

Summary of the evaluation of the

# CANADA ARTS TRAINING FUND

(2012-13 to 2017-18)

## OVERVIEW

The Canada Arts Training Fund (CATF) program is delivered by the Arts Branch of PCH and provides financial assistance to Canadian not-for-profit institutions that specialize in delivering focused, intensive and practice-based arts training to prepare students for professional national or international artistic careers.

## AVERAGE ANNUAL BUDGET OVER FIVE YEARS

**\$22,652,000** } **39** national professional arts schools or institutions funded yearly.  
**90%** of recipients are repeat clients.

## RELEVANCE

CATF aligns with several PCH priorities as well as federal government priorities: it supports the accessibility of Canadian cultural content and arts training in Canada and the federal government's public recognition of the importance and contribution of artists to Canadian society.

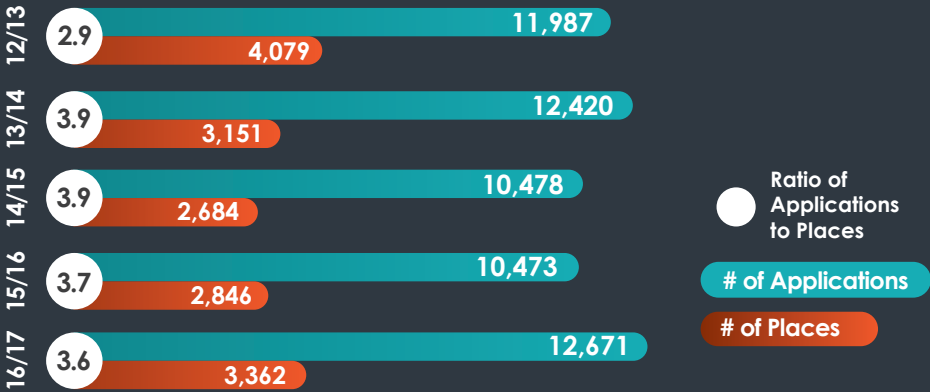
## CULTURE AND ARTISTIC PERFORMANCES WERE SIGNIFICANT GENERATORS OF ECONOMIC GROWTH, JOBS & WEALTH

- \$53.8B** contributed to GDP, and **652,406** jobs created in 2016
- 20 million tourists** in 2017
- Generates secondary tourist spending**
- Cultural identity development**
- Supports the attraction of knowledgeable workers** that help make Canadian companies competitive

## CANADIAN PARTICIPATION IN ARTS & CULTURE (2016-17)

**88%** Attended Performances

## NUMBER OF APPLICATIONS TO PLACES BY YEAR



Without public funding, some arts training organizations would not have been viable. There was a high demand for CATF as it is the only program to provide cohesive, multi-year operational funding for professional arts training organizations.

## EFFECTIVENESS

CATF supported the development of **high-quality training institutions** and **successful professional artists**. Further, CATF-funded organizations were recognized as being **leaders in their field** and have provided relevant and applied training to students through high-quality instruction. However, the definition of excellence may not have been appropriate for Indigenous art forms.

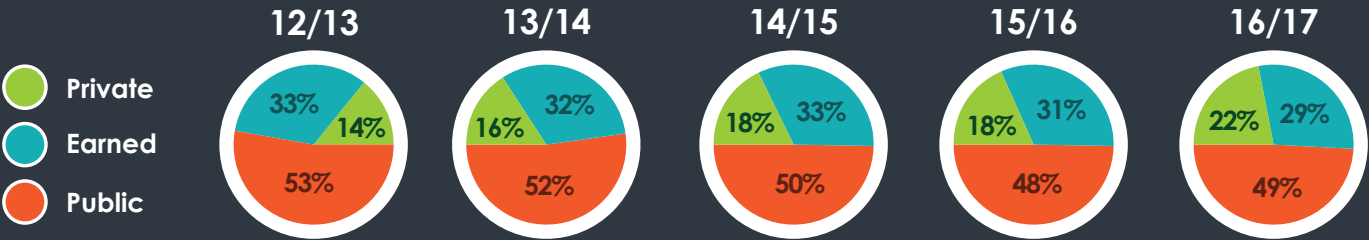
# NUMBER AND PROPORTION OF STUDENTS AND GRADUATES (2012-13 TO 2017-18)



CATF funding assisted training organizations to be **financially stable**, particularly in the case of Indigenous, ethnocultural and racialized organizations who experienced challenges accessing private funding.

## PERCENTAGE OF FUNDING SOURCES BY TYPE (EARNED, PUBLIC, PRIVATE), BY FISCAL YEAR

Applicants are encouraged by CATF to have a combination of earned revenue, private and public funding.



## EFFICIENCY

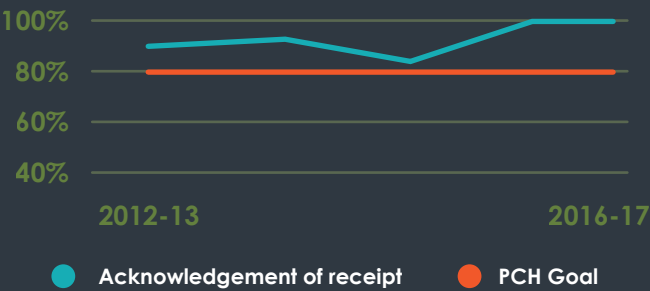
CATF utilized consistent and rigorous implementation of **eligibility and assessment criteria, site visits and expert assessments** to ensure resources dedicated to the program were used efficiently.

CATF-funded organizations produced **highly skilled graduates** who are recognized in Canada and internationally for excellence.

**66%** of these graduates were working professionally in their field.

**1 in 3** graduates received a regional, national or international award in recognition of excellence

## SERVICES STANDARDS



The **service standard** for acknowledging receipt of applications was **met to a high degree (83%-100%)** by CATF in the five years covered by the evaluation period.

While CATF did not meet its service standard for notification of the funding decision between 2012-13 and 2016-17, preliminary program data for 2017-18 suggests that timelines have significantly improved.

## GOVERNMENT-WIDE POLICY CONSIDERATIONS

**Official Languages requirements** of section 41 of the *Official Languages Act* **were met**.

GBA+ was actively applied **to identify systemic barriers** in CATF Terms and Conditions and guidelines; specific minority communities were successfully targeted.

## RECOMMENDATIONS

The Senior Assistant Deputy Minister for the Cultural Affairs Sector should:

#1

Explore the feasibility, benefits and impacts of a two-stream funding model for CATF within the existing budget.

#2

Collaborate with Indigenous arts organizations to identify barriers to a successful application, develop options to address these barriers and implement an approach to ultimately increase the number of high-quality graduates.