at least eight weeks from the submission of the required form for the check to arrive.

*Should a problem arise at any point during the residency,
do not hesitate to bring it promptly to the attention of the AiE Program Staff.*

AiE FORMS



AiE forms may be located on the MSAC website under the Arts in Education tab, and the “Applications and Forms” tab in the drop down list.

Locate forms [here](#) at the bottom of the page.

REQUIRED ARTIST IN RESIDENCE FORMS:

Due to MSAC AiE Management Associate Jennifer Menkhaus (jennifer.menkhaus@maryland.gov) within ten (10) business days of the completion of the residency to remain eligible for funding:

SCHOOL: School Residency Evaluation Form

ARTIST: Artist Residency Evaluation and Grant Reporting Form

