



Promoting the arts since 1974

**Southwest Minnesota Arts and
Humanities Council**

SMAHC
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(800) 622-5284

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Effective July 1, 2010 to June 30, 2011

Arts & Learning Grants Guidelines

Application Deadlines

Postmarked by

Round 1: October 4, 2010

Earliest Project Start Date: January 1, 2011

Round 2: April 1, 2011

Earliest Project Start Date: June 15, 2011

** It is your responsibility to make sure your application is complete and does not include errors. Incomplete or inaccurate materials may result in your application being deemed ineligible or reduce your request.

**All current SMAHC programs and deadlines are subject to change. Contact the SMAHC office or check the SMAHC website to confirm what programs and rules are in place and to verify that you have the most current information.

SMAHC Arts and Learning Grant Program Guidelines
Artist Residencies, Field Trips & Pre-packaged Theatre Residencies
July 1, 2010 to June 30, 2011

Introduction:

The SMAHC Arts & Learning program is made possible by funds provided by the Minnesota State Legislature and the Minnesota Arts & Cultural Heritage Fund as appropriated by the Minnesota State Legislature with money from the vote of the people of Minnesota on November 4, 2008. Arts & Learning is designed to:

- ♦ advance arts education in schools and communities in the SMAHC region through artist/teacher/community partnerships
- ♦ support the arts as essential to education and daily life
- ♦ enrich the communities of the SMAHC region through the arts

Arts & Learning Program will provide financial and technical assistance to schools, communities and nonprofit organizations to help involve professional artists to strengthen school and community art programs. An Arts & Learning field trip grant is intended to help increase the exposure of students to professional artists through visits to professional artists' studios, performances by professional theatre, dance or musical groups, readings by writers, visits to art galleries, exhibition and other locations pertinent to the creation and exhibition of art.

Applications to the Arts & Learning program must incorporate a residency or arts-related field trip and a community event. We strongly encourage a workshop or in-service training for teachers.

Grant Amounts:

Grants are available for up to **\$2,500 for Artist Residencies** and up to \$750 for Pre-packaged Theatre Residencies and \$600 for Field Trips or 90% of the total project cash costs, whichever is less.

Important Dates:

Round I Grant Deadline: October 4, 2010

Grant Writing workshop: September 9, 2010, 4-6 p.m. at the SMAHC Office

Panel Meeting: November 6, 2010; Board Action: November 22, 2010

Round II Grant Deadline: April 1, 2011

Grant Writing workshop: tentative date February 24, 2011, 4-6 p.m. at the SMAHC Office

Panel Meeting: April 30, 2011 Board Action: May 23, 2011

Application Forms:

The application must be postmarked or delivered to the SMAHC office no later than 4:30 p.m. on the application deadline. Electronic applications will not be accepted. Late or incomplete applications will not be considered. Please read the grant guidelines and application forms carefully. Submit the signed original with necessary support materials. Keep a copy for your records.

Application Assistance:

Applicants are strongly encouraged to submit a draft of the application to SMAHC well in advance of the application deadline. A staff member will review your application, as time permits, and may offer suggestions for improvement. Staff will try to help all applicants who submit prior to the grant deadline but cannot guarantee assistance. Staff assistance does not imply that a grant request will be funded. Project quality, content, budget, and accuracy of an application are solely the responsibility of the applicant. Free grant writing assistance workshops are scheduled for organizations interested in applying to the SMAHC Arts & Learning grant program. To sponsor a workshop in your area, please contact the SMAHC office 507-537-1471, toll-free 800-622-5284 or e-mail smahcinfo@iw.net to make arrangements for a workshop.

Who is Eligible?

The Arts & Learning grant program is open to nonprofit organizations and units of government in the following eighteen counties of southwest Minnesota:

Big Stone	Chippewa	Cottonwood	Jackson	Kandiyohi	Lac qui Parle
Lincoln	Lyon	McLeod	Meeker	Murray	Nobles
Pipestone	Redwood	Renville	Rock	Swift	Yellow Medicine

Applicants must be nonprofit organizations as described in Section 501 (c)(3) of the United States Internal Revenue Code with Articles of Incorporation on file with the State of Minnesota or an official unit of a city, county, or state government of the State of Minnesota.

Any formal organization not meeting this requirement may apply through a **fiscal agent**. A fiscal agent is an organization meeting the requirements listed above. A signed agreement spelling out the relationship between the applicant and the fiscal agent must be submitted with the application. A fiscal agent, if used, must sign the application and, if funded, sign the Grant Contract, and is legally responsible for the completion of the project and for the proper management of grant funds. Note: parochial schools are not eligible to apply.

IMPORTANT!: For additional eligibility requirements, see the Project Requirements on the Certification Page of the grant application form.

Review Process:

1. The SMAHC staff reviews applications for accuracy, completeness and eligibility. Only complete applications will be forwarded to the Arts & Learning Grant Review panel. Grant applicants may not discuss their application with SMAHC panelists or board members following the grant deadline until after the board has acted on the application. Communication regarding an application with SMAHC board or panelists during this time will result in the application being ineligible for funding consideration.
2. Board and panel members with a conflict of interest in regard to a specific applicant or project declare such and abstain from comment and rating of that application.
3. Applications will be considered until the end of the fiscal year or until all program funds have been expended. The Board of Directors has final authority over all grant making decisions. Applicants will be notified in writing of the Board's decision within 30 days after the Board's decision.
4. If the application has received partial funding, a revised project description and budget must be submitted within 30 days of notification if requested by the SMAHC staff.

Review Criteria

The Arts & Learning Grant Review panel makes a recommendation to the SMAHC Board of Directors based on the established criteria for:

- a. **Artistic quality and merit of the project**, as demonstrated by:
 - the artistic quality of the work of the artist(s) in the project
 - the merit of the project plan, including an overall schedule of what activities will be conducted during the project and the grade level of students being served
 - the artistic goals of the school/organization and how the project fulfills those goals and meets the curricular objectives
 - involvement of community in the project
 - evidence of growth, evidence of exploring a new art form or a new dimension of an art form for participants
 - Note: Resumes, work samples and sample lesson plans for non-roster artists are very important aides for the panel to determine whether the criteria for artistic quality have been met. Work samples will be returned to applicant only if a stamped self addressed envelope is included or if they are picked up at the SMAHC Office. See “**Return of Work Samples**” in the Application Checklist. While reasonable care is taken with work samples SMAHC is not responsible for loss or damage of submitted materials. For information on submitting work samples contact the SMAHC office.

- b. **Ability of the applicant to accomplish the project**, as demonstrated by:
 - the make-up of the school/organization’s planning team and the planning process
 - how the school or organization, students, staff and community will be prepared for and involved in the project
 - how the project will be publicized, documented and evaluated
 - the depth and breadth of the partnership between the artist and the educators or members of the sponsoring organization
 - project/budget feasibility and fiscal responsibility
- c. **Collaboration or support for the project**, as demonstrated by:
 - the existing arts resources in the school/organization’s community and how the project complements rather than replaces the existing art resources in the school/organization
 - the partnership between educators/organization and artists
 - the financial commitment to the project by the school or organization and the community
 - effective use of artist-teacher or artist-community contact time through teachers’ training or adult workshops
 - the school’s progress toward a comprehensive education in the arts for all students

The panelists score each application based on the criteria using the rubric printed at the end of these guidelines. This is a competitive process. Grants will be awarded to the extent of funds available to applications meeting the criteria. The SMAHC board will consider the geographic distribution of available funds and first time applicants. Contact the SMAHC office to receive more information on the rating process.

The Appeals Procedure:

Any applicant who can show cause that established grant review procedures were not followed, or can show that the policies of the program are not equitable to all applicants, may file an appeal in writing, within ten (10) days of notification of the Board’s decision on that application. There is no right of appeal to dispute decisions in respect to artistic quality or merit, ability or need. Contact SMAHC at 800.622.5284 or 507.537.1471 for a copy of the appeal process.

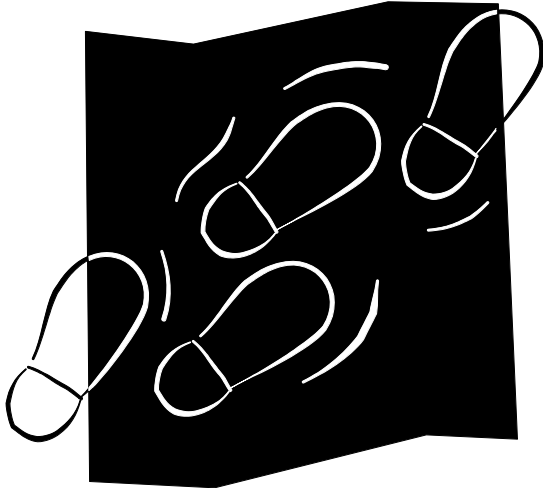
Grant Contract and Distribution of Funds:

Awarded grantees must sign and return a contractual agreement within 30 days of notification. Failure to provide any required documents within the prescribed time can result in the cancellation of a grant commitment. Occasionally, additional but clearly outlined conditions will be added to the contract. Eighty (80) percent of the grant award will be sent to the grantee upon receipt of the signed contract and within thirty (30) days of the project start date. The remaining twenty (20) percent of the grant award will be sent to the applicant upon receipt and approval of the Final Report.

- SMAHC’s financial assistance must be acknowledged on all publicity and promotional materials through the following credit line: **“This activity is made possible in part by a grant from the Southwest Minnesota Arts and Humanities Council (SMAHC) with funds appropriated by the State Legislature and/or by the Minnesota arts and cultural heritage fund as appropriated by the Minnesota State Legislature with money from the vote of the people of Minnesota on November 4, 2008.”**

The Final Report:

A letter will be sent to the grantee along with the initial grant award check and a final report form. The report requires information on the number of persons involved, the actual costs, and an evaluation of the success of the project. The final report is an extremely important document. SMAHC realizes that as projects develop some minor differences may arise, but applicants should take every precaution to insure implementation, operation, and evaluation of the project as promised. Any changes to the project must be cleared in advance, in writing with the SMAHC office. *Failure to submit a final report within 60 days of the end of the project without a prior request for an extension will result in a forfeit of the remaining 20% of grant funds and may result in applicant being ineligible to apply for a SMAHC grant for a period of up to 3 years from the date the final report is filed.*



A Few Steps to a Successful Artist Residency

But first, a couple of definitions...

An **artist residency** is a unique learning partnership between a professional artist and an organizational sponsor. The artist is a special resource willing to share expertise with students and instructors. The Arts & Learning Residency program grants are intended to help schools and community organizations involve professional artists to strengthen educational arts programs. The artist residency serves to demonstrate the vitality of an arts discipline. The artist acts as a professional role model, assists teachers and students in using the creative process in their work and lives and draws attention to the necessity for arts in the classroom and in the community. Although the artist may teach during the residency, the artist should not function as the primary teacher or be expected to perform as a curriculum specialist.

A sponsoring school or organization may work with any professional artist (or arts-producing organization) that suits the particular needs of the school and community. Artists may be contracted to teach and/or work side by side with students, conduct in-service or special teacher's training, and conduct performances, demonstrations, exhibitions, or special classes for the community at large. Artists are available to work in all arts disciplines including theatre, music, dance, opera, literary arts, film, video, and the visual arts.

SMAHC can assist sponsors in identifying individual artists or arts organizations that provide residencies in the SMAHC area. The Minnesota State Arts Board (MSAB) also annually publishes a Roster of Artists approved for residency programs. Their website is www.arts.state.mn.us or phone 800-866-2787. In addition, COMPAS is a state supported, nonprofit organization specializing in writers and artists in residence. COMPAS may be reached at 800-826-6012 or their website is www.compas.org. And Young Audiences of Minnesota is a nonprofit organization providing arts programs that promote art for art's sake through residencies, workshops, performances, professional development for teachers, and exhibitions. Young Audiences of Minnesota's website is www.youngaudiencesofmn.org or phone 651-292-3399.

Residency Requirements

1. Professional artist. Artists selected must be independent, professional artists. A professional artist considers the arts as a primary profession or career. Art-related background and quality of work will be heavily considered in the application review process. Selected arts-producing organizations must be qualified professional organizations. Artists' fees should follow MSAB guidelines (presently \$300.00/four-

hour artist/student contact day excluding mileage, lodging, subsistence, etc.) Exceptions to this will be considered where reasonable justification is included with application.

2. **One or more core groups.** Must allow at least one core group or class of students to work with the artist daily throughout the residency. At least one core or target group of students must receive extended in-depth contact with the artist for the length of the residency. A core group is defined as a specific group of students who work with the artist during the residency. **A residency must allow for a minimum of four hours of artist/core group contact time beyond the community event.**
3. **Teacher must be present during all artist-student contact time.** A qualified instructor must be present at all times during a school residency. In the case of non-K-12 projects, a qualified member of the applicant organization must be present at all times. To ensure a successful school residency, the teacher and artist work cooperatively to maintain a productive working environment in the classroom.
4. **Teacher-artist contact time.** We strongly recommend that residencies include *at least one hour of training* for school instructors and/or organizational staff. Training provided by the visiting artist is preferred although not required. We suggest that substitute teachers be hired to cover training period(s). Include an outline of the in-service/training component in the project narrative. A pre-residency planning day with the artist and involved faculty and planning committee is strongly encouraged. It is recommended the artist be paid for the planning day.
5. **Community component.** To broaden the total impact of the residency, the general community must be involved in some aspect. Each residency must involve the *general* community in some significant aspect of the residency. The project must be extended to include the general community. Examples: invite the community to an exhibit of students' residency work, host a *Meet the Artist* night, or sponsor a community education class.

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Creating a Successful Residency

Reprinted from the Minnesota State Arts Board: Arts in Education School Support grant program guidelines

While the following steps are not required in planning an SMAHC-supported residency, many schools and organizations have found these steps useful in planning a successful residency that meets the needs of their teachers, students and community members. The following is.

Step 1. Early Planning

- A. Select a residency coordinator and a planning committee.
 - ◆ Members of the committee may include administrators, teachers, parents, community members and possibly students.
 - ◆ Three or four months before the grant deadline, appoint a member of the planning committee as coordinator/primary contact person who will oversee assessment of arts needs, artist selection, outlining residency details and preparing the grant application.
 - ◆ Review material; ask questions of SMAHC; request technical assistance.
- B. Examine your school's artistic goals and arts curriculum objectives.
 - ◆ List at least 5 strengths and 5 weaknesses of your current arts program or curriculum.
 - ◆ List the general artistic goals of your school or organization.
 - ◆ List all the experiences with artists in your school/community in the last three years.
 - ◆ Based on the responses to the previous three items, list at least five things (not just with artists) you would like to see happen in your arts program over the next three years.
 - ◆ Finally, list at least five ways you would like to work with artists in your program over the next five years.

Step 2. Find your Artist

- A. Determine appropriate residency activities; select an arts discipline, or a number of disciplines, and the types of artists you would like to work with.
- B. Interview several artists and view their work to select artists who will partner well with your teachers and help you accomplish your goals.
- C. References and background checks: Contact the artist's references. You may request alternative references in order to discuss the artist's strengths in regard to a particular age group or residency type. SMAHC does not run background checks on artists listed in the *AiE Roster of Artists*. Schools should follow Minnesota law and district hiring procedures regarding criminal background checks for all personnel working with youth.
- D. Ask the artist you select to become part of the planning team to work with you on goals, objectives, evaluations, schedule, core group composition, teacher involvement, community events, publicity, and budget.

Step 3. Application Process

- A. Matching Funds: Cash sources may include school budgets, parent groups, fundraising events, local service groups or businesses, other granting agencies, community education and others. Only cash items should be included in the grant application budget.
- B. Confirm the SMAHC deadline date and mail or drop off your application well before the deadline. Application must postmarked no later than the deadline date (see pg. 1 of Arts & Learning program guidelines for deadlines). Late applications are ineligible. Take advantage of technical assistance from the SMAHC staff by submitting a draft application (see pg. 1 of Arts & Learning program guidelines for deadlines).

Step 4. If You are Approved for a Artist Residency Grant

- A. When grant contracts arrive, have your authorizing official and project director read and sign all copies of the contracts. Return one copy of the contract to SMAHC as soon as possible. Payments are made within 30 days of the project start date after SMAHC receives signed documents. **Checks are sent directly to the authorizing official's office.**
- B. When the grant award letter and contract packet arrive, contact the artist you selected to solidify your plans.
- C. Reactivate the planning committee. Review goals and objectives. Fine-tune your plans. If major changes need to be made, contact the SMAHC office in writing in advance of the residency to seek approval.

Conducting a Successful Residency

Step 1. Get Ready for the Residency

- A. Prepare a written contract with the artist. This allows you both to understand and confirm details, including exact residency dates, the overall plan and schedule, supplies and equipment needed, space, travel, lodging and meal arrangements, and payment schedule. Let the artist know if an invoice is needed to trigger your payment process. **Arrange to pay the artist on the last day of a short residency and periodically during a longer residency.**
- B. Inform the entire faculty and/or staff of the residency and discuss how it will affect schedules. Arrange as soon as possible for any in-service or after school time teachers will spend with the artist.
- C. Request that teachers provide curriculum materials and ideas several weeks before the residency to the artist if they wish these materials incorporated into the artist's plans, and vice versa. Inform the artist about the school/community climate: school policy and events, community background, themes or issues of interest or concern to students or staff, etc.
- D. Locate space for the artist to use to relax, eat, change clothes or set up studio projects. Also discuss with the artist the type of space arrangements available for working with students so activity can be appropriately planned.
- E. Order necessary supplies and equipment.

F. Plan publicity for students, school staff, parents and the public. Include the SMAHC logo and the following credit line on all material:

“This activity is made possible in part by a grant from the Southwest Minnesota Arts and Humanities Council (SMAHC) with funds appropriated by the State Legislature and/or by the Minnesota arts and cultural heritage fund as appropriated by the Minnesota State Legislature with money from the vote of the people of Minnesota on November 4, 2008.”

G. Arrange for custodial help.

H. Arrange for as much release time as possible for the contact person during the residency to accommodate all the responsibilities of the role and to have the residency run smoothly. Also confirm that a teacher will be present for all artist activity with students.

I. Check the final report form to review what information you need to record and collect along the way during your residency.

Step 2. During the Residency

A. Introduce the artist to school and community people.

B. Keep communicating. Establish regular check-in times to evaluate as you go. Continual communication will help you anticipate any trouble spots as well as enjoy the progress of a residency.

C. Ask for help with difficult problems. Contact the SMAHC staff if you and the artist cannot solve something through discussion. Sometimes an outsider’s perspective provides the needed insight.

D. Remember yourself. Know what you would like to get out of the residency. Enjoy this new partnership

E. Notify the SMAHC staff of residency highlights or send a complete schedule of activity. Site visits are made when possible.

Step 3. Following the Residency

A. Remember to pay the artist on the last day of the residency (or whatever date has been agreed upon in advance). Give the artist her/his artists’ residency report form, and request a copy of the completed artists’ report for your files.

B. Evaluate your experience. Save some energy and time for this important task. Invite the artist to join staff for debriefing after the residency. A thorough evaluation is the best tool to improve your next project. It also allows you to bask in your accomplishments and gauge the impact on participants.

C. Tie up loose ends. Send thank you notes, fill out any school reports, and complete all things necessary to a satisfying culmination of the project.

D. Complete the school’s final report soon after finishing the residency. The final report form is included as part of the contract package sent from SMAHC. It is a required part of the residency and due to the SMAHC office 60 days after the end of your residency project dates. Late reporting affects future grants to your school.

Step 4. Final Notes

A. Please keep the SMAHC office informed of your residency project.

B. **Request in writing any major changes to the original proposal**, including change of dates, artist, core group or community participation. The request should be made well in advance of the residency and must be approved by SMAHC prior to the residency.

C. Call anytime with questions or requests for assistance, especially if a situation arises during the course of a residency with an artist or staff that could affect work with students.

D. Notify SMAHC *immediately* if the contact person changes, so that correspondence can continue uninterrupted.

E. If you have good, clear photographs of residency activity, please send them to SMAHC. We are always looking to feature arts education projects in our newsletter and on our website.

F. Make sure you get a copy of the artists’ completed report for your files.

Rubric for Arts and Learning Grant Review Panelists

ARTISTIC MERIT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10
Undocumented or poorly documented artist(s) . Not enough information provided to determine artistic quality or teaching ability of artist.	Roster artist or qualified artist with complete resume and work samples showing high degree of artistic quality and teaching experience. Feedback from previous engagements.	Roster artist or highly accomplished and respected artist with up to date resume, complete information, quality work samples. Documentation of positive feedback from similar previous projects.
Project shows limited depth in engaged student learning and is questionable age appropriateness of event or trip.	Project shows depth in engaged student learning and the scope is age appropriate .	Project shows high degree of depth in engaged student learning and the scope is age appropriate .
Absence of documentation showing this project is building on rather than duplicating previous arts programming.	Documentation that shows project is building on previous arts programming.	Documentation that shows how this project is successfully builds on previous arts programming and is enhancing another community effort.
The artistic goals of the school or organization are not clearly articulated. The value of the project is not clear.	The artistic goals of the school or organization are articulated and the project is related to achieving those goals.	The artistic goals of the school or organization are clearly articulated and the project will help them to achieve those goals.
This project is inappropriate culturally , pedagogically, or theologically.	This project fills an identifiable cultural void in this community.	This project successfully fills an identifiable cultural void in this community and demonstrates sensitivity to the needs of the entire population, diverse or not.
This project suggests that it is merely a substitution for lack of staff .	This project is not a substitution for lack of staff .	This project is not a substitution for lack of staff . In-service or training component is well planned.
It is not clear how the community at large will be involved in the project. The community component is weak.	The community at large will be involved in the project.	There is substantial involvement of the community at large in this project.
Field trip: a visit to art institution or event without including how this trip fulfills the goals of the organization or meets curricular objectives. Artistic quality of experience is not clear.	Field trip: visit to a respected art institution or event that fulfills the goals or mission of the organization, with age appropriate activities, and a complete and reasonable time line (schedule).	Field trip: visit to a respected art institution or event with program plan that shows evidence that students will be involved in an engaging, active learning environment. (& detailed schedule)

Rubric continued on next page

ABILITY TO ACCOMPLISH PROJECT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10
Absence or incomplete team structure or named team showing each member's responsibilities.	Planning team with named members listing each of their responsibilities. Evidence of appropriate team structure.	Planning team with named members listing each with their responsibilities, a timeline, and partnership plan. Evidence of appropriate team structure built from a wide cross-section of the community.
Limited or non-existent pre-residency contact materials included.	Pre-residency contact materials are adequate.	Pre-residency contact materials that show how the students will be prepared for and involved with this project. Project encourages deep teacher and staff engagement as well as community involvement.
Inadequate publicity and promotional plan. Not enough lead-time for publicity.	Adequate publicity and promotional plan.	Well thought out, fully funded, publicity and promotional plan that insures the broader community is aware of and invited to participate in the project.
Incomplete (or no) schedule . Absence of complete and reasonable timetable or schedule of events.	Complete schedule included.	Detailed, thoughtful schedule included.
Lacks an evaluation tool. (Little evidence this project will be evaluated by students, audience or staff.)	Example of the evaluation tool to be used to get feed back from students and staff or audience.	Sample evaluation tool that relates to the objectives of the project is included.
Budget is not very realistic or includes frivolous elements (i.e. a party). Not fiscally responsible. Itemization is not clear and incomplete.	Overall budget is itemized, realistic with all areas addressed.	Overall budget is itemized; realistic with all areas addressed. It is not only feasible but fiscally responsible.

COLLABORATION OR SUPPORT FOR THE PROJECT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10
Support is lacking from a wide range of community organizations, businesses and community members.	There is substantial support from more than one community organization, business or community member.	There is substantial support from a wide range of community organizations, businesses and community members.
There is no clear relationship between educators, organization and artists.	The relationship between educators, organization and artists is clearly a collaborative one.	The relationship between educators, organization and artists is clearly a collaborative one and the benefits to all are defined.
There is no financial commitment by the school or organization to support this project.	There is an adequate financial commitment by the school or organization to support this project.	There is a serious financial commitment by the school or organization to support this project.
Ineffective use of artist-teacher or artist-community contact time during in-service or workshop time	Effective use of artist-teacher or artist-community contact time during in-service or workshop time	Very effective use of artist-teacher or artist-community contact time during in-service or workshop time
This project has little to do with helping the school be one step closer to a comprehensive education in the arts for all students .	This project will provide a positive step towards helping the school come closer to a comprehensive education in the arts for all students .	This project will be instrumental in helping the school be one or more steps closer to a comprehensive education in the arts for all students .
No scholarship plan available when one is clearly indicated.	Adequate scholarship plan available.	Scholarships available to all those in need.