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**ARTISTS IN SCHOOLS – Residencies
GUIDELINES**
Application Closing Date: May 1

Artists in Schools is a Saskatchewan Arts Board program supported by 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.

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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.

Jody Greenman-Barber
Program Consultant
(306) 787-4659 (*Regina*) or 1-800-667-7526
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Lindsay Knight
Program Consultant
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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

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

Residency projects are designed to engage students out of established partnerships where both partners (school and artist) plan and execute the project through inquiry-based processes.

PROGRAM PURPOSE

Artist in Schools – Residencies funding supports schools to host an artist-in-residence project by contracting a professional Saskatchewan artist working in any art form to engage students collaboratively in arts activities that are directly linked to cross-curricular and cross-cultural educational outcomes.

Artists in Schools residencies are collaborative, inquiry-based learning projects. Participating artists take up residence in the school full-time, so they can contribute to its cultural life and engage students and teachers in arts activities that are linked to educational outcomes. Artists spend one-half of the time working with the school community and the other half on their own artistic practice. Where possible, the school provides the artist with a suitable studio space that allows the artist and their art practice to be accessible.

PARTNERSHIP ROLES AND RESPONSIBILITIES

Most successful residency 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 residency project while respecting each other's roles. Additional community partners can contribute specialized 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 relevant arts education and other curriculum outcomes, 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 the interim and 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's definition of professional artist.¹ 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 residency 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, if successful, will complete the interim and final 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 community. 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 school and artists with whom they propose working. If the Curatorial Organization is identified as one of the Co-Applicants (Artist or School), it is expected they will assume the responsibilities as described by either Co-Applicant (School) or Co-Applicant (Artist), and will work collaboratively with the school and/or artist in the design and execution of the residency project.

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, or private school using the Saskatchewan arts education curriculum.
- The Co-Applicant (school) must be based in the province of Saskatchewan, may make no more than one application to the *Artists in Schools* or *Artists in Communities* program 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.
- The Co-Applicant (artist) may make more than one application at any submission deadline, up to the maximum allowable funding level (\$45,000/year). The jury will, however, 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 jurors. The Saskatchewan Arts Board will ensure at least one juror is able to read the application in its first language.

¹ 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 a professional by their peers within their arts community.

What kinds of residencies are eligible?

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

What is the maximum amount of funding available for a residency project?

- The maximum funding available for a ten-month residency is \$40,000 (for northern schools, an additional \$1,500 is available to cover higher travel costs). If the residency term is less than ten months, the grant amount is pro-rated.
- 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.
- 50% of the grant funds are released 30 days prior to the residency start date. The remainder of the funds are released after receipt and approval of the interim report.
- 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 residency within approved timelines.

What is ineligible?

- Applications that do not include all the required information and support material, including balanced budgets.
- Applications submitted by mail, email or fax.
- Schools that submit more than one application per deadline.
- Residencies that do not compensate artists for their work. (See *Budget: Artist Fees*)
- Residencies that are not primarily artistic (e.g., projects for therapeutic purpose, or to promote a specific political, philosophical, or spiritual perspective or practice).
- Residencies 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 or involvement of either an Elder or Knowledge Keeper.
- Residencies that start prior to the application deadline.
- Grants intended 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.

- Organizations that receive annual or multi-year funding from the Saskatchewan Arts Board, SaskCulture Inc., the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, Creative Saskatchewan and/or creative industry associations supported by Creative Saskatchewan, unless the proposed projects explore new approaches for presenting and/or methods of expanding access within existing programs.
- Organizations that receive annual or multi-year funding defined above cannot have a total of more than one grant open in any of the Artists in Communities or Artists in Schools streams of funding.

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 *Artist in Schools* and *Artist in Communities*.
www.saskartsboard.com/menu/grants/preparing-your-application.html
- An **Artist in Schools Project Documentation Guide** provides suggestions for how the project can be documented as it progresses. 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

Planning a Residency

- It is recommended that schools wishing to undertake a residency complete an *Artists in Communities – Micro-Development* grant and/or an *Artists in Schools – Projects* grant before undertaking a residency. The *Micro-Development* grant allows schools access to small amounts of money to build relationships with potential artists, present “experimental” introductory projects, and/or assess school needs, research, and/or develop plans for longer term projects or residencies. *Artists in Schools – Projects* funds activities that allow schools to work with an artist in the research and development of an artistic residency.
- Both applicants are required to commit significant time to preparing a residency project. It is expected that a needs assessment and a plan for a residency project have been completed, the result of which will be demonstrated in the application.
- The ideas, objectives, roles, and responsibilities of all identified partners must be reflected in the application with evidence of clear communication, collaborative planning, and residency development.
- The residency must identify arts education curriculum themes and objectives or learning outcomes that will be addressed during the residency, in addition to objectives or outcomes from other content areas.
- The partnership negotiates a contract that best suits the school, the residency project and students, and the artist. It is up to the Co-Partnership to determine how the artist will divide their residency time 50/50 between the project and their independent practice. The partnership will also determine the artist fees according to the agreed-upon terms.
- It is recommended the school provides the artist with a suitable working space. (Note: The artist is not obligated to set up their studio within the school if it is not suitable to their work/practice, or for any other unforeseen reasons.)

Putting the Application Together continued...

- The established partnerships need to be appropriate, intact, and have a mutually beneficial relationship for the quality and depth of the residency and for the partners to achieve their outcomes.
- It is important that the Co-Applicants understand the needs and size of the school where the residency will take place and develop activities accordingly. The inquiry question will reflect this and function as a guide to the residency.
- For residencies and/or 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 residency and how it will be measured or evaluated.

Note: An artist will not replace or be a substitute for teachers or arts education specialists or assume responsibility for overall management of a classroom. It is expected that a teacher will remain with their class when the artist is present and engaging the students in activities that support the residency goals.

Inquiry

- 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 students will think about and investigate throughout the residency.
 - It encourages meaningful engagement by students and guides the residency from its on-set, and it may be changed and refined as the residency project evolves.

Evaluation

- Together, the Co-Applicants are required to evaluate and submit an interim report at the mid-point of the residency and a final report after the residency is completed.
- The applicants will consider the criteria to measure the success of their residency and evaluate its impact based on measurable outcomes.
- Applicants should factor into their evaluation the potential for the residency to change and the inquiry question adjust according to discoveries made throughout the residency.

Budget

- Applicants will submit a budget through the online application.
- 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 residency 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*.

Putting the Application Together continued...

- 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. Include in-kind contributions in both revenue and expenses.
- Funding from other sources must not be assigned to the same expenses as those covered by the *Artists in Schools* grant.
- Under *Expenses*, list residency costs incurred during the residency term to complete the activities outlined, indicating which costs the grant is intended to cover. For each expense, you will be asked to say how much is covered by the *Artists 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 *Artists in Schools* grant. Funding from other sources may not be assigned to the same expenses as those covered by the *Artists in Schools* grant.
- 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
- The Saskatchewan Arts Board is required to issue T4A forms for taxation purposes for amounts received over \$500 by individuals.
- 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, including 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 will not fund projects in which artists are not paid for their work. Refer to the appropriate industry organization – such as CARFAC (www.carfac.sk.ca), ACTRA (www.actrasask.com) or Canadian Federation of Musicians (www.cfmusicians.org), for example – for minimum fee schedules.
- Other: Enter any additional costs incurred to complete your project, such as an Elder's fee or honoring gifts, etc.

Support Material

- Support materials help jurors assess your residency against the adjudication criteria and provide them with evidence that the residency will succeed. The work samples and documents submitted should be readable, relevant to the residency, and as recent as possible.
- There are two types of support material:
 1. Supports the expertise of the Artist
 2. Supports the residency

Putting the Application Together continued...

- List and itemize all the support material included with this application.
- The Arts Board will accept up to three items of support material for the Co-Applicant (artist) and up to three items of support material to support the residency project (see list of possible items below). The maximum items of support material to submit cannot exceed six in total and must not exceed the restrictions for each item. Excess material will not be forwarded to the jurors or considered during the adjudication process. This ensures that all applicants have an equal opportunity to present their work.
- It is highly recommended both applicants include support material as part of the application. Artists must submit at least two items from the list below. Jurors consider the artist's past and present work in assessing artistic merit.

Co-Applicant (Artist) Support Material and Technical Requirements

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

- Artist CV (*maximum 3 pages*): in Word or PDF
- Audio (*maximum 5-7 minutes*): MP3
- Video (*maximum 5 minutes running time not to exceed a total file size of 2 GB*): AVI, MOV, MPG, MP4 files
- Still images (*maximum 10*): JPEG files
- Print (*maximum 10 pages manuscript*): double spaced, page numbered, portrait format, in Word or PDF

Residency Support Material (Maximum 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*).
- Projects that explore Aboriginal art forms, skills, knowledge, teachings, and/or world views must include an Elder or Knowledge Keeper in their ongoing activities. A letter of agreement from the Elder or Knowledge Keeper is required as support material to the application.

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 with moving forward in a forthright manner. The Act also recognizes the artist as a professional and emphasizes the importance of fair compensation.

ADJUDICATION CRITERIA

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:

Adjudication Criteria continued...

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 cultural 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.
- The residency demonstrates opportunities for the artist to pursue and develop their artistic practice and careers, to present and promote their work, and to build an understanding of and appreciation for Saskatchewan art and artists

2. Inquiry, Quality of the Project, and Impact

- The residency 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/or other curricula, and is appropriate for the proposed residency objectives.
- The inquiry question(s) focuses the development of the activity, provides clarity, guides reflective thinking and engages the participants in a meaningful way.
- The residency 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) are appropriate, and there is evidence that both partners have a common understanding of the project and are committed to the residency's 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 residency places value on the presence of genuine school partnership(s) that is appropriate to the activity, size of the community, and capacity of the Co-Applicant Partners.
- The residency 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.

NOTIFICATION OF ADJUDICATION RESULTS

Applicants are typically informed of grant decisions by e-mail no later than 90 days after the application closing date.

SUCCESSFUL APPLICATIONS

If your application was successful, you will receive a notification email that includes the terms and conditions of funding. If the grant awarded was less than 60% of the amount requested, you

Successful Applications continued...

must submit a revised budget, project plan and/or project dates to show how you will undertake the project with less funding than you'd requested.

A cheque for the approved grant amount will be released to the Co-Applicant Primary Contact of the application no sooner than 30 days before the beginning of the residency term.

The Saskatchewan Arts Board is required to issue a T4A form for grant amounts over \$500 issued to an individual applicant.

A grant recipient must begin the residency 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, SaskCulture Inc., the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, and the Government of Saskatchewan through the Ministry of Education, 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 an interim report halfway through the residency project and a final report to be completed after the grant period, including a description of activities accomplished, budget, documentation, etc. Final reports are due no later than 60 days after the project end date.

The Saskatchewan Arts Board may contact one or both recipient(s) at any time regarding any conditions affiliated with the grant received based on the application.

Recipients of funding must communicate any major changes with the Arts Board, including any modifications to the residency project or dates, or significant budget revisions. If the residency 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.

Applicants are encouraged to invite people – Arts Board staff, community stakeholders, MLAs., MP's, etc. — to any presentations that result from the residency.

UNSUCCESSFUL APPLICATIONS

If your previous 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 proposal and would have awarded your residency project a grant, but the funding 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.

If the Primary applicant received an email informing your partnership that the application was considered ineligible or was not recommended for funding, the Program Consultant can explain what the problem was and whether the partnership can apply at the upcoming deadline.

Unsuccessful Applications continued...

- The application may have been incomplete or failed to provide information needed by the jury to assess it against the adjudication or eligibility criteria.
- The 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 the 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., the Ministry of Education, 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.