

Washington State Arts Commission - ArtsWA

Arts in Education Program

Community Consortium Grant FY 2014-15 ♦ Review Criteria

There are three review categories: **Program Plan**, **Consortium Membership / Capacity**, and **Budget / Management Capacity**. Each of these areas has subcategories with detailed criteria listed below.

Panelists will provide a rating for each category using a 30-point scale. Program Plan scores will be doubled, so that Program Plan will count for 50% of the total score, and the other two categories will count for 25% each.

Program Plan

Overall Goals

- How strong is the alignment with the overall goal of expanding impactful arts learning for K-12 students and educators through collaborative community partnerships? How well does the proposal align with the “spirit” of the grant, i.e. committed community partners working towards long-term improvements in arts education?
- In addition to responding to the Community Consortium program goals, does this proposal clearly articulate specific arts education goals, and appropriate plans to pursue those goals?

Alignment with Key Consortia Criteria

- Specific plans to expand and/or improve in-school arts education for all students
- Active and committed community partnerships
- Long-term, sustainable programs and plans
- District-level support and participation
- Alignment with Washington State standards in the Arts
- A local focus: responding to local needs/opportunities and developing local resources
- Effective and sustainable arts education practices, in areas including: assessment of student learning in the arts, planning, evaluation, budgeting, and advocacy; and
- Ongoing work to stay current with arts education best practices, research, and trends

Quality of Plan

- Approach is multidimensional, and uses several strategies towards meeting the overall goals
- Plan is clear, specific, realistic within demonstrated capacity; year-two addressed appropriately
- Energy and creativity of plan: narrative demonstrates smart thinking, innovative approaches
- Public benefit is clear

Additional Program Strengths to Consider

- Work in areas such as 21st Century Skills / Habits of Mind; arts integration; a focus on underserved populations; a focus on multicultural arts education; other specialized or innovative approaches
- Efforts related to knowledge-sharing, communications, or program expansion

For Returning Applicants:

- Key accomplishments / lasting impacts from previous efforts
- Appropriate growth /change based on evolving needs, capacity, lessons learned, etc.
- Sophistication of efforts commensurate with length of consortium history

(over)

Consortium Membership and Capacity

Composition of Consortium Partnership

- The basic partnership between a school/district and an arts education provider appears strong
- There is parent representation, or an appropriate community organization substitute
- There is a broader base of partnership beyond the basic partners
- The partners bring skills, expertise, and support that are relevant/appropriate to the proposal
- There are contractors and/or advisors identified in addition to primary partners

Consortium Capacity

- The letters of commitment demonstrate an active role (not just general praise) from key partners
- There is a process for ongoing collaboration, goal-setting, evaluation, etc.
- Primary partners bring financial or in-kind support to the process, as appropriate
- There is a sense of community support and engagement

Professional / Artistic Quality

- The key teaching artists / arts educators / consultants have appropriate expertise and experience

Budget and Management Capacity

Accurate and Realistic Budget

- The budget is well thought-out; major expense categories have been addressed
- The expenses are allowable, and appropriate for the scope of the project
- There is sufficient detail to understand the nature of the expenses
- The budget is mathematically correct

Budget alignment with Program Plan

- The budget supports the narrative, and vice-versa (major expenses on the budget pages are discussed in the narrative; major initiatives in the narrative are accounted for in the budget)
- The budget for year two reflects anticipated program changes

Appropriate Funding Mix

- There is funding match that meets or exceeds the funding request to ArtsWA; at least part of this funding match is confirmed rather than anticipated
- There is support from a variety of sources, both cash and in-kind
- The ArtsWA request is reasonable within the total project budget

Overall Management Capacity

- The program coordinator has appropriate expertise and experience
- The application materials taken as whole suggest sufficient management capacity to be successful in implementing the program plan

Note: panelists should take into account whether the applicant's program focus is planning and development, student learning, or professional development, and should apply these criteria accordingly.