



cultivating  
the arts



## ARTISTS IN SCHOOLS – *Projects*

### PROGRAM GUIDELINES

***Application Deadlines: May 1 and November 1***

**The Artists in Schools program is a Saskatchewan Arts Board program supported by the funding from the Saskatchewan Arts Board, SaskCulture Inc. through the Saskatchewan Lotteries Trust Fund for Sport, Culture, and Recreation, and the Government of Saskatchewan through the Ministry of Education.**

#### CONTACT

It is strongly recommended that applicants, particularly first-time applicants, contact a Program Consultant before preparing an application as they can clarify eligibility and program requirements and provide advice relevant to your application.

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*For projects serving Aboriginal communities and/or related to Aboriginal art, skills or knowledge.*

#### SUBMISSION

Applications are now accepted online.

#### PROGRAM INFORMATION

*Artists in Schools* program offers Saskatchewan K-12 students enhanced arts-related activities through collaboration with professional artists.

Projects are developed out of established partnerships where both partners (school and artist) plan and execute the project through inquiry-based processes.

#### PROGRAM PURPOSE

*Artist in Schools – Projects* funding supports schools working in partnership(s) with a professional artist in a traditional classroom or school setting. Program partners design and deliver a program that engages students collaboratively in arts activities that are directly linked to cross-curricular and cross-cultural educational outcomes.

*Artist in Schools* projects are collaborative-based inquiry projects. Projects can focus on any grade level or art form (dance, drama, literary, visual, music, media or multi-media). Through established partnerships, art projects are designed to meet the specific needs and interest of the school community and enhance the students learning experience through meaningful artistic activities.

## PARTNERSHIP ROLES AND RESPONSIBILITIES

Most successful projects come out of genuine partnerships between the school and the professional artist. It is the responsibility of both partners through collaborative project development to plan and execute the project while respecting each other's roles. Additional community partners can contribute expertise knowledge/skills, resources, and/or by raising the profile for long-term impact.

**Co-Applicant (school)** will have a shared responsibility for planning, development, execution, and evaluation of the project. Planning will involve identifying key questions, issues, or ideas that are relevant to the targeted school. The school will be identified in the application as either the primary or secondary contact, will take part in creating the application and, if successful, will complete all final reports with Co-Applicant artist. If the school is identified as the Primary Contact, the school will assume the responsibility for management of the grant funds.

**Co-Applicant (artist)** must meet the Arts Board definition of professional artist<sup>1</sup>. The artist serves as a collaborator and mentor for the project. This applicant will have shared responsibility for planning, development, execution and evaluation of the project. The artist will support those involved in the project in their development of knowledge and skills in the arts. They will take part in creating the application and submitting all required reports and, if identified as the primary contact person, will have responsibility for management of the grant funds.

**Community Partners (Potential)** are genuine partnerships appropriate to the activity and size of the school. The role of the Potential Community Partner(s) is defined by the Co-Applicants; Community Partners are not required to take part in drafting the application.

**Elder or Knowledge Keeper Partners:** It is necessary to include an Elder or Knowledge Keeper Partner for any application that involves any traditional Indigenous worldviews or art forms.

**Curatorial Organizations** are organizations that act on behalf of communities, schools, and artists to present projects. These applicants must explain their mandates and how they connect with the community/school and artists with whom they propose working.

## ELIGIBILITY

### Who can apply?

- The partnership between the school and Professional Artist must be in place prior to the submission.
- The Co-Applicant (school) is a provincial school, school division, Band school, Tribal Council, private school or Adult Basic Education Program that works with Saskatchewan arts education curriculum.
- The Co-Applicant (school) must be based in the province of Saskatchewan, may make no more than one application to *Artists in Schools* or *Artists in Communities* at any submission deadline, and must be in good standing with the Arts Board (i.e., have no overdue reporting on any prior grants) when the application is received and any grant payments are issued.

*Eligibility continued...*

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<sup>1</sup> A professional artist is defined as an individual who has completed training in a recognized art form (either through formal study or through a process of mentoring/apprenticeship), has produced a body of work in their artistic discipline that has received critical recognition, and who is recognized as professional by their peers within their arts community.

- The Co-Applicant (artist) may make more than one application at any submission deadline, up to the maximum allowable funding level as through residencies, although the jury will consider the individual's ability to undertake multiple projects when assessing the applications.
- The Co-Applicant (artist) must be in good standing with the Arts Board (i.e., have no overdue reporting on any prior grants) when the application is received and any grant payments are issued.
- The Saskatchewan Arts Board accepts applications submitted in either English or French. French-language applications will be translated into English before they are provided to the jurors. The Saskatchewan Arts Board will ensure at least one juror is able to read the application in its first language.

### **What kinds of projects are eligible?**

- Activities that foster respectful, professional partnerships between artists and schools.
- Projects that reflect an appreciation for high-quality arts programming and are developed in response to the school's needs.
- Projects that are designed to connect with and engage students in meaningful ways and have a lasting impact.
- Projects designed to develop inquisitiveness by demonstrating a positive commitment to the inquiry question and asking students to make connections, construct meaning, and reflect critically on their own work.
- A project that is a repeat or continuation of a previous project is eligible; however, the application must explain why the continuation is important.

### **What is the maximum amount of funding available to apply for?**

- The maximum grant available is \$10,000.
- The process for adjudicating applications is competitive, and funds are limited. An application may not be funded or may not be funded for the full amount requested.
- Funds are released 30 days prior to the project start date.
- The Arts Board reserves the right to rescind any grant funds from applicants who do not meet the conditions for the release of funds, make significant changes to their project without approval, and/or do not begin their project within approved timelines.

### **What applications are ineligible?**

- Applications that do not include all the required information and support material, including balanced budgets.
- Projects that do not compensate artists for their work. (See Budget: Artist Fees)
- Applications submitted by mail, email or fax.
- Projects that are not primarily artistic – e.g., projects that you are undertaking for therapeutic, educational or informational purposes, or to promote a specific political, philosophical, or spiritual perspective or practice.
- Projects that promote hatred or intolerance.
- Fundraising activities, awards, sponsorships or re-granting activities.
- Activities that contravene provincial or federal law.
- Activities that use or present Indigenous cultural material, traditional knowledge or stories without permission from the community and involvement of either an Elder or Knowledge Keeper.

*Eligibility continued...*

- Activities/projects that start prior to the application deadline or after your project dates.
- Grants are not meant for capital purchases (e.g., basic equipment, kilns, computers, musical instruments, etc.). In most cases, renting equipment during the project term is preferred. If the cost of renting is higher than the purchase price, provide an explanation and rationale for purchase.

## PUTTING THE APPLICATION TOGETHER

The following resources are available on the Saskatchewan Arts Board's website:

- **Preparing Your Application:** Grant Writing Guide and Project Planning Webinar for *Artists in Schools* and *Artists in Communities*.  
[www.saskartsboard.com/menu/grants/preparing-your-application.html](http://www.saskartsboard.com/menu/grants/preparing-your-application.html)
- **Project Tools / Project Documentation** provides information including frequently-asked questions and documentation tools. See the *Artists in Schools* page of our website, under FORMS AND INFORMATION, Project Tools.  
[www.saskartsboard.ca/menu/grants/grant-programs/artists-in-schools.html](http://www.saskartsboard.ca/menu/grants/grant-programs/artists-in-schools.html)
- An **Artists in Schools** form for Projects and Residencies provides a template for Documentation and Final Reporting (French and/or English). See the *Artists in Schools* page of our website, under FORMS AND INFORMATION, Project Tools.

### Planning an Artists in Schools Project

- It is recommended the Co-Applicants start their application at least one month before the deadline. Preparation time will include coordinating the project with established partnerships, gathering support material, working out budget information, and submitting the application online.
- The ideas, objectives, roles, and responsibilities of all identified partners must be reflected in the application with evidence of clear communication, collaborative planning, and project development.
- The established partnerships need to be appropriate and intact and will have a mutually beneficial relationship for the quality and depth of the project and for the partners to achieve their outcomes.
- It is important that the Co-Applicants understand the needs and size of the school (or classroom) where the project will take place and develop activity accordingly. The inquiry question will reflect this and function as a guide to the project.
- The project must identify arts education curriculum themes and objectives or learning outcomes that will be addressed throughout the project, in addition to objectives or outcomes from other content areas.
- The partnership negotiates a contract that best suits the school, the project, the students, and the artist(s).
- For projects that explore Indigenous art forms, skills, languages, knowledge, teachings, and/or worldviews, traditional Knowledge Keepers or Elders must be confirmed.
- The applicants need to consider the impact of their project and how it will be measured/evaluated.

*Putting the Application Together continued...*

## Exploration

- The purpose of the inquiry question is to develop and engage the students' inquisitiveness by asking participants to make connections, reflect critically, and construct meaning through creative processes. What is learned can be invaluable for future planning of arts activities and new processes of discovery.
- The inquiry question is relevant to school needs (i.e. issues/concerns, interests, themes, etc.); it directs the partnerships as they work towards a shared goal while valuing the perspectives and contributions of others.
- It expresses what participants will think about and investigate throughout the project.
- It encourages meaningful engagement by participants and guides the project from its onset, and it may be changed and refined as the project evolves.

## Evaluation

- Together, the Co-Applicants are expected to evaluate and submit a report on the success of the project.
- The applicants will consider the criteria to measure the success of their project and evaluate the impact based on measurable outcomes.
- Applicants should factor into their evaluation the potential for projects to change and the inquiry question/process to adjust according to discoveries made throughout the project.

## Budget

- The budget for your project must balance, meaning your Total Revenue must equal your Total Expenses. A balanced budget shows the need for the grant, but also indicates that you can complete the project with the grant and your other available financial resources.
- List all income, sponsorships, funding and personal resources you plan to devote to the project under *Revenue*.
- In *Revenue Notes*, indicate revenue as confirmed or unconfirmed. If a contribution is unconfirmed, indicate alternate plans for acquiring these funds if they are not available from the source(s) listed in the budget.
- Cash or in-kind contributions can come from partners or businesses in the community, fundraising or other grant sources. This is not a requirement for receiving a grant.
- Contributions from other sources can be in-kind rather than cash. Include in-kind contributions in both revenue and expenses.
- Funding from other sources may not be assigned to the same expenses as those covered by the *Artists in Schools* grant.
- List project expenses under *Expenses*, the costs incurred during the project dates to complete the activities, indicating which costs the grant is intended to cover. For each expense, you will be asked to say how much is covered by the *Artist in Schools* grant that you are requesting. The total of these amounts should be equal to your grant request. You may need to attach breakdowns of some categories if you have many individual expense items. Remember to assign the same dollar cost to items listed as in-kind donations under *Revenue*.
- In *Expense Notes*, indicate which expenses will be covered by the *Artist in Schools* grant. Funding from other sources may not be assigned to the same expenses as those covered by the *Artists in Schools* grant.

*Putting the Application Together continued...*

- The Co-Applicant Partner (school) may be required to deduct and/or remit employer and employee contributions, which can include but may not be limited to Canada Pension Plan, Employment Insurance and Workers' Compensation. If the Co-Applicant Partner needs to deduct and/or remit any of these items, they should be included in the budget. For more information, see the Canada Revenue Agency's guide, "Employee or Self-Employed" at: [www.canada.ca/en/revenue-agency/services/forms-publications/publications/rc4110-employee-self-employed/employee-self-employed.html](http://www.canada.ca/en/revenue-agency/services/forms-publications/publications/rc4110-employee-self-employed/employee-self-employed.html)
- The Saskatchewan Arts Board is required to issue T4A forms for taxation purposes to individuals for amounts received over \$500.
- Grant recipients will **submit *Final Actuals*** and revised *Revenue Notes and Expense Notes* **at the end of the project** as part of their final report. The Revenue and Expense Notes will include an explanation of any variances in final actuals from the proposed budget.
- Artist Fees: The Arts Board is committed to the professional status of the artist and won't fund projects in which artists are not paid for their work. Refer to CARFAC's minimum fee schedule available on CARFAC's website for further information.
- Other: Enter any additional costs you will incur to complete your project, such as an Elder's fee or honoring gifts, etc.

### Support Material

- Support materials help jurors assess your project against the adjudication criteria and provides them with evidence that you can accomplish it. The work samples and documents you submit to support your application should be readable, relevant to your grant project, and as recent as possible.
- There are two types of support material: Support Material that supports the expertise of the Artist and Support Material that supports the Project.
- The Arts Board will accept up to three items of support material (choose from list provided) for the Co-Applicant (artist) and up to three items of support material to support the project (see list of possible items). The maximum items of support material submitted cannot exceed six in total and must meet the limited restrictions within each item.
- If you submit more support material than the maximum allowed for your artistic discipline, the excess material will not be considered by the jurors during the adjudication process. This ensures that all applicants have an equal opportunity to present their work.

### Co-Applicant (Artist) Support Material and Technical Requirements

Choose up to a maximum of three items from the list:

- Artist CV (*maximum 3 pages*)
- Audio (*maximum 5-7 minutes*) – mp3
- Moving images (*maximum 5 minutes running time, not to exceed a total file size of 1 GB*) – avi, mov, mpg, mp4
- Still images (*maximum 10*) – JPEG files, maximum file size: 1 MB
- Print (*maximum 10 pages manuscript*) – Word or PDF format

### Project Support Material (Limit 3 items)

- You may include other relevant material to support your project and/or that notes expertise or knowledge, such as letters of support from Potential Partners, newspaper or magazine clippings, brochures, or other types of documentation, etc. (*maximum 1-2 pages*)
- Letters of support (*maximum 1 page*)

*Putting the Application Together continued...*

## Artist Contract

*The Arts Professions Act*, now in effect in Saskatchewan, requires that written contracts be used in all transactions between professional artists and those who hire them, engage their services or use their creative work. These written contracts help solidify the relationship between the artist and those who contract their services by providing a clear understanding of the transaction. This provides an extra measure of protection to both parties and assists projects in moving forward in a forthright manner. The Act also recognizes the artist as a professional and emphasizes the importance of fair compensation.

## ADJUDICATION PROCESS

Applicants are to consider the Adjudication Criteria when developing the content of their application. The Saskatchewan Arts Board will rely on third-party review and assessment of this application as part of its due diligence. An independent panel of jurors will assess applications through a competitive process based on the following:

### 1. Artistic Merit

- The partners aim to develop and present high-quality artistic programming that is relevant and appropriate for the school's objectives and identified needs.
- The artist is recognized as a professional by their peers and will be assessed by their past work and current practice as identified in their support material.

### 2. Exploration, Quality of the Project, and Impact

- The project as described, demonstrated by either depth or size of reach, fosters authentic engagement and cultivates lifelong learning through a unique partnership experience.
- The inquiry question(s) is thoughtful and responsive to the needs of the school, connects to arts education and other curricula, and is appropriate for the proposed project's objectives.
- The inquiry question(s) focuses the development of the activity, provides clarity, guides reflective thinking and engages the students in a meaningful way.
- The project engages the identified school in a meaningful way; it has the potential to evolve and/or expand the way participants view art processes and practices, encouraging the students' artistic and cultural development.

### 3. Planning and Evaluation

- The quality and depth of the partnership(s) is appropriate, and there is evidence that both partners have a common understanding of the project and are committed to its success.
- The ideas, objectives, roles and responsibilities of all identified partners are reflected in the application, and there is evidence of clear communication, collaborative planning and project development.
- The proposed project places value on the presence of genuine school partnership(s) that is appropriate to the activity, size of the school (or classroom), and capacity of the Co-Applicant Partners.
- The project is relevant, and the timeline, work plan, and budget are appropriate for the project term.
- The inquiry question and planned activities can be measured and evaluated against the school's needs and objectives.

*For more information about the Saskatchewan Arts Board's adjudication process and how funds are allocated, visit our website at [www.saskartsboard.ca/menu/grants/assessment.html](http://www.saskartsboard.ca/menu/grants/assessment.html).*

## NOTIFICATION OF ADJUDICATION RESULTS

Applicants are typically informed of grant decisions by letter no later than 90 days after the application deadline date.

### **Successful Applications**

- If your application was successful, you will receive a notification that includes the terms and conditions of funding. If the grant awarded was less than 60% of the amount requested, you must submit a revised budget, project plan and/or project dates to show how you will undertake the project with less funding than requested.
- A cheque for the approved grant amount will be released to the Co-Applicant Primary Contact indicated in the application no sooner than 30 days before the beginning of the project term.
- The Saskatchewan Arts Board is required to issue a T4A form for grant amounts over \$500 issued to an individual.
- A grant recipient must begin the project no later than 12 months from the start date initially approved.
- Recipients of funding are required to acknowledge the support of the Saskatchewan Arts Board, the Government of Saskatchewan Ministry of Education, SaskCulture Inc., and the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, particularly on all print material and at openings, receptions, performances, events or other public functions. The Saskatchewan Arts Board will provide grant recipients with an acknowledgement statement and access to the logos through the Arts Board's website.
- Recipients of funding are required to submit a final report to be completed during the grant period, including a description of activities accomplished, budget, documentation, etc. Final report must be submitted no later than 60 days after the project end date.
- The Saskatchewan Arts Board may contact a recipient at any time regarding any conditions affiliated with the grant received based on the application.
- Grant recipients must communicate any major changes with the Arts Board including any modifications to the project, dates, and/or significant budget revisions. If the project is significantly changed without approval, the Arts Board reserves the right to rescind the grant.
- Request receipts when you pay artist and other professional fees, and keep all receipts for expenses over \$100. The Arts Board reserves the right to request receipts up to seven years after completion of the project.

### **Unsuccessful Applications**

If your application was recommended for support by the jury but not ranked high enough to be funded, apply again and hope for a better outcome. The jury saw merit in your work and would have awarded your project a grant, but the money ran out. Every deadline is unique: different partners apply, and different jurors adjudicate the applications. Before applying again, take the following steps:

- Reread and reconsider your application components and support material.
- Call the Program Consultant. Program Consultants can often provide helpful comments from the jury and suggest how you can more clearly present your project or strengthen your application.

*Unsuccessful Applications continued...*



If you received a letter informing you that your application was considered ineligible or was not recommended for funding, the Program Consultant can explain what the problem was and whether you can apply at the upcoming deadline.

- Your application may have been incomplete or failed to provide information needed by the jury to assess it against the adjudication or eligibility criteria.
- Your budget may have included ineligible expenses, or the jury may have had questions about your eligibility.

Many of these issues can be resolved. Calling to discuss your results professionally, acting on the feedback and reapplying is the best response to an unsuccessful application.

## CONFIDENTIALITY OF INFORMATION

The personal and confidential information that is provided in an application is collected, used and disclosed in accordance with the provisions of *The Freedom of Information and Protection of Privacy Act* (an Act respecting a right of access to documents of the Government of Saskatchewan and a right of privacy with respect to personal information held by the Government of Saskatchewan). This information is required to process the application. Personal and confidential information disclosed in the application will only be shared, as necessary, with employees of the Saskatchewan Arts Board, SaskCulture Inc. and the adjudicators. If awarded a grant, the name of the recipient, community, project description and amount of the grant will be made known publicly. The Saskatchewan Arts Board is required to report to the public on the funds it disburses through its programs. The Saskatchewan Arts Board will respond appropriately to any inquiries regarding the privacy policies and procedures, including requests to access the applicant's personal information.