ARTS LEARNING
FY 2021 GRANT PROGRAM

Program overview and application instructions

Application deadline
Before 4:30 p.m.
Friday, February 7, 2020

Application review: May – June 2020
Board approval: July 2020
Project dates: September 1, 2020 – August 31, 2021

Park Square Court
Suite 200
400 Sibley Street
Saint Paul, MN 55101-1928

(651) 539-2650
(800) 866-2787
MN Relay 711

msab@arts.state.mn.us
www.arts.state.mn.us
The Minnesota State Arts Board

The Arts Board strives to ensure that all Minnesotans have the opportunity to participate in and benefit from the arts. Its mission is to stimulate and encourage the creation, performance, and appreciation of the arts in the state.

Through its grant programs and other activities, the Arts Board works to achieve the following strategic outcomes:

- The arts are essential to a vibrant society
- The arts are interwoven into every facet of community life
- Minnesotans believe the arts are vital to who we are
- People of all ages, ethnicities, and abilities participate in the arts
- People trust Minnesota’s stewardship of public arts funding
- The arts thrive in Minnesota

The Minnesota State Arts Board is governed by eleven private citizens who are appointed by the governor. More than 250 volunteer advisory panel members are appointed each year to review grant applications and make recommendations to the board.

The Arts Board provides financial support and services to encourage the creation, performance, and appreciation of arts in the state. Arts Board programs are intended to reach out to all Minnesotans, regardless of geographic location, economic situation, age, racial/ethnic characteristics, or disability. Funding for Arts Board programs and services is appropriated by the State of Minnesota, with supplemental support from the National Endowment for the Arts.

In addition, Minnesota’s eleven regional arts councils provide grants for arts activities in their regions. The Arts Board acts as fiscal sponsor to the councils, but each council has local decision making authority over the state funds it receives. For more information about grant opportunities and programs specific to applicant’s region, please visit the Regional Arts Councils section of the Arts Board Web site: www.arts.state.mn.us/racs/

Minnesota’s arts and cultural heritage fund

In November 2008, Minnesotans passed the clean water, land, and legacy amendment to the Minnesota Constitution. As a result, over twenty-five years, three-eighths of one percent of the state’s sales tax will be dedicated as follows:

- 33 percent to a clean water fund,
- 33 percent to an outdoor heritage fund,
- 14.25 percent to a parks and trails fund, and
- 19.75 percent to an arts and cultural heritage fund.

Proceeds from the arts and cultural heritage fund “may be spent only on arts, arts education and arts access and to preserve Minnesota’s history and cultural heritage.”

Funding for this grant program is dependent on the Arts Board receiving an appropriation from the legislature from the arts and cultural heritage fund.
## Contents

**Program overview** .......................................................................................................................................................... 1  
  Arts Learning ........................................................................................................................................................................ 1  
  Outcomes .................................................................................................................................................................................. 2  
  Grant amount ........................................................................................................................................................................... 2  
  Project period ........................................................................................................................................................................... 3  
  Eligibility .................................................................................................................................................................................. 3  
  Unallowable costs .................................................................................................................................................................... 4  
  Highlights of existing procedures ........................................................................................................................................... 5  
  Panel review ............................................................................................................................................................................... 6  
  Review criteria ............................................................................................................................................................................ 6  

**Application instructions** ......................................................................................................................................................... 7  
  WebGrants registration form .................................................................................................................................................... 7  
  How to start an application ....................................................................................................................................................... 7  
  Application deadline ................................................................................................................................................................. 7  

**Application checklist** ............................................................................................................................................................. 9  
  Application forms ....................................................................................................................................................................... 10  

**General program information** .................................................................................................................................................. 26  
  Important notes ........................................................................................................................................................................... 26  
  Glossary of program definitions ............................................................................................................................................. 27  
  For questions or help ............................................................................................................................................................... 29
Program overview

Arts Learning

Arts Learning is a grant program that offers funding for projects that help lifelong learners acquire knowledge, understanding, and skills in the arts. For the purpose of this program, arts learning happens when participants are engaged in creating, performing, and/or responding to art in a disciplined and intentional way with a teaching artist.

Arts learning is most effective as a sequential, in-depth process which may include imaginative thinking, problem-solving, goal setting, and teamwork. Quality arts learning experiences should lead to an increased understanding of the role that the arts play in daily life, improvements in communication skills, and a greater capacity for critical response.

This is a competitive project grant program. Applicants are encouraged to use project grants strategically to enhance or expand service to Minnesotans, rather than expecting continued funding for the same activities year after year.

Projects must provide participatory learning and engage learners with skilled teaching artists and high quality artistic experiences. The Arts Board supports continuing the learning cycle for all Minnesota residents. This program is designed to provide opportunities to share and celebrate the diverse cultures of Minnesotans and to deepen community connections through the love of learning.

Projects must be designed to incorporate and achieve at least one or more of the following:
- **Create:** Arts learners study works of art, acquire skills related to practicing the art form, understand the context of the art form guided by teaching artist(s), and build appreciation for the technical and/or aesthetic qualities of the art form. Study should include the acquisition of skills relevant to practicing the art form.
- **Perform:** Lessons include an opportunity for arts learners to share their work either through presentations or explanations of their artwork.
- **Respond:** Arts learners are asked during the arts learning experience to describe, interpret, and evaluate their own artwork and that of others. Lessons include questions to guide arts learners in reflecting on the work.

**Arts Learning funds may be used for purposes such as:**
- New and/or expanded arts learning programming.
- Residencies in K-12 schools, summer intensives, and after-school programs.
- Activities that engage arts learners over an extended period of time to increase proficiency in and understanding of an arts discipline, genre, or form.
- Opportunities presented in community venues.
- One-time, multiple, or yearlong learning activities.
- New ways to integrate arts learning with learning in other subjects.
- Professional development opportunities that increase the knowledge and skills of artists, program providers, and others who work in arts learning, so long as this is not the primary activity of the project.
Outcomes

**Arts Learning program outcomes**
The Arts Board has identified specific outcomes for each grant program. These outcomes demonstrate the impact(s) the grant programs is designed to achieve. Proposals to the Arts Learning program should align with at least one of the following outcomes:

- Minnesotans develop skills and habits related to creativity and self-expression.
- Minnesotans develop skills in or expand their knowledge about an artistic discipline.
- Minnesotans’ arts learning experiences shape how they engage with the world around them.

**Applicant project outcomes**
Every project must have measurable outcomes that relate to the program outcomes. Grantees will be expected to evaluate their activities and be able to demonstrate **measurable achievements** related to outcomes. For details on outcomes, see page 11.

Grant amount

Minimum grant amount – $5,000
Maximum grant amount – $100,000

The applicant must provide at least 10 percent of the total project’s cash expenses from other sources, and may receive up to 90 percent of the total project’s cash expenses in combined support from the Minnesota State Arts Board and one or more of the state’s regional arts councils. The match requirement will apply regardless of the size of the applicant’s budget or request amount.

A grantee may receive no more than 50 percent of its total operating expenses from the Arts Board. The 50 percent cap will be based on the applicant’s total operating expenses for fiscal year 2018, as demonstrated in its fiscal year 2018 financial statements. Arts Board support includes an Operating Support grant, Community Arts Education Support grant, one or more project grants, or a combination of operating and project support. This cap does not apply to individual artists.

An organization that did not exist, had no financial activity, or had operating expenses of less than $10,000 in fiscal year 2018 may only request the minimum grant amount.

An individual artist who requests a grant of $25,000 or more must apply with a nonprofit Minnesota tax-exempt fiscal sponsor or government unit fiscal sponsor. Grant funds are considered taxable income for individuals.

Applicants who are awarded a grant in one of the Arts Board programs may not receive additional funding in another grant program for the same project.

The board reserves the right to award full or partial support for proposed activities.
Project period

This program funds activities that will take place between September 1, 2020, and August 31, 2021.

Eligibility

Highlights of Arts Learning eligibility requirements:

- An individual or organization may be the official applicant on only one application in this program.
- An affiliate and its host organization may not both apply for a grant from the same program.
- Individuals or organizations may collaborate with other individuals or organizations on a project, but only one individual or one organization may be the official applicant.

An eligible applicant must be one of the following:

- A section 501(c)(3) tax-exempt organization;
- A public entity such as a unit of state, local, or tribal government; or
- An unincorporated group that has a written agreement with a Minnesota 501(c)(3) tax-exempt or governmental unit fiscal sponsor.

AND must:

- Be located and operating within Minnesota;
- Employ at least one paid individual, at the time of application, in a contract or salaried position, to provide administrative and/or artistic oversight of the project.

An eligible individual applicant must:

- Be a professional artist applying as an individual;
- Be a United States citizen or have attained permanent resident status;
- Be at least 18 years of age;
- Have been a Minnesota resident for at least six months prior to the application date, and must continue to reside in Minnesota throughout the contract period.

All applicants - an application will not be eligible if any of the following are true:

1. Artists are required to pay excessive entry or exhibition fees in order to exhibit or perform in the project or program for which funding is sought;
2. Funds are requested for payment of debts incurred before the grant activities begin;
3. Funds are requested to support activities that are essentially for the religious socialization of the participants or audience;
4. Funds are requested to support activities in primary or secondary level parochial schools;
5. Funds are requested for activities that attempt to influence any state or federal legislation or appropriation;
6. Funds are requested to pay for capital costs, such as improvements, construction, property, or endowment funds;
7. Funds are requested to pay for equipment costing $5,000 or more;
8. The complete application is not received by the Arts Board before 4:30 p.m. on the application deadline;
9. The applicant has any overdue reporting requirements as specified in a previous contract with the board;
10. The applicant is not in compliance with any active contract with the board;
11. The applicant does not make all events open to the general public;
12. The applicant does not establish admission charges for the events proposed in the application, although it would be feasible to do so;
13. Funds are requested to start, match, add to, or complete any type of capital campaign;
14. Funds are requested to support activities that will not take place within the geographic boundaries of Minnesota.

Additionally, applications from individuals that include any of the following items will be ineligible:
1. Activities that involve any organization at which the applicant is employed and/or from whom the applicant receives a W-2 or 1099 form;
2. Paying for tuition, fees, or work toward any degree;
3. Paying for translating another person’s literary work;
4. Developing curriculum plans, teaching materials, or teaching programs that are intended to be used in the applicant’s regular course of employment;
5. Covering the costs of relocating the applicant’s legal address/residence outside the state of Minnesota;
6. Paying for the establishment of any type of arts, other nonprofit, or for-profit organization.

Unallowable costs
The following activities do not make an application ineligible, but neither Arts Learning funds nor the applicant cash match may be used for these purposes:
1. To support salaries or overhead of public or private schools, colleges, or universities;
2. To support academic credit producing activities or events which are primarily oriented to postsecondary students and the academic community;
3. For activities that take place outside of the project period;
4. For any activity that violates federal, state, or local laws, ordinances, or policies. Failure to comply with this requirement may cause the grant to be terminated and funds to be forfeited;
5. For scholarly research;
6. To pay an artist or arts organization to provide essentially the same services that an ongoing teacher or arts specialist previously provided or would be expected to provide in a school setting;
7. To replace discontinued or nonexistent arts programs that should be fulfilling the state’s arts curriculum requirements in schools;
8. To purchase or commission a work of art;
9. For projects primarily designed for the development of teaching artists or staff of an organization;
10. For projects wherein the intended arts learners and the teaching artist(s) belong to the same organization as volunteers or in a contracted or salaried position;
11. For tuition for teachers to earn degrees, meet licensure requirements, or meet continuing education requirements to retain a teaching license;
12. For projects focused mainly on creating and managing online databases, tools, and/or nonparticipatory resources such as teacher guides or archives of exhibitions/programs. These kinds of activities might be components of a larger Arts Learning project that actively engages a teaching artist with arts learners, but cannot be the primary focus of a project;
13. For projects with the primary focus of planning, evaluating, documenting, or disseminating promising or proven arts learning programs and practices;
14. To support regular programming that currently is funded through the Arts Board’s Operating Support or Community Arts Education Support grant programs;
15. To support project activities that are funded through another Arts Board grant program in the same fiscal year;
16. For projects wherein the activities are exclusively for curriculum development.

**Highlights of existing procedures**

**Financial records and reconciliation:** Grants over $50,000 awarded in this program will be reconciled. Grantees will be expected to provide financial records and support documents that verify how grant funds were spent. Failure to provide necessary records and documents, or a finding that grant funds were not spent as outlined in the application, may render the grantee ineligible to receive future funding from the Arts Board.

**Volunteers**

Individuals who contribute their time are an important asset to the success of arts organizations and programs. Applicants are asked to report in the Artist and Participant Estimates form the number of individuals who will be engaged in the grant period as volunteers.

**Contributions from individuals**

Charitable donations from individuals are the largest source of contributed income in the country. Applicants are asked to report in the Artist and Participant Estimates form the number of individuals they expect will make financial contributions in the grant period, and to describe the strategies they are using to generate contributions from individuals. Do not report the amount of money contributed by individuals; instead, report the number of individual donors making a financial contribution of any amount.

**Earned Income**

Applicants should charge a fee for admission or participation whenever it is feasible to do so. Free programming may be a necessary strategy in limited circumstances—when cost is a barrier to participation, or when activities will take place in a setting (like a school or senior center) where it isn’t reasonable to charge for the service.

The Arts Board expects applicants to consider all options and implement appropriate strategies for generating earned revenue. This may include ticket or admission fees; fees for service; sales of artworks, merchandise, or concessions; etc.

Applicants are asked to report in the Artist and Participant Estimates form the number of individuals who have previously paid admission or other fees to participate in the organization’s activities, and an estimate of individuals they expect will pay admission or fees in the grant period.

If an applicant intends to offer free programming, it must clearly explain in the application narrative why free programming is necessary to meet the needs of its intended participants, and provide evidence that cost is the barrier to participation.
Demographic information of populations benefiting and organizational applicants

Applicants will need to complete two forms:

- The Artistic Discipline and Populations Benefiting form – All applicants will estimate the demographic characteristics of the groups they intend to serve during the grant period.
- Organizational Demographic Information form – Organizational applicants will provide the demographic characteristics of the applicant’s project staff, board, and team members.

Arts Board advisory review panels will consider the information provided in relation to the review criteria.

Panel review

All Minnesota State Arts Board grant applications are reviewed and discussed in open, public meetings. Applicants are encouraged to attend and listen to the discussion, however, they will not be able to make a presentation or participate in the discussion. Dates of review meetings are posted on the Calendar page of the Arts Board Web site: [http://www.arts.state.mn.us/calendar](http://www.arts.state.mn.us/calendar)

Arts Learning applications will be reviewed by advisory review panels that will take place in May and June 2020. The panels will consist of individuals who have relevant experience in the program areas being reviewed. Panel makeup is designed to mirror the state’s demographics.

Review criteria

Proposals will be reviewed, and scores will be awarded, based on the degree to which the applicant addresses the review criteria. See page 13 for details on review criteria and how to address them in the application. The highest scored applications in each review panel will be recommended for funding, until available funds have been expended.
Application instructions

All applicants are required to use the WebGrants system to apply, and will submit all materials electronically. An online tutorial is available that illustrates how to use the WebGrants system. Viewing this tutorial along with WebGrants Frequently Asked Questions on the Arts Board Web site is strongly recommended.

WebGrants registration form

All applicants must be registered as users in the WebGrants system in order to apply to any Arts Board program. New users must register before they may begin an application. Register early. Registrants will receive a WebGrants user ID and password within one to two business days, which will also be used for subsequent WebGrants applications and grants management activity. An online tutorial is available on the Arts Board Web site to guide new users through the registration process.

How to start an application

- Log in to WebGrants
- Select: Funding Opportunities
- Select: The appropriate funding opportunity
- Select: Start a new application

After an application is started, a complete list of questions asked and information needed to complete the application can be generated by clicking the “Application Details” button on the Application Forms screen.

Application deadline

Applications must be submitted to and accepted by the online WebGrants system BEFORE 4:30 p.m. on Friday, February 7, 2020.

- All forms including those that you feel may not apply to you must be opened and marked as complete before clicking “Submit.”
- Submit well before the deadline to ensure that the complete application is transmitted to and received by WebGrants BEFORE 4:30 p.m.
- After the deadline, applicants will be alerted through the WebGrants system if there are issues with an application that require attention. To ensure that e-mail notices don’t go to a junk e-mail folder, enter the WebGrants e-mail address webgrants@apply.mnartsboard.com in your address book.

Although the WebGrants system will remain visible and accessible to users beyond the application deadline, the system is designed to prevent late applications from being submitted. At 4:30 p.m. on the deadline day, WebGrants will stop accepting applications.
The Arts Board is not responsible for the failure of Internet service providers to accept or deliver application materials.

The Arts Board will only accept applications that are submitted and accepted by the online WebGrants system before the 4:30 p.m. deadline, and will not grant an applicant extra time after the deadline to submit an application. There are no exceptions.

When an application is successfully submitted, a confirmation will be sent to the applicant by e-mail. Applicants are strongly advised to print and keep a copy of this e-mail as proof of their submission.

Any applicant that fails to submit all the required materials, or submits incomplete materials, will jeopardize the eligibility of its application.

**IMPORTANT NOTE**

The Arts Board advises that applicants plan ahead and begin applications well in advance of the deadline.

The Arts Board receives many calls and e-mails on the last few days before, and especially on the day of, a deadline. It makes every effort to respond to all inquiries, in the order they are received, but depending on the volume, may not be able to do so.

Applicants that need assistance should NOT wait until the day of the deadline, and/or the last few hours before the deadline, to contact the Arts Board. Doing so may jeopardize your ability to submit an application before the deadline.

Be proactive. Submit your application well in advance of the deadline to prevent the possibility that unforeseen problems will cause you to miss the 4:30 p.m. cutoff.
Application checklist

<table>
<thead>
<tr>
<th>Fiscal year 2021 application forms (Fill out in WebGrants)</th>
<th>Details on page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information Form</td>
<td>10</td>
</tr>
<tr>
<td>Eligibility Affirmation Form – <em>complete this form first</em></td>
<td>10</td>
</tr>
<tr>
<td>Introduction Form</td>
<td>10</td>
</tr>
<tr>
<td>Outcomes Form</td>
<td>11</td>
</tr>
<tr>
<td>Artist and Participant Estimates Form</td>
<td>12</td>
</tr>
<tr>
<td>Narrative Form</td>
<td>13</td>
</tr>
<tr>
<td>Budget Form</td>
<td>16</td>
</tr>
<tr>
<td>Financial and Fiscal Sponsor Materials Form</td>
<td>19</td>
</tr>
<tr>
<td>Artist Qualification Form</td>
<td>21</td>
</tr>
<tr>
<td>Collaborator List Form</td>
<td>24</td>
</tr>
<tr>
<td>Artistic Discipline and Populations Benefiting Form</td>
<td>24</td>
</tr>
<tr>
<td>Demographic Information Forms</td>
<td>25</td>
</tr>
<tr>
<td>Certifications and Signature Form</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attachments (Attach to WebGrants application)</th>
<th>Details on page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial materials</td>
<td>19</td>
</tr>
<tr>
<td>Tax-exempt materials</td>
<td>20</td>
</tr>
<tr>
<td>Fiscal sponsor materials</td>
<td>20</td>
</tr>
<tr>
<td>Artist qualification materials</td>
<td>21</td>
</tr>
</tbody>
</table>
Application forms

Formatting narrative text
Applicants are strongly encouraged to prepare narrative text in another format (i.e., in a word processing document) and then copy and paste it into WebGrants. Fields with length limits are measured in characters, not words, and include spaces. Word processors format rich text using unseen formatting tags, counting against the character length limits. To maximize the number of characters available for text, avoid unnecessary formatting.

Do not include links in narrative text fields. All hyperlinks will be disabled.

General Information Form

Primary contact
The primary contact is the person responsible for completing and submitting this application, and is the liaison between the applicant and the Arts Board. The contact person should be someone who is available during the entire calendar year.

Additional contacts
If more than one person registered in WebGrants is associated with the applicant, all of their names will be listed here. If more than one person will be working on the application, select their names from this list.

Project title (250 characters maximum)
This field will automatically populate with the name of the funding opportunity.

Organization
An applicant organization should select its name from the drop-down list. Individual applicants should select “Apply as Individual.”

Eligibility Affirmation Form – complete this form first
Affirm that the applicant is eligible to apply to this program, and that the applicant has read the Tennessen warning.

Introduction Form

Applicant organization or individual
Select one.

Applicant or project classification
Select the applicant type from the drop-down list.

Organizational information (Individual applicants should not fill out these fields)
Enter the total annual operating expenses for fiscal year 2018 for applicant’s entire organization.
Enter the total full-time equivalent (FTE) employees for the applicant’s entire organization. Include all paid staff and contract workers employed for the most recently completed fiscal year.

**Contact hours**
Provide the total number of hours the teaching artists will be in direct contact with arts learners. This includes planning and reflection time spent together.

Example: 2 hours collaborative planning + 5 hours of performances + 1 hour group reflection = 8 contact hours. The artist and arts participants or administrator were in live contact for these cumulative 8 hours. Additional activities and administration that the artist was not present for do not count toward contact hours.

**Public statement (250 characters maximum)**
If the application is funded, the public statement will be posted on the Arts Board Web site and other locations. Write in a factual manner, in the third person, using complete sentences.

Example: ABC high school will collaborate with professional teaching artists to conduct a residency that will culminate in a week long arts exhibition.

**Outcomes Form**
Information in this form addresses the fit between the applicant’s outcomes and this program’s identified outcomes, as well as the applicant’s ability to effectively evaluate achievement of those outcomes.

**Applicant project outcomes (150 characters maximum)**
State at least one distinct and measurable outcome that the applicant intends to achieve with the support that would be provided by this Arts Board grant. A second outcome is optional. The applicant project outcome must support one of the following Arts Learning program outcomes:

- Minnesotans develop skills and habits related to creativity and self-expression.
- Minnesotans develop skills in or expand their knowledge about an artistic discipline.
- Minnesotans’ arts learning experiences shape how they engage with the world around them.

**Crafting meaningful project outcomes**
An outcome describes change in knowledge, attitude, skill, behavior, or condition among the people a project is designed to benefit. Effective project outcomes are specific, measurable, and can be reasonably achieved by the proposed activities. Outcomes always have two parts: the first one describing the person/people who will change, and the second one describing what that change will be. Outcomes for different programs might look like the following:

- The artist will develop skills in (a new medium, community engagement, marketing, etc.).
- The program participants will feel (empathy toward others, confidence in their own artistic ability, etc.).
- The audience will become comfortable with (the art form, the presenting organization, the subject of the piece, etc.).

**Avoid** using statements like the following:

- The organization will provide 20 workshops and 10 performances to 90 seniors.
• Youth with have a rare opportunity to learn from famous artists.
• 1,000 free tickets will be offered to this school.

These statements describe only the project activities, and do not describe a change in knowledge, attitude, skill, behavior, or condition among the people a project is designed to benefit.

**How will the applicant’s project outcome(s) be evaluated?** (250 characters maximum)
State the method(s) the applicant will use to evaluate progress toward each outcome.

**Arts Learning program outcomes**
For each applicant outcome, select an Arts Board program outcome that the activities of the grant period will achieve. More than one applicant project outcome can support the same program outcome.

For assistance crafting outcome statements, contact the program officer.

For information about outcomes based evaluation, applicants may refer to [Getting started with program evaluation](#), a resource guide published by the National Assembly of State Arts Agencies.

The proposed and actual outcomes, as well as the evaluation plan, will be posted on the [Minnesota Legacy Web site](#).

**Artist and Participant Estimates Form**
Report an estimate for the grant period in each of the categories listed below. If awarded a grant, the grantee will be asked to provide actual figures as a part of the final report, and to explain any differences.

- **Artists** — Enter the number of artists who will be providing art or artistic content for the grant activities. Include living artists whose work will be represented whether or not the work is provided by the artist or an institution.

- **Participants**
  - **Children/youth (0 – 18 years) engaged; Adults engaged** — Enter the number of people who will directly engage with the arts, whether through attendance at arts events or participation in arts learning or other types of activities in which people will be directly involved with artists or the arts. Do not count individuals reached through TV, radio, or cable broadcast; the Internet; or other media. Avoid inflated numbers.

- **Broadcast/electronic**
  The following figures are not relevant for most applicants, and are not intended to estimate marketing or promotion efforts. Provide only if project content will be delivered in these media. If not applicable, enter zero.
    - **Broadcast audience** — Estimate the total audience for radio, television, and recordings of these activities. Do not count anyone more than once.
o **Electronic audience** — Estimate the number of audience members who will engage in arts programming through digital or online platforms. Do not count repeat visitors more than once.

- **Community contributions**
  o Number of individuals making charitable contributions — Enter the total number of individual contributors you estimate will support the grant activities.
  o Number of individuals engaged as volunteers — Enter the total number of volunteers you expect to support the grant activities.
  o Number of paying participants — Enter the estimated number of individuals who will pay admission or other fees to participate in the grant activities.

**Narrative Form**

**Applicant background** (1,875 characters maximum)
Provide information about the applicant’s history, artistic mission, discipline, and the communities served by the applicant.

Briefly describe the applicant’s past arts learning programming.
- If the applicant is a teaching artist/organization, describe the past arts learning programming and explain why the identified learning community was selected.
- If the applicant is a school, describe how the state arts education standards are currently being met by the school.
- If the applicant is a community organization, describe any past arts learning programming and/or demand for arts learning it is trying to meet.

**Project description** (1,875 characters maximum)
Provide an overview of the proposed project.

**Review criteria**
Proposals will be reviewed and grants awarded based on the degree to which the applicant addresses the following four review criteria. When the review criteria have been thoroughly addressed, the panel is able to find the necessary evidence to understand the quality and completeness of the proposed project. The scores are weighted per criterion with total possible points of 50.

Included under each sub criterion is a prompt to help the applicant in addressing the criteria. Include the corresponding numbers when addressing the criteria in the narrative.

**Quality of the arts experience** (1 - 15 points) (3,750 characters maximum)
1. Arts content is delivered by teaching artists with appropriate artistic skills and relevant teaching experience to advance the project outcomes.
   - Identify the teaching artist(s)/organization(s) and describe what makes them a good fit for this specific project.

2. Activities include direct participation that is appropriate for the intended learners.
• Describe the experience(s) the learners will have, from preparation through culmination.

3. Project outcomes, artistic content, and project activities are driven by the needs and interests of the intended learners.
   • Explain how the intended learners meaningfully influenced the choices made in designing this project including the outcomes, activities, and artistic content.

4. Participants will have experiences that spark their interest and engagement so that learning can occur.
   • Describe how the project’s approach and/or content will result in highly engaging experiences for learners.

**Commitment to and from the community (1 - 15 points) (3,750 characters maximum)**

1. Project collaborators are making meaningful commitments of resources.
   • Describe the ways in which organizations and individuals will leverage their resources to demonstrate their support for the project (including in-kind goods or services).
   • Identify the approximate number and roles of volunteers in this project.
   • Estimate the number of individual contributors expected for the project.

2. Underserved populations will benefit from the project.
   • Detail what population(s) will be directly engaged in this project. Examples include demographic groups such as veterans, greater Minnesota residents, individuals with disabilities, older adults, people of color, indigenous people, and others.
   • Explain if the applicant is a member of the identified population or how strategies will be developed or deepened to reach and serve the identified population(s).

3. Accessibility needs of participants and/or audiences with disabilities are understood and addressed.
   • Every grantee commits to hold all Arts Board funded activities in spaces that meet Americans with Disabilities Act (ADA) accessibility requirements. Describe specific experience, potential adaptations, and proactive communication efforts with regard to accessibility.

4. Elements designed to strategically enhance or expand the applicant’s capacity to sustain project impact have been included. Examples include professional development, permanent advisory boards, new or changed job descriptions or roles, new fundraising strategies, etc.
   • If professional development is a part of the proposal, those activities are fully described and appropriately designed to sustain the outcomes.

**Project administration (1 - 10 points) (3,750 characters maximum)**

1. Project team is inclusive and representative of the identified population, they have clearly defined roles and responsibilities, and demonstrate the capacity to design and execute the proposed activities.
   • Identify the project team, their roles and responsibilities, and background in carrying out comparable work (including relevant staff from the applicant organization, teaching artists, learners, community partners, others).
2. An appropriate promotion and marketing plan is in place which supports the project’s outcomes and fosters public awareness and/or engagement (as relevant).
   - Describe the plan to ensure participation in the activities and efforts to increase public awareness of the project.

3. The budget demonstrates the project will 1) generate realistic and attainable earned revenue including cash match, b) include reasonable and appropriate costs, c) compensate artists and arts organizations appropriately, d) include administrative expenses that are strictly relevant and necessary for the project
   - Describe intentions to charge individual or organizational project/activity fees, ticket/merchandize sales, etc.
   - Provide justification for any free or discounted programming (i.e., evidence that cost is a barrier to participation, etc.)

4. Operating Support and Community Arts Education Support grantees and applicants have sufficiently described how the proposed project reaches beyond the regular activities of the organization, including regular educational programming.
   - Arts Board project grant programs are intended to be used to enable grantees to take on projects that are outside of their typical reach. Project funds are not to be used to fund an organization’s recurring education programs. Describe how this project is distinct from the organization’s recurring education programs.

**Evaluation and assessment (1 - 10 points) (2,750 characters maximum)**

1. The applicant has identified one to two effective project outcomes.
   - Insert the applicant outcome(s) exactly as it appears on the Outcomes Form. An outcome should describe a change in knowledge, attitude, skill, behavior, or condition among the arts learners. Effective project outcomes are specific, measurable, and can be reasonably achieved by the proposed activities.
   - Project outcome(s) should clearly relate to and support the selected Arts Board program outcome(s). More than one project outcome can support the same program outcome.

2. The evaluation plan and methods are appropriate to measure and document progress toward project outcome(s).
   - Describe the evaluation plan in detail. What methods will be used, and how will they specifically measure progress toward project outcomes?

3. The team responsible for the design and implementation of the evaluation process is appropriate for the project with clearly articulated roles, achievable responsibilities, and sufficient financial support.
   - Who will be responsible for designing the evaluation plan? Who will collect data? Who will analyze the results? Explain how the identified parties are the most appropriate and qualified for these roles. Explain rationale for the dollar amount allocated.

4. The evaluation results will guide future planning and programming.
   - Describe when and how the results of evaluation efforts will be used (e.g., adjustments to the project, sharing with stakeholders or peers, applicant learning and development, etc.).
Budget Form

Before entering financial data into WebGrants, applicants are strongly encouraged to prepare draft budgets and check work in a spreadsheet. To support this, an optional budget spreadsheet tool is available as a resource to download on the Arts Learning program page of the Arts Board Web site.

Validate financial information

1. The total revenue must equal the total expenses. The Difference must be “0” to indicate a balanced budget.
2. The Arts Board Request + Regional Arts Council percentage must be no greater than 90 percent.
3. The Applicant Cash Match percentage must be no less than 10 percent.
4. The Arts Board request must be between $5,000 and $100,000.

If any of these four conditions are not met, click “Edit” and make necessary corrections.

In-kind

Projects may, but are not required to, have in-kind donations. In-kind includes the value of goods and services donated to the project. Some examples include donated services, advertising, artist accommodations, space use, and printing. Artist compensation cannot be included as in-kind. When calculating the in-kind value of volunteer time, use the Minnesota minimum wage rate. The in-kind amount will be copied to the revenue and expense sections of this form. Sample in-kind description: donation of 25 paint brushes valued at $4 each = $100.

Revenue

In the narrative text box, provide an explanation for every line item with a dollar amount entered, or enter “N/A” if line item doesn’t apply. Applicant should indicate if income is committed or pending. (1,000 characters maximum, for each line item)

<table>
<thead>
<tr>
<th>SAMPLE REVENUE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project earned income: After-school participation fees from 40 students @ $15 each = $600 (committed); Concession sales $100 (pending).</td>
</tr>
<tr>
<td>Applicant cash or other income: PTA contribution $1,200 (committed).</td>
</tr>
</tbody>
</table>

Project earned income is any income earned through fees or sales related to the proposed project. In order to foster financial investment from all participants and promote sustainability, the Arts Board expects applicants to consider all options and implement appropriate strategies for generating earned revenue. This may include admissions, merchandise sales, fees for service, concessions, sales of artworks, etc.

Applicant cash or other income may be funds from the applicant’s and/or collaborators’ accumulated resources budgeted for these activities. Other income includes private donations, grants from foundations, corporations, collaborators, local governments, or the federal government.
**Regional arts council support** includes any anticipated funding for the proposed project from any of Minnesota’s eleven regional arts councils.

**Other income subtotal** – This line will calculate automatically and will only be seen after selecting “Save.”

**Arts Board request** is the amount the applicant requests from the Arts Board to support the project. The Arts Board request is automatically calculated by WebGrants using the following formula: total expenses minus other income, excluding in-kind.

**Project revenue subtotal** – This line will calculate automatically and will only be seen after selecting “Save.”

**In-kind** revenue will be filled in automatically.

**Revenue total** – This line will calculate automatically after clicking “Save.”

**Expenses**

In the text box, provide an explanation for every line item with a dollar amount entered, or enter “N/A” if line item doesn’t apply. (1,000 characters maximum, each)

**Artistic and support services compensation rates:** The Arts Board does not specify compensation rates. Instead, compensation for artistic services, including teaching artist contact hour rates and compensation for support services, such as project management, evaluation, planning, marketing, technical work, etc. should reflect industry standards, market rates, and the skill and experience of the worker. Rates should be appropriate to the project’s needs and clearly justified in application materials. **For example, if a proposal budget includes a marketing consultant at $50/hour, the applicant should explain in the narrative what project needs demand that rate and what skills, expertise, and results the consultant will provide.**

**Artist compensation** includes amounts paid to artists/arts organization(s) for project activities.

**Other project personnel** includes compensation paid to all nonartist personnel for project activities. Examples: project coordinator, education specialists, cultural specialists, etc.

**Travel** includes costs for transportation, lodging, and meals and/or per diem.

**Rent** includes payments for use of space that is directly related to and necessary for the specific project. Examples: payments for rental of rehearsal space, theater, hall, gallery, or artistic studio. Do not include costs for space that is routinely used by the applicant.
**Materials and supplies** includes cost of items used in the creation or delivery of the project. Examples: paint, sheet music, fabric, etc.

**Promotion and marketing** includes expenses specifically identified with promoting or publicizing the project. Examples: newspaper advertising, mailing brochures, flyers, etc.

**Planning and evaluation** includes expenses related to the time and resources needed to plan and evaluate the project. Examples: focus groups, planning sessions, payments to staff or others for planning and evaluating work.

**ADA accessibility** includes expenses related to ensuring equitable access for people with disabilities. Examples: ASL interpretation, sensory materials, consultation with an accessibility professional, etc.

**Equipment purchase** includes payments for the purchase of equipment essential for the project. Equipment means an article of nonexpendable, tangible property, or a combination of articles with a single purpose, having a useful life of more than one year. The total amount requested to purchase equipment must be less than $5,000. Examples: purchase of musical instruments, cameras, kiln, etc.

**Equipment rental** includes payments for the rental of equipment essential for the project. Examples: rental of lighting or sound equipment, etc.

**In-kind** expense will be filled in automatically.

**Other** includes any other expense necessary to successfully carry out the project. Example: professional development, translation services, etc.

**Administration** includes general expenses such as accounting, human resources, and other administrative activity necessary for the completion of the project. Administration may not include costs for fundraising. Administrative costs must be directly related to and necessary for successful implementation of the project, and should be kept to a minimum.

**Expenses total** – This line will calculate automatically after clicking “Save.”

**SAMPLE EXPENSE DESCRIPTION**

**Artist compensation**: 5 teaching artists @ $75 per hour for total of 20 contact hours per teaching artist = $7,500. This includes all time needed to prepare for classroom contact hours. The $75 rate is consistent with rates in the district.

**Other project personnel**: 2 artist assistants @ $25 per hour for total of 10 hours per artist assistant = $500.

**Travel**: Travel to locations in Minnesota: 7 nights x $100 = $700; mileage 500 x .56/mile = $280; per diem 7 days x $32 = $224.

**Rent**: Studio space rental: 3 months x $500/month = $1,500.

**Promotion and marketing**: Graphic design $700; postage $300; printing $500.

**Equipment purchase**: 1 hand crank easel @ $1,200.

**Equipment rental**: 25 cameras @ $25 each = $625.
Financial and Fiscal Sponsor Materials Form

Financial materials
Use the chart below to determine the correct financial document(s) to submit, if any.

<table>
<thead>
<tr>
<th>Applicant type</th>
<th>FY 2018 documents to attach (as PDF files)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization with FY 2018 annual revenue of more than $750,000</td>
<td>Certified audit</td>
</tr>
<tr>
<td>Organization with FY 2018 annual revenue of $50,000 – $750,000</td>
<td>IRS form 990 or 990-EZ, or certified audit. If your organization’s fiscal year begins on January 1, attach the IRS 990 dated 2018. If your organization’s fiscal year does NOT begin on January 1, attach the IRS 990 dated 2018.</td>
</tr>
<tr>
<td>Organization with FY 2018 annual revenue of less than $50,000</td>
<td>Internal board approved financial statements for fiscal year 2018, which must include the statement of financial activities (income and expense) and statement of financial position (balance sheet) for fiscal year 2018.</td>
</tr>
<tr>
<td>Organization that did not exist or had no financial activity in fiscal year 2018</td>
<td>No financial attachments are needed.</td>
</tr>
<tr>
<td>Unincorporated group</td>
<td>Financial statements for fiscal year 2018, which must include the statement of financial activities (income and expense) and statement of financial position (balance sheet) for fiscal year 2018.</td>
</tr>
<tr>
<td>Individual applicant</td>
<td>No financial attachments are needed.</td>
</tr>
<tr>
<td>Schools</td>
<td>Schools must provide financial statements which show their own operating activity as separate and distinct from the school district. If the school does not have its own statement of financial position (balance sheet), include the district’s statement of financial position along with the school’s statement of financial activities (income and expenses) for a complete set of materials. See instructions on generating public school financials here: <a href="http://www.arts.state.mn.us/pubs/pubs/GeneratePublicSchoolFinancials.pdf">http://www.arts.state.mn.us/pubs/pubs/GeneratePublicSchoolFinancials.pdf</a></td>
</tr>
</tbody>
</table>

The identification of a “fiscal year” is the year in which it ends. For example: if an applicant’s fiscal year runs October – September, the period ending September 2018 would be FY 2018.

File naming requirement
- Name files with a combination of the applicant name and document title. For example: YourOrganizationName-Financial20xx.pdf, or YourOrganizationName-501c3-Determination.pdf
• Use only letters of the alphabet, numerals, underscores, or dashes in file names. Do not use commas, periods, other punctuation marks, or special characters, as these may result in file corruption.

**Tax-exempt materials**

*If the applicant is a 501(c)(3) organization.* attach the applicant’s IRS 501(c)(3) letter of determination (PDF file).

**Fiscal sponsor information**

An applicant must apply with a fiscal sponsor in two situations:

1. The applicant is an individual artist requesting $25,000 or more from the Arts Board;
2. The applicant is an unincorporated group that has not obtained an Internal Revenue Service 501(c)(3) determination.

Affiliates of nonprofit or public institutions do not require a fiscal sponsor.

**Fiscal sponsor agreement**

Applicants who are required to use a fiscal sponsor must submit a fiscal sponsor written agreement that:

1. Includes a description of the responsibilities of both applicant and fiscal sponsor in carrying out the project, and
2. Is signed by both applicant and fiscal sponsor.

Applicants entering into fiscal sponsorship agreements are strongly encouraged to know their rights and responsibilities and to utilize best practices when entering into such an agreement. Visit the [National Network of Fiscal Sponsors](#) for information and resources.

**Fiscal sponsor materials**

• The fiscal sponsor agreement (attach as PDF file).
• The fiscal sponsor’s IRS 501(c)(3) letter of determination (attach as PDF file). If the fiscal sponsor is a public entity (such as a unit of state, local or tribal government), this letter is not required.
• The fiscal sponsor’s legal name, contact information, and the fiscal sponsor’s DUNS number.

**Legacy amendment statements**

• This program exists because of an appropriation from the State’s arts and cultural heritage fund (ACHF). The Minnesota Constitution requires that arts and cultural heritage fund dollars must be used to supplement not substitute for traditional sources of funding. The Minnesota State Legislature passed a law that requires all recipients of ACHF dollars to ensure that they are in compliance with the constitutional requirement.

If awarded arts and cultural heritage funds for FY 2021, a grantee must be able to describe how this requirement will be met. Grantees will be expected to track and document how ACHF dollars are being used to supplement existing sources of funding and are not being used as a substitute for sources of funding the grantee has traditionally received.

The Arts Board defines “traditional sources of support” as grants received from the Minnesota
State Arts Board or one of the state’s eleven regional arts councils that are funded with State
general fund dollars, or funding from the State’s capital investment budget.

- The Minnesota State Legislature passed a law that arts and cultural heritage fund (ACHF)
dollars must not be spent on administrative costs, indirect costs, or other institutional
overhead charges that are not directly related to and necessary for the specific projects or
activities that will be funded with arts and cultural heritage funds dollars.

If awarded arts and cultural heritage funds for FY 2021, a grantee must track and be able to
clearly document what portion of ACHF funds is spent on direct program or project costs
and what portion of ACHF funds is spent on administrative costs, indirect, or overhead costs
that are “directly related to and necessary” to carry out the programs or projects that are
supported with ACHF dollars.

**Artist Qualification Form**

An application must have at least one teaching artist.

Arts organizations may be considered a single (1) teaching artist and submit only one set of
required teaching artist qualification materials for the organization, group, or ensemble. Do not
provide artist qualification materials for individual members such as actors, dancers, or musicians
who regularly produce work together.

The materials required in this section will be used to assess the degree to which proposed
teaching artist(s) will be able to provide a quality arts learning experience.

**Artist qualification materials**

A complete set of artist qualification materials includes:
1. Resume or organization description;
2. Lesson plan or lesson video and description; and
3. Work samples and description. One work sample is required per artist.

Any artist or arts group that does not have a complete set of artist qualification materials will
jeopardize its inclusion in the project.

1. **Resume or organization description** (two pages maximum; attach as PDF file) Provide
evidence of strong career, relevant background/training/mentorship, experience in teaching,
and artistic recognition.

2. **Lesson plan** (two pages maximum; attach as PDF file) should include the following elements
and be formatted to include numbers and headings in bold. This should be written for a
single lesson rather than an entire course or unit of study.
   a. Teaching artist name (individual or group);
   b. Title and descriptive overview of lesson;
   c. Description of arts learning community (age/grade/developmental level/number of arts
      learners);
   d. Time required for lesson;
e. Resources and equipment required;
f. Learning goals for arts learners;
g. Lesson tasks and activities toward outcomes;
h. Evaluation methods for assessment of learning goals;
i. Lesson alignment to state/national educational standards (school based projects) or community learning goals.

-- OR --

**Lesson video** (two minute maximum) with description (one page maximum; attach as PDF file). If the applicant is supplying a lesson video, attach a PDF that includes the following elements.

a. Teaching artist name (individual or group);
b. Title and descriptive overview of lesson;
c. Description of arts learning community (age/grade/developmental level of arts learners);
d. Learning goals for arts learners;
e. Evaluation methods for assessment of learning goals;
f. Lesson alignment to state/national educational standards or community learning goals;
g. Link to video on Vimeo Web site.

3. A strong work sample accomplishes the following:
   a. Illustrates an artistic voice and technical skill;
   b. Provides evidence of the artistic quality of an artist’s work;
   c. Documents the artwork itself, **not the product of teaching or the experience of a demonstration:**
      d. Supports the stated intentions of the proposed project;
   e. Shows work made in the last four years;
   f. Is documented in a medium that best represents the work.

If there is a compelling reason to disregard the above approach to work samples, clearly explain the reason in the work sample description statement.

Work samples with voice-overs or additional text that aim to describe the work or provide additional information are unallowable. Unallowable work samples will not be reviewed, thereby eliminating the artist or arts group from consideration in the project.

**Notes about rights**
1. The works and the rights to those works resulting from Arts Board grants are the sole property of the artist(s).
2. Artists must not present the work of others as their own work. When adapting, incorporating, or significantly drawing upon others’ work, proper attribution is expected.
3. All application materials submitted to the Arts Board become public information at the review meeting at which they are considered.
4. The Arts Board may use submitted work samples in promotional materials and online.
Work sample formatting and quantity

<table>
<thead>
<tr>
<th>Work sample type</th>
<th>Submission file type</th>
<th>Maximum quantity</th>
<th>Format and tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
<td>JPG only</td>
<td>6 images</td>
<td>Images will be projected three at a time.</td>
</tr>
<tr>
<td>Audio</td>
<td>MP3 only</td>
<td>2:00 minutes</td>
<td>Include only the material intended for panel review.</td>
</tr>
</tbody>
</table>
| Video            | Attach a PDF file containing Vimeo URL link | 2:00 minutes | Include only the material intended for panel review.  
  * If private viewing is selected, provide the video specific password in the PDF document along with your Vimeo URL.  
  * For help with Vimeo, visit www.vimeo.com/help  
  * No video slide show of images  
| Written work     | PDF only             | 6 pages          | Remove title pages, table of contents, etc.  
  * Include only the material intended for panel review.  
  * Prose: double spaced  
  * Poetry: single or double spaced  
  * Scripts: formatting should follow industry standards |

Panelists will only review the allowable lengths for work samples.

If using a combination of work sample types, follow this conversion ratio: 20 seconds = 1 page = 1 image. Conversion ratio examples:

1 minute audio/video + 3 images = 2 minutes total
3 pages + 3 images = 2 minutes total
2 pages + 2 images + 40 seconds audio/video = 2 minutes total

* Vimeo warning: Keep video work samples on Vimeo until after grants have been awarded; make no changes.

File naming requirements:

- Use only letters of the alphabet, numerals, underscores, or dashes.
- Do not use commas, periods, other punctuation marks, or special characters, as they may result in file corruption.
- Name file as: 01-artist name, 02-artist name, etc.
  Example: 01-Jane-Doe
Work sample description
1. **Number of work samples**
2. **Title the work** – Enter a title for the artwork.
3. **Completion date** – Enter the date on which the artwork was completed. If the sample is a work in progress, state “work in progress.”
4. **Type** – Select the type of work sample submitted (image, audio, video, written work).
5. **Medium/Role/Genre**
   a. For images, select “medium” and provide the medium (e.g., acrylic, wool, etc.).
   b. For audio or video samples, select “role” and describe the artist’s role in the artwork, (e.g., guitar player, choreographer, voice of the bear in the story). If the artist has multiple roles in the work, please list all roles (e.g., composer/conductor, poet/performer).
   c. For written work, select “genre” and provide the genre of the artwork (e.g., science fiction).
6. **Dimensions/Duration/Pages**
   a. For images, select “dimensions” and provide the dimensions of the original artwork in both numbers and unit of measurement (e.g., 24” x 12”).
   b. For audio or video samples, select “duration” and state the length of the sample and the length of the complete artwork (e.g., 2:00 minutes of a 46:00 minute symphony).
   c. For written samples, select “pages” and provide the number of pages of the portion of the artwork that will be read in the work sample (e.g., eight pages of a 12 page scene, or three pages of a 200 page novel).
7. **Statement** (Optional; 250 characters maximum)
   The panel will read this as they view the work sample. This is an opportunity to provide information that will help the panel understand the work sample.

Collaborator List Form
Enter the names of additional collaborators, such as additional teaching artists, organizations, etc., that are part of this application. Do not include artists that are already listed on the Artist Qualification Form.
- Select the role of collaborators in the project from the drop-down list.
- Enter legal name and contact information.
- Select the description from the drop-down list that best fits the collaborator’s commitment to the project at the time of application.

Artistic Discipline and Populations Benefiting Form
The Arts Board uses information entered on this form to prepare aggregate reports mandated by the National Endowment for the Arts, as well as to monitor its own efforts to reach all of Minnesota’s demographic groups. Information in this form is used by review panels to determine which key demographic groups the applicant intends to serve.

**Artistic discipline**
Select the artistic discipline(s) that will supported by this proposal.
- A primary discipline is mandatory. If the project ONLY presents puppetry, select **Primary discipline**: Theater, puppetry.
• A secondary discipline is optional. If the project primarily presents puppetry, but ALSO presents storytelling, select **Primary discipline**: Theater, puppetry; **Secondary discipline**: Theater, storytelling.
• From the **arts education** choices provided, select the one which best describes the educational goal of the proposed activity, **if applicable**.

**Benefiting populations**
Estimate the percentage of people directly benefiting from grant activities during the grant period who will identify with each of the listed demographic groups. These responses should refer to populations engaged directly, not through broadcasts or online programming.

- **Age**
  Each person should be reported in only ONE category.
- **Distinct populations**
  People may be reported in multiple categories.
- **Geography**
  Each person should be reported in only ONE category.
- **Race/ethnicity**
  People may be reported in multiple categories.

**Demographic Information Forms**
Information on these forms is provided by individual applicants about themselves, and by organization applicants about their staff or project team. The Arts Board uses this information to prepare aggregate reports for the National Endowment for the Arts, as well as to monitor its own efforts to reach all of Minnesota's demographic groups. Information in Form A, about organization applicants, is also used by review panels to determine the extent to which an applicant’s demographics reflect those of the populations it serves. Because both organizations and individuals may be applicants, applicants must open and save both forms.

- In Form A, organization applicants should report the actual or estimated percentage of the organization’s board, project staff, and/or project team who identify with the characteristics listed. For age, geography, and race/ethnicity selections, the total percentage should equal 100 percent or more.
- In Form B, individual applicants should select all the categories with which they personally identify. If an individual applicant is not a U. S. citizen, but has the status of permanent resident, attach a copy of permanent resident card to this form as a PDF file.

**Certifications and Signature Form**
**Applicant’s certification**
If the applicant is an organization, the signature of a corporate official having the authority to enter into legal agreements on behalf of the applicant is required.

Minnesota law authorizes state government agencies to conduct transactions electronically. Minnesota Statutes 302A.015 defines an electronic signature as "an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record."

The names in the signature list are the applicant's registered WebGrants users. If the authorizing official’s name is not in the list, register the authorizing official into WebGrants through the My Profile selection on the WebGrants main menu. Entering an individual’s name in a signature box
constitutes the individual’s electronic signature. The signature certifies that all information in the application is true and correct. It also certifies that the applicant meets all the program eligibility requirements, and intends to use the granted funds only for allowable purposes.

If an applicant receives an Arts Board grant that includes dollars from the arts and cultural heritage fund, it must certify that it will only use those funds for the following purposes:

- To produce, present, or offer programs, projects, services, or activities in the arts, arts education, arts access, or arts that preserve Minnesota’s history and cultural heritage;
- To support programs, projects, services, or activities that take place within the state of Minnesota;
- To support programs, projects, services, or activities for which measurable outcomes have been established, and a plan for evaluating the outcomes and results is in place;
- To supplement and not substitute for traditional sources of funding; and
- To underwrite only those administrative, indirect, or institutional overhead costs that are directly related to and necessary for the programs, projects, services, or activities that the applicant will offer with the arts and cultural heritage funds it receives from the Arts Board.

General program information

Important notes

- **Tenessen warning**

  The use of the information that an applicant provides to the Arts Board is governed by the Minnesota Government Data Practices Act (Minnesota Statutes, chapter 13).

  Any person who registers on the Arts Board’s WebGrants system, as an individual or a representative of an organization, agency, or group, must provide name, address, and additional contact information in order for the board to process grant applications. Failure to provide required information will prevent the applicant from being able to receive a grant from the Arts Board.

- Members of the public may request to review, or receive copies of, any information that an applicant provides to the Arts Board. Arts Board staff and volunteers; authorized personnel from the Minnesota Office of the Legislative Auditor, Minnesota Management and Budget, and the Minnesota Department of Administration will have access to the data. Authorized personnel from the Minnesota Department of Revenue, the Office of the Inspector General, and Office of the Comptroller General of the United States may have access to the data. If a court issues an order requiring disclosure beyond the parties and purposes described here, the Arts Board will comply.

- The contents of grant applications to the Arts Board become public data at the public review meeting at which they are considered.

- Funding for this program is dependent on appropriations from the Minnesota Legislature for FY 2021. In the most recently completed grant cycle (FY 2020), the Arts Board was able to award eighty-five grants, totaling more than $3.1 million. The full list of FY 2020 Arts Learning grants is available at [http://www.arts.state.mn.us/grants/2020/2020-awarded-al.htm](http://www.arts.state.mn.us/grants/2020/2020-awarded-al.htm)
• Individuals and organizations that are awarded a grant will be expected to implement the project as proposed, and to submit a final report after the grant period ends that explains what activities took place and what outcome(s) were achieved. The grantee also will need to provide a financial report that compares projected costs to actual costs and accounts for how state funds were spent.

• Equal opportunity to participate in and benefit from the programs of the Minnesota State Arts Board is provided to all individuals regardless of race, national origin, color, sex, age, religion, sexual orientation, or disability in admission, access, or employment.

• Upon request, Arts Board materials will be made available in an alternate format.

**Glossary of program definitions**

The following definitions are used in this Arts Board program.

**Arts integration:** Involves teachers of subjects other than the arts, working alongside arts specialists and teaching artists, to create collaborative lesson plans that infuse the arts into other subject areas.

**Arts learners:** A community of lifelong learners acquiring knowledge, skills, and understanding in the arts; engaged in creating, performing, and/or responding to art in a disciplined and intentional way with a teaching artist.

**Community based:** Activities or training in the arts that occur in a variety of community settings rather than in a school setting. Arts activities must include learning activities (e.g., artists’ visits prior to or following the event, workshops, lecture demonstrations, or master classes).

**Fiscal year:** The identification of a “fiscal year” is the year in which it ends. For example: if an applicant’s fiscal year runs October – September, the period ending September 2018 would be FY 2018.

**Online arts learning:** Experiences that use Internet technology as a delivery method to engage participants in achieving the goals and outcomes of the project.

**Outcome:** See page 2.

**Standards based:** State of Minnesota academic standards and graduation requirements include the arts. School districts are required to provide arts curriculum in the K-12 education system, and receive funding from the Minnesota Department of Education for this purpose. Funds from the Arts Board cannot be used to substitute for district funds for core arts teaching and curriculum, but may be used for projects that enhance the school curriculum and instructional program. Such activities may take place inside or outside of the school building at any time of the day. This includes after school and summer enrichment programs that are formally connected to school curricula. Standards based projects must go above or beyond the required national and/or state education standards.
**Teaching artist:** An artist that is primarily responsible for providing the artistic content and ensuring that the arts learning goals of the project are met. Teaching artists are either individual artists who work independently or artists who are employed by an organization.

**Teaching artist lesson video:** A lesson video which provides evidence of a teaching artist’s ability to deliver high quality artistic content appropriate to the unique needs and abilities of the arts learners, express arts concepts clearly, model technique and best practice, engage students, and ensure that arts learning goals are met.

---

**Arts Board residency model**

**NOTE:** Applicants are not required to include a residency in the proposed project, nor are they required to include all of the components below if they do offer a residency. The Arts Board’s residency model is presented here simply as a guide for applicants that would like assistance designing standards based arts learning programs. The model encourages sequential, in-depth arts learning activities which must include interactive participation in and access to an art form.

Projects may include skill acquisition, imaginative thinking, problem-solving, goal setting, and teamwork experiences. Applicants are encouraged to propose projects that are longer term, and include paid time for planning and reflection.

**Artist contact**

Residency must be lead by a professional artist who has the ability to teach an art form to K-12 students. At least ten days are recommended for artist contact; longer residencies are encouraged. Residency days need not be consecutive. Contact periods include: class sessions with students, structured in-service training or classes with teachers, and demonstrations or performances meeting the community involvement component.

**Core/Exposure group**

A core group is defined as a specific group of arts learners who work with the teaching artist more than any other group of arts learners during the residency. An exposure group is defined as other arts learners who work with the artist during the residency on a limited basis outside the core group. At least one core group of arts learners should receive extended in-depth contact with the teaching artist for at least five days.

**Teacher/Artist planning day**

A separate planning period between each artist and the contact teacher should take place prior to the residency. Multiple planning days are encouraged for residencies longer than ten days.

**Teacher/Artist evaluation day**

A separate planning period should be set aside for the teaching artist and the contact teacher to reflect on the residency goals and activities. Multiple evaluation days are encouraged for residencies longer than ten days.

**Teacher/Artist contact**

Teacher/artist contact time must be scheduled as part of the teaching artist’s paid contact time. Contact time may include in-service workshops with many teachers; private meetings with the
core teacher; student evaluation, assessment, and hands-on arts activities; planning and follow-up activities; or arts program consultation.

**Partnership**
To ensure a successful residency, the teacher must be present during all teaching artist-student contact time so the teacher and the teaching artist can work cooperatively to maintain a productive working environment in the classroom.

**Community involvement**
To broaden the total impact of the residency, the general community must be involved in some aspect. For example, schools may invite the community to an exhibit of arts learners’ residency work, host a meet the teaching artist night, or sponsor a community education class.

**For questions or help**
Sample applications are posted on this program’s page of the [Arts Board Web site](https://www.arts.state.mn.us).

For questions about eligibility or the content of the application, please contact:
Natalie Kennedy-Schuck, program officer
natalie.kennedy@arts.state.mn.us ..................................................(651) 539-2666

For questions about the technical aspects of the application forms, or questions about electronic submission, please e-mail the Arts Board at: apply@arts.state.mn.us
The following staff member may also be called regarding technical aspects, but e-mail is preferred.
Tom Miller, WebGrants project manager........................................(651) 539-2660

All staff can be reached toll-free at ............................................................(800) 866-2787