



AIC

Artists in the Classroom

2019-20 Grant Application Guidelines

Updated August 2019

Artists, Teachers, Principals and PAC Representatives can apply for Artists in the Classroom (AIC) grants to bring professional artists into the classrooms. Through AIC, artists and educators collaborate to expand the role of arts in education and activate learning for young people across BC. AIC Grants support projects in schools across BC that demonstrate artistic excellence, strong curricular connections, high levels of student engagement and an active partnership between educators and professional artists and knowledge keepers. Artists in the Classroom grants are disbursed by ArtStarts in Schools through a partnership agreement with BC Arts Council and funded by the Province of British Columbia.

Goals

- Increase opportunities for young people to engage in hands-on arts experiences with professional artists to facilitate deeper learning.
- Increase opportunities for professional artists to further develop their artistic excellence and practice.
- Increase opportunities for educators to integrate arts into their classrooms to inspire creativity and innovation.

Eligibility

In order to be considered for funding, projects and applications must meet the following criteria:

Projects must:

- Engage BC-based professional artist(s), preferably local to the community (*see definition of professional artist below*);
- Take place during school hours with Kindergarten to Grade 12 students enrolled at a standard public, First Nations or accredited independent school in BC;
- Be planned for the future and cannot have been completed prior to application. The May intake is for projects happening any time during the 2019-20 school year. The October intake is for projects happening between January and June 2020;
- Not be receiving funding from BC Arts Council or other ArtStarts sources for the same project.

Definition of Professional Artist (from Canada Council for the Arts)

A professional artist is defined as someone who:

- has specialized training in the artistic field (not necessarily in academic institutions);
- is recognized as a professional by his or her peers (artists working in the same artistic tradition);
- is committed to devoting more time to artistic activity, if possible financially; and
- has a history of public presentation or publication.

Further to the above definition, Indigenous Elders, Traditional Knowledge Keepers and other artists with Indigenous arts practices may fall under the definition of professional artists. If you have questions about whether the artist(s) meet the definition, please contact ArtStarts. Please ensure that your budget accounts for the professional calibre of their work.



Applications must:

- Be submitted by an artist, teacher, principal or PAC representative;
- Use the application form for the current intake 'aic-application-may2019' in Microsoft Word or Google Docs;
- Be submitted by email as a Microsoft Word attachment or Google Doc (NOT .pdf or .pages);
- Include the artist('s') CV showing that they are based in BC and meet the definition of professional artist (not required if the artist is listed in the ArtStarts Artists in the Classroom Directory: artstarts.com/aicd or Artists on Tour Directory: artstarts.com/aotd);
- Be complete.

ArtStarts staff will review all applications for eligibility. Applications not meeting the above eligibility criteria will not be brought forward to the jury for assessment.

There is no limit on the number of applications an artist or school can submit. If you are submitting more than one application, please be sure to customize each project to the unique student group involved.

Project Examples

Projects can range in artistic discipline, location within BC, small to large scale, one week to full school year, and one classroom to the whole school. You can find a catalogue of projects funded by AIC here: <http://artstarts.com/aicprojects>.

Examples of projects/activities that do not qualify:

- [Stand-alone school performances by artists](#)
- Workshops teaching art fundamentals that are covered under school curriculum
- [Professional development workshops for educators with no student involvement](#)
- Commissioned artwork for the purposes of beautifying school property instead of engaging students and connecting to curriculum

Awards

AIC grants can fund up to 70% of total project costs. The remaining 30% of costs must be covered by other sources including contributions from the school district, school, PAC, private sponsors and individual donations. For the 2019-20 school year, schools in the First Nations Schools Association can apply for up to 100% coverage of eligible expenses.

Grants are available of

- up to **\$3,500** for small scale projects
- up to **\$10,000** for large scale projects
 - Large scale projects unfold over an extended period of time, involve multiple artists or engage the entire school. Large scale projects show high levels of innovation and creativity, and deeply impact learning beyond the life of the project.
 - A limited number of large scale grants are awarded per intake.
 - Large scale grant recipients will be required to document the process and provide regular updates throughout the project. Specifics will be provided at the time of the Grant Agreement.

Funding cheques will be made out to the school listed on the application, even when an artist or PAC representative is the applicant. The school is responsible for administering the funds (including contracting with the artists and paying for supplies), maintaining the funding split between grant (70%) and community contribution (30%) (unless school is part of the FNSEA and has applied for and received 100% coverage of eligible expenses) and reporting on the financials.

Assessment

Grants are assessed on a merit basis by a peer adjudication committee (jury) made up of educators and professional artists from across BC.

The jury will consider each application against the following four criteria.

Please note: The list below is intended to serve only as an example of how an application might demonstrate the four criteria, and is not a comprehensive checklist.

Artistic Quality (40%)	Student Engagement (30%)
This criterion encourages applicants to describe the artistic process and artistic outcomes of the project.	This criterion encourages applicants to demonstrate evidence of how students are directly involved throughout the project.
<p>Jurors may consider the following points:</p> <ul style="list-style-type: none"> • Clarity, depth, and quality of process and concept of project • Creativity of project • Demonstrated innovation or risk-taking • Evidence of appropriate, contextualized use of cultural or community themes used in the artistic process • Reciprocal relationships established with experts from the community when learning about culturally-specific contexts 	<p>Jurors may consider the following points:</p> <ul style="list-style-type: none"> • Level of hands-on contact time • Consideration of cultural safety issues • Student input throughout creative process • Opportunities to communicate ideas, insights and point of view • Opportunities to collaborate with peers and broader community
Curricular Connections (20%)	Project Scope (10%)
This criterion encourages applicants to identify opportunities for curricular connections and the ways in which they will be explored through the project.	This criterion relates to the level of clarity and detail used to describe the project and its overall feasibility.
<p>Jurors may consider the following points:</p> <ul style="list-style-type: none"> • Identified curricular opportunities • Relevancy and depth of learning • Rationale for chosen curriculum topics • How the project connects with the overall themes or big ideas in the classroom or school 	<p>Jurors may consider the following points:</p> <ul style="list-style-type: none"> • Clear articulation and focus of the project • Feasibility of budget and proposed timeframe • Fair compensation for artists, knowledge keepers and elders • Defined roles and expectations of artist and educator • Evidence of community support (e.g. PAC, community organizations, school district, etc.)



Considering Cultural Context

All applicants should consider the issues around cultural appropriation if using the cultural forms, aesthetics or iconography of cultural communities removed from their social, political and cultural roots. Cultural appropriation can also occur when there is insufficient credit given to the sources of artistic and cultural work. Cultural appropriation can cause harm to Indigenous and diverse communities through misrepresentation and stereotyping. It diminishes access and reduces the opportunity for artists from Indigenous and diverse cultural communities to tell their own stories.

If working with Indigenous peoples, communities, culture or intellectual property (including but not limited to stories, songs, dance, designs, art, traditional knowledge or other cultural expressions), applicants should consider the principles outlined in the [United Nations Declaration of the Rights of Indigenous Peoples](#) (the Declaration). The Declaration affirms that Indigenous peoples have the right to self-determination and the right to practice and revive their culture and traditions. As stated in Article 11 of the Declaration,

“This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.”

Article 31 of the Declaration affirms the rights of Indigenous peoples to maintain, control, protect and develop their cultural heritage, traditional knowledge and cultural expressions and their manifestations and intellectual property. If you are working with traditional knowledge, you will need to explain how you have addressed cultural protocols and/or received permissions where required.

We take cultural safety and appropriation seriously and are updating our decision-making processes to ensure that students are thoughtfully engaging with traditional knowledge and stories in context. The [revised BC curriculum](#) offers an approach that we support:

“It is particularly helpful to co-operate and engage with experts from the community when learning about culture-specific contexts to avoid offence or misrepresentation or appropriation of culture. Cultural appropriation includes use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, and so on without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture they are drawn.”

We have a CV transcription service for artists, especially Indigenous Elders, Knowledge Keepers and other artists with Indigenous art practices. This service is intended to reduce barriers for artists who do not have a CV and/or may not see themselves in the definition of professional artist. Eligible artists can set up a phone call with ArtStarts to explain their practice verbally and ArtStarts staff will transcribe their artistic practice and experience into a written document that can be submitted with the grant as a CV.

Budget

All applications must submit a detailed and balanced budget that includes a clear breakdown of all expenses and revenues associated with the project. Budgets in grant applications often demonstrate what the organization/applicants value. ArtStarts is looking for budgets that fairly compensate all artists and collaborators involved, are well thought out and researched, and provide for deep learning opportunities for participants. Budgets must only include expenses directly related to the proposed project.

Eligible expenses can be covered by the AIC grant and include:

- **Artists Fees** must be a fair and equitable rate, consistent with professional standards. Canadian Artists Representation Copyright Collective (CARCC) has recommendations for professional artist fees that can be found [here](#).
- **Transportation for Remote Schools*** – transportation expenses for artists travelling to schools in remote areas, up to 10% of total budget
- **Materials** directly related to the proposed project and used up throughout the duration of the project.
- **Rentals** for specialized equipment or venues.
- **Honoraria/fees for Elders and Traditional Knowledge Keepers** speaking on topics related to arts and culture and/or participating in, facilitating, or leading the project. Compensation must be fair and equitable, consistent with artists' fees.
- **Fees for Artist administrative work** such as scheduling and documentation done by the artist(s) named on the grant application in addition to their other work, up to 10% of total budget.

*Eligible school districts: SD27, SD28, SD49, SD50, SD52, SD54, SD57, SD59, SD60, SD81, SD82, SD84, SD85, SD87, SD91, SD92, FNSA.

Ineligible expenses must be covered by the community contribution and include:

- **Fees** including honoraria for collaborators who are not professional artists and individuals contracted as support
- **TOC Costs** for teachers' time away from the classroom when required by the project
- **Tools and Equipment** – specialized items and/or capital expenses that will remain with the school beyond the scope of the project (e.g. brushes, carving tools, instruments, iPads, cameras, etc.)
- **Transportation** for students or artists, exclusive of transportation allowance above
- **Accommodation**
- **GST/PST**

The AIC grant can cover up to 70% of total project costs (eligible + ineligible) to a maximum of total eligible expenses. FNSA schools can apply for up to 100% of total eligible expenses.

How to Apply

1. Download the application form for the current intake:
 - A. Google Doc: <http://bit.ly/aicapplication-oct19>
 - **You must make your own copy of the Google Doc so that you and your collaborators can edit the document together.**
 - Create your own copy of the Google Doc click: File > Make a Copy.
 - Re-name the document and save it to your Google Drive in the dialogue box. **Do not** check the box for "Share with the same people"
 - In your own copy of the document, click the share button in the top right corner to share with your collaborators.
 - B. Word Doc: <http://artstarts.com/assets/uploads/aic-application-oct2019.doc>

2. Work with your collaborators (teachers, artists, elders, PAC, etc.) and complete the application in a Word Document or Google Doc.
 - A. There are five distinct sections on the application:
 - Application Information
 - Refer to the Eligibility section of the Grant Guidelines.
 - Complete the school information and project particulars.
 - B. Project Collaborators
 - Refer to the Eligibility section of the Grant Guidelines.
 - Complete the artists, educators, and other collaborators working on the project.
 - C. Project Information
 - Refer to the Assessment Criteria and Considering Cultural Context sections of the Grant Guidelines.
 - Describe the project's scope, artistic quality, student engagement, and curricular connections.
 - D. There are three additional questions for large scale applications.
 - E. Proposed Budget
 - Refer to the Budget section of the Grant Guidelines
 - Provide a clear, detailed, and balanced budget.
 - F. Conditions for Funding
 - Must be signed by the applicant and either the school principal or a district representative. Signature may be digital and typed into the form. This is easiest to do if you are working from a shared Google Doc
3. Gather all required Artist CVs and ensure they meet the definition of professional artist.
4. Finalize the application and share the completed form with collaborators.
5. Submit your typed form as a Word Document or Google Doc attachment with required artist CVs by email to aic@artstarts.com with the subject line "SCHOOL NAME-PROJECT TITLE"
6. Deadline is October 22, 2019. Applications will be accepted until 5pm on the deadline.

Applicant Notification

Applications will be processed within 2-3 months of submission. The applicant will receive a notification letter indicated whether the application was successful or not to the email address provided on the application form. Successful applicants will be sent a Grant Agreement form: this agreement requests a finalized budget and timeline and must be completed, signed and returned to ArtStarts before funds are released to the school.

Reporting Requirements

Successful applicants must submit a final report and at least three images 30 days after project completion and **no later than June 25, 2020**. Applicants must complete a financial report as part of the final report showing that the grants funds were fully spent and community contributions were at least 30% of project expenses, unless your school is part of the FNSA and applied for and received 100% coverage of eligible project expenses.

Timely reporting is necessary in order for the grant recipient to remain in good standing with ArtStarts in Schools. If an organization and or applicant does not submit a Final Report by the noted deadline, it will become ineligible for future AIC funding.

Large-scale grant recipients will be required to provide regular updates and documentation throughout the process of their project; specifics will be provided at the time of the Grant Agreement.



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An agency of the Province of British Columbia



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Still have questions or need inspiration?

A list of Frequently Asked Questions can be found at artstarts.com/aic detailing general information, information for schools, information for artists, budget and eligibility requirements, application and adjudication and receiving funding.

You can also find examples of successful AIC projects on our website. Read stories about some AIC projects on the [blog](#). Or browse our [catalogue of projects funded by AIC](#).

For more information, please contact **ArtStarts**

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