

Grant application guidelines

Grant details

The **Artists in Schools** grant creates opportunities for K-12 students attending a Manitoba school to participate in high-impact arts and cultural experiences by working directly with artists, arts/cultural professionals, and Indigenous Knowledge Keepers.

Important dates

Application deadlines:

- June 5, for projects in the following school year (September to the end of June)
- October 5, for projects in the same school year (January to the end of June)

Notification of results:

- June 5 deadline – mid-August
- October 5 deadline – mid-December

Grant amount

- Projects involving one artist: up to \$7,500/application
- Projects involving two or more artists: up to \$15,000/application

Applicants - who can apply

- Professional artists
- Arts/cultural professionals
- Indigenous Knowledge Keepers
- Professional arts groups
- Professional arts organizations

Notes:

- Organizations receiving operating funding from the Manitoba Arts Council are not eligible to apply for this grant.
- School staff do not apply directly for Artists in Schools grants. The application is submitted by the partnering artist.

Application conditions

- Applicants may submit multiple applications to each deadline
- An application may only include one eligible school
- Eligible schools include:
 - All schools listed in the **First Nations Operated School Directory**
 - All Manitoba public schools*
 - **Funded independent schools** as defined by the Department of Education and Early Childhood Learning

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- Schools may participate in one Artists in Schools project per school year

*A public school is defined as a school within a school division that is governed by a publicly elected school board.

Activities - what you can apply for

- Activities with students during regular class hours while the teacher is present
- Professional development sessions for teachers provided by the artist

Expenses - what is eligible

- Fees for artists, collaborators and Indigenous Knowledge Keepers at a rate of \$50/hour while working directly with students
- Fees for artists, collaborators and Indigenous Knowledge Keepers at a rate of \$50/hour while providing professional development for teachers
- Fees for preparation by the artist, collaborator and Indigenous Knowledge Keeper at a rate of \$25/hour
- Fee for project administration (automatically calculated)
- Materials, supplies, and equipment
- Travel costs, if traveling more than 20 kms to another community, including:
 - Roundtrip airfare (economy class), baggage and taxi to airport
 - Mileage for ground travel at a rate of \$0.45/km
 - Travel time at a rate of \$20/hour
- Accommodations, if traveling more than 100 kms to another community
- Meal per diem, if traveling more than 100 kms to another community:
 - South of 53rd parallel or in Canada: \$75/day
 - North of 53rd parallel or outside Canada: \$90/day

Northern and remote incentive

Each individual participating in an Artists in Schools funded project may receive a \$1,500 incentive for each northern or remote community they work in, as funds allow.

Note: This incentive is separate from the grant, therefore it should not be included in the project budget. The incentive does not count towards the annual \$30,000 cap per artist on grant commitments from the Manitoba Arts Council.

Whether an individual can receive the incentive will be decided after an application has been awarded funding. This decision will be based on the following criteria:

- An artist must be working in a school that is northern (above the 53rd parallel) or remote (located in a fly-in community or a community without provincial road access).
- An artist must spend a minimum of 30 hours working with the students.

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- The artist has not received an incentive to work in the same community within the same school year.

Note: Northern and remote incentive payments will be issued upon receipt of a satisfactory final report.

Partnerships

Partnerships between artists and schools are essential to the successful delivery of an Artists in Schools project. Teachers who are looking to find a partnering artist are encouraged to use the Artist Listings on artistsinschools.ca. Teachers may also choose to work with their local or regional artists, provided the artist has or can create an active profile in MAC's online granting system, Manipogo.

School Commitment Form

A School Commitment Form signed by the principal must be submitted as part of each application. This form must include:

- A list of all artists and collaborators delivering the project that have been approved by the school to work with students. Schools may ask participating artists to provide Police Record/Vulnerable Sector and Child Abuse Registry checks as part of this process.
- Details on how the school will support the project (financial, in-kind, and/or other supports). A financial contribution of 20% of project costs is recommended but is not required in order to reduce barriers to accessing this grant.

Applications will be deemed ineligible if the School Commitment Form is incomplete, including if any artists, arts/cultural professionals, Indigenous Knowledge Keepers, and collaborators listed in the application form are not also listed and approved by the school.

Teacher Feedback

Following the completion of the Artists in Schools project, a survey will be made available to the school contact listed on the application. They will be invited to share a link to the survey with others who were involved in the project. The purpose of the survey is to gather anonymous data to improve the Artists in Schools grant program. Survey responses will be kept confidential.

Assessment - how decisions are made

Applications for Artists in Schools grants are assessed by a peer assessment panel of artists and educators based on the following criteria:

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- Impact on the students, teachers and school community
- Feasibility

Notes:

- Successful applications are awarded at the full grant request amount. There are no partial awards.
- Refer to MAC's Granting Decision Process for more information.

Priority areas

MAC prioritizes projects involving students that face barriers to accessing arts and cultural opportunities. Applications that meet MAC's priority areas receive automatic increases to their assessment scores based on the following:

- working with students in a Northern school (above the 53rd parallel)
- working with students in a remote school (fly-in or communities with no provincial road access)
- working with students in a school outside the capital region of Manitoba
- working with students in a school in a low-income area*

*Based on Statistics Canada 2021 census data and the Winnipeg School Division School Demographics Report 2020/2021.

Looking for help?

Accessibility

If you are D/deaf or living with a disability, you can request extra funding to cover the costs of accessibility-related supports and services. Visit our [Accessibility webpage](#) for an application form or contact MAC's Help Desk to learn more.

Offline applications

Applicants who are D/deaf or living with a disability who require an accessible application, or those who have limited internet access may apply using our Printable or fillable PDF application forms. These applications are available on each grant's webpage.

Program consultants

If you have any questions about the grant, a Program Consultant can speak with you about your project idea and review a draft of your application. Consultations are in high demand closer to the application deadline, so we suggest you contact us as soon as possible.

SHARE – Artists in Schools



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Help Desk

To get in touch with the appropriate program consultant, to get technical assistance with Manipogo (MAC's online application system), or to request an offline application or accessibility assistance form, contact our Help Desk during our regular business hours (8:30-4:30, Monday to Friday).

Help Desk

Phone: 204-945-2237

Toll-Free: 1-866-994-2787

Email: helpdesk@artscouncil.mb.ca

Application content

MAC receives grant applications through Manipogo, our online application system. To apply for this grant, [create a profile in our system](#).

1. Project information

You will be asked to provide your project title, the project start date and end date, the grade level(s) of the students involved, and the approximate number of students involved in the project.

In addition, you will be asked to address the following:

- Tell us about the students, the school, and the community you plan to work with and any connections you may have to them. (maximum of 200 words)
- Briefly describe the project (maximum of 250 words)
- Does the school have a dedicated arts program or arts teacher in place? If yes, describe how this project supplements the school's existing program. (maximum of 200 words)
- How will the project be delivered? Consider for example: Will it be online or in person? Will it be over consecutive days or occasionally over a long period? What is the daily schedule? (maximum of 200 words)
- How will the students participate in this project? Consider for example: What will they be doing? How will they contribute? What decisions will they make? How will they interact with the artists? (maximum of 200 words)
- How will the teachers participate in this project? (maximum of 200 words)
- What do you intend students will learn through this project? (maximum of 200 words)

Consider for example:

- artistic or cultural tools, skills or techniques
- critical thinking about themselves or the world around them
- self-expression or decision making

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- How does the project connect to the students' existing studies? (maximum of 200 words)

Consider for example:

- does the project build upon or link to topics the students will be covering during the school year?
- Tell us about your previous work with students (maximum of 200 words)
- **Cultural Integrity**
Cultural integrity is the practice of respecting and honouring the ownership of materials, traditions, and knowledges that originate from a particular culture or community.

Describe your relationship to the cultures or communities represented in your project and how you are approaching your work with cultural integrity. Consult the [resource page](#) to learn more about MAC's understanding of cultural integrity. (maximum of 300 words)
- Additional information that has not been asked that is essential to understanding your application (maximum of 250 words, optional)

2. Collaborator information

You will be asked to describe who will be working with you on the project (maximum of 750 words).

Explain why you chose to work with them and what they bring to the project. You will also be asked to include bios for the collaborators.

3. School information

You will be asked to select the school you will be working with and provide contact information for the partnering teacher. The partnering teacher will need to confirm their participation and complete the School Commitment Form via a School Contact Invitation sent from the application.

4. Project Cost Calculator

You will be asked to use the Project Cost Calculator to determine the amount of the grant request. You will be asked to enter the following:

- The number of artists involved in the project
- The number of hours each artist will be working directly with the students
- The number of hours each artist will be working directly with teachers while providing professional development, if applicable
- A description and total cost of materials, supplies and equipment

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- Travel costs (airfare, taxi, mileage, travel time) if traveling more than 20kms to another community
- Accommodations and meal per diem if travelling more than 100kms to another community
- Amount of any cash contributions from the participating school
- Amount of any other cash contributions to the project
- A project administration fee to be paid to the artist will be automatically added to the project costs based on the number of student contact hours.

5. Support materials

Support material is one of the most important parts of your grant application. The assessment panel, who decide whether your project will be funded, will view these examples of your work to see the type and quality of art you create. These materials can include writing samples, images, videos, audio recordings, and more.

Support material should be samples of your current or past work, and it should relate to and/or support your proposed project; it may include the work/activities of other key collaborators or partners.

For further details, see [support material requirements](#).

- **Support material** (File upload)
You will have the opportunity to upload images, text, audio/video files or a combination of all three to support your grant application.

Quantity of support material allowed

You can submit a minimum of one, and up to a maximum of three items of support material. The following count as a **single item**:



5 digital images, **OR**



15 pages of text, **OR**



4 minutes of audio or video

For instance, your three items can be a total of 15 images, or 45 pages of text, or 12 minutes of audio/video. But you can also submit a combination of images, text, and recordings, as long as it falls within the limits.

- **Support material description** (maximum of 500 words)
Describe how the support material you are submitting relates to this application.

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Assessor review questions

When reviewing your application, the assessors will rank each statement on a scale of 1 to 5, 5 being the highest. The assessors will not rank you on the questions that do not apply to your application.

1. The project encourages student curiosity and imagination. Consider for instance:
 - Is the project open-ended?
 - Is there room for discovery?
2. Are students invited to ask questions and choose their own direction?
3. The students will be actively engaged in the proposed project. Consider for instance:
 - Does the project involve movement, emotions and/or the senses?
4. The proposed project develops the students' artistic sensibilities. Consider, for instance:
 - Will the project deepen understanding in the classroom of artistic tools, skills, techniques, creative process, and artistic practice?
5. The students will gain a deeper understanding of cultural expression. Consider, for instance:
 - Will the project deepen understanding of cultural practices, skills, or techniques?
6. The project has ties to the students' existing studies.
7. The project shows potential for long-term impact on the students.
8. The project shows potential for long-term impact on the teacher.
9. The project will benefit the broader community in which the school is embedded. Consider, for instance:
 - Will the project have a positive impact on the students' extended network?
 - Will it develop creative connections in the community?
10. The project will benefit a marginalized and/or underserved community that faces barriers to accessing the arts.
11. The applicant has given adequate consideration to questions of cultural integrity.
Consult the resource page to learn more about MAC's understanding of cultural integrity.

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- 12.** The proposal reflects thorough research and planning.
- 13.** The support material gives a clear idea of the work the students will be doing.
- 14.** The cost of the project is a worthwhile investment for the benefit of the students involved.
- 15.** The school is committed to this project. Consider for instance:
 - How is the school supporting this project?
- 16.** The applicant has the skills and experience needed to deliver the project.
- 17.** The applicant demonstrates they understand the student group(s) with whom they will be working.
- 18.** Is there anything in the application that represents a cause for concern, or that would warrant removing it from funding consideration? Consider for instance:
- 19.** Are there inappropriate themes or safety concerns?

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Post-Project Survey

The purpose of this survey is to gather anonymized teacher, student, and community feedback from the participants of your recently completed Artists in Schools project. The information you provide will be used by MAC to assess and improve the AIS grant program. Please note that your responses will not be shared with the artists involved in the project.

- Describe the impact of the project on the students. Consider, for instance:
 - Were all students able to participate?
 - Were they actively engaged?
 - Did they explore new artistic or cultural practices?
 - Were they able to make their own creative decisions?
 - Do you foresee a long-lasting impact resulting from this project?
- Include any comments that the students would like to share about this project.
- Describe the impact of the project on the teachers involved. Consider, for instance:
 - What aspects of the project will the teacher be able to use and build on in future classroom activities?
- Describe the impact of the project on the community. Consider, for instance:
 - Were there opportunities for families and community members to engage with the project?
 - Do you foresee a long-lasting impact within the community as a result of this project?
- Describe your experience with the administration of this granting program. Consider, for instance:
 - How was the process of finding an artist to work with?
 - How was the communication between teacher and artist?
 - Did the project unfold as expected?
 - Was the amount of administrative time spent on the program appropriate?
 - Was the financial commitment by the school appropriate?
- Based on your experience, do you have any recommendations for MAC regarding the Artists in Schools grant program? We invite you to include both positive aspects that you would like to see more of and areas where you see room for MAC to improve.