SITE COORDINATOR'S PLANNING CHECKLIST

A Step-by-step Guide to Organizing Your Residency

Residency Preplanning

- ❑ If the WSAC is contracting directly with your school or agency, the site coordinator assures that the WSAC's grant contract is signed by the school's/agency's legal signatory and returned to the WSAC by the deadline.
- ❑ The coordinator establishes a planning committee to include teachers involved, and if possible, students, the principal, PTA members, and community partners.
- ❑ The committee meets and, if the artist has not been chosen, uses the WSAC roster to identify artists of potential interest, as well as choosing potential dates.
- ❑ At the committee meeting, the coordinator explains the following WSAC contract requirements to committee members.

  Classes the artist works with can be no more that standard classroom size (35 students or less), and classes should not be combined to reach the maximum.

  During a two-week residency, the artist will not meet with more than 6 classes (4 preferred) to be scheduled at varying times, and the artist may not meet with more than 4 classes per day.

  As stated in the grant contract, the Washington State Arts Commission AIE Program must be given credit for funding the residency in all written and verbal announcements.

  The teacher workshop must be a minimum of two hours, and WSAC encourages longer workshops.

  It is the site's duty to purchase or gather supplies.

  The classroom teacher must be in the room at all times during the artist's visit. The majority of rostered artists are not certified teachers, and artists should not be expected to "baby-sit" classes or maintain discipline. They are professionals visiting the classroom to share their expertise.

  In order for the residency to be funded by the WSAC, the detailed plan form must be in the WSAC office at least 30 days before the residency start date. If the WSAC is granting the funds to your school district, local arts agency, or parent agency, the detailed plan form must reach that agency six weeks before the residency start date so they can review it before sending a copy to the WSAC.

- ❑ Also discuss at the pre-planning meeting:

  The residency goals and objectives listed in the grant application.

  Plans to welcome the artist to the community.

- ❑ The committee or some of its members interview potential artists.
- ❑ The coordinator contacts the chosen artist, confirms residency dates, informs the artist when s/he will receive a contract, and schedules the planning meeting with the artist and committee. The coordinator also negotiates a fee for the artist's time at the planning meeting.

Sponsor/Artist Contract

- ❑ If your school is contracting directly with the WSAC, prepare a sponsor/artist contract that includes "Attachment A" items of the WSAC AIE residency grant contract or use the sample contract in the Site Coordinator's Handbook.

Planning Meeting

- ❑ The site coordinator, committee, and artist will meet at least two months prior to the residency start date to:

  Confirm residency goals and objectives and agree on the type of lesson plans the artist will present to meet those goals and objectives.

  Set dates and times the artist will meet with the site coordinator during the residency to discuss progress toward the goals and objectives.

  Confirm the schedule discussed at the pre-planning meeting and complete detailed plan form if it has not already been submitted to the WSAC.

  Collaboratively plan teacher workshop/s and the community outreach event. Assign administrative duties for the events to a committee member.

  Discuss the artist's need for studio, rehearsal, office, or storage space.

  Discuss art supplies needed.

  Ask if the artist needs maps, housing, restaurant suggestions, and other information about your community. Mention any plans the committee is making for potlucks, picnics, and so forth so the artist does not schedule other activities at those times.

  Review the residency requirements again.

  Ask the artist for suggestions on how teachers can prepare their students prior to the residency.

  Discuss publicity plans, which may include newspaper articles, local radio and/or television interviews of the artist, or school/district newsletter articles. Also discuss plans to invite parents, the press, elected officials, etc. to an appropriate part of the residency.

  If the artist has not yet signed your contract, obtain a signature now.

  If you will not be spending your entire grant, talk to the artist about adding a workshop or an extra residency day in order to do so.

Staff Preparation

- ❑ In advance of the artist's arrival, announce residency dates and activities at staff and faculty meetings. Tell staff about the artist's background and accomplishments. Describe the artist so s/he will be recognized and will receive friendly greetings rather than suspicious stares during the residency.
- ❑ Ask for the principal's support in making the teacher workshop mandatory. Schedule it at a time that is most convenient for most of your teachers, and begin tempting teachers with interesting announcements in advance.
- ❑ Begin publicizing the community outreach event well in advance to assure good community and staff involvement.

Final Confirmations

- ❑ At least 2 weeks in advance, send the artist:

  Schedule with classroom numbers, names of teachers, grade levels, and information about special populations.

  Map of community that includes location of school and/or other sites the artist will work at, phone numbers of contact people, and lodging information if needed.

  Other information the artist has requested, such as community profile needed for certain projects.
- ❑ Confirm specific schedules with teachers.
- ❑ Confirm special facilities or equipment.

Promoting the Residency

- ❑ Well in advance of the residency, obtain the artist's publicity packet containing a black-and-white press photo/s (if available), a press release, and any other promotional materials.

- ❑ Send press release on your site's stationery, along with press photo, to local newspaper/s addressed to the education editor. If your local paper does not have an education editor, press materials are generally sent to the assignment editor. Follow up with a phone call and discuss the publicity potentials of your residency.

- ❑ Contact local public radio programs to determine their interest in interviewing your artist.

- ❑ Make full use of on-site media (school newspaper, district newsletter, local arts agency's newsletter, your web site, mailing lists, bulletin boards, etc.) as well as newsletters of education organizations.

- ❑ Involve parents, school board, and community members. They can be powerful advocates for your future arts-in-education plans. They may also have media contacts.

- ❑ Inviting elected officials and other policy makers to an appropriate workshop also can result in strong support of arts education at your school.

- ❑ Give recognition to the Washington State Arts Commission in all promotional materials. Example: "This residency was made possible by a matching grant from the Washington State Arts Commission's Arts In Education Program. Use the WSAC logo slicks that the WSAC sent you (or your sponsor contact) on your flyers, newsletter, and poster announcements of residency activities.

- ❑ Send the press clippings and other examples of publicity to the AIE Program. If you send photographs, please get parents' permission and name the site, teachers, and students (or just site and grade level if you wish). A release form or letter stating that the WSAC may reproduce the photograph/s is needed. Digital images are preferred.

Evaluating the Residency

- ❑ During the residency, meet with the artist and teachers to review goals and objectives and make adjustments as needed.

- ❑ Share residency progress with the principal.

- ❑ Visit classrooms to watch and listen for cues from students as to how the residency might be more successful.

- ❑ Feel free to call the WSAC Arts In Education manager to share problems and successes.

- ❑ When the residency ends, hold a debriefing with the artist and teachers. Discuss successful aspects of the residency, as well as aspects that can be improved in the future.

- ❑ Remind the artist to complete the WSAC's evaluation form, and meet with teachers to complete a collaborative site evaluation form.

Post Residency Activities

- ❑ Send the WSAC any press clippings from stories after the residency.

- ❑ If your school or agency received the grant directly from the WSAC, complete the final report no later than 30 days after the last funded residency and mail it to the WSAC with the state invoice form.