

Washington State Arts Commission (ArtsWA)
Arts in Education Program

COMMUNITY CONSORTIUM GRANT

**Application Guidelines
Fiscal Years 2014 and 2015**

Application Deadline: March 20, 2013

Community Consortium Grants are approved for a 2-year cycle; each year is a separate contract.

Fiscal Year 2014 (FY 2014) contracts will begin July 1, 2013, and end June 30, 2014.

Fiscal Year 2015 (FY 2015) contracts will begin July 1, 2014, and end June 30, 2015.

NOTE: The Washington State Arts Commission is now accepting Community Consortium Grant Applications through our **Grants Online** application system. We no longer accept applications for this grant category by mail. If you are new to this online system, we encourage you to allow sufficient additional time in your application process to familiarize yourself with the Grants Online system. Please read the full guidelines before beginning your application. When you are ready to begin your application, go to <http://wsac.culturegrants.org>.

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WASHINGTON STATE
ARTS COMMISSION

Introduction and Program Goals

The Washington State Arts Commission (ArtsWA) believes that all students should have high quality arts learning experiences as part of a complete, basic education. One of our key strategic goals is to “support high quality and effective arts education programs for all K-12 students across the state through community-based arts learning partnerships.” Community Consortium grants constitute our key investment toward this goal.

A report from the President’s Committee on the Arts and Humanities found that:

“In districts with strong arts education, the *community*—broadly defined as parents and families, artists, arts organizations, businesses, local civic and cultural leaders and institutions—is actively engaged in the arts politics and instructional programs of the district.”¹

With this research-based understanding of the value of collaboration, ArtsWA provides Community Consortium grants to catalyze community-based partnerships between schools, arts education providers, and other community members, who work together to support, strengthen, and expand arts education for K-12 students.

Program Goals and Parameters

The two key outcomes ArtsWA expects to see in Consortium programs are:

1. **Arts learning for K-12 students and educators with significant impact**, in which students are engaged in deep and long-term experiences, participate in authentic creative processes, and develop creative habits of mind and 21st century skills in addition to arts skills and techniques aligned with Washington State standards in the arts.
2. **Collaborative effort and joint ownership among consortium partners**, in which authentic partnerships result in shared goals and shared responsibilities, and support for meaningful K-12 arts education is built and supported throughout the community.

These outcomes relate to broader public value outcomes, such as strengthening K-12 education and supporting healthy communities.

ArtsWA supports Community Consortium programs that strive to meet these key 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 and 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.
- Ongoing work to stay current with arts education best practices, research, and trends.

¹ *Gaining the Arts Advantage: Lessons From School Districts That Value Arts Education*, a 1999 report published by the President’s Committee on the Arts and Humanities and the Arts Education Partnership. Available in PDF form at <http://www.aep-arts.org/>.

Community Consortium programs may include:

- Arts instruction that focuses on a single arts discipline or multiple arts disciplines.
- Arts integration programs (concept-based instruction linking arts and non-arts subjects).
- Activities focused on planning and foundation-building, student learning in the arts, or professional development for classroom teachers and teaching artists.

Community Consortium funds will not support any of the following:

- Arts education activities that occur outside of school hours or are considered to be extra-curricular. (This does not apply to professional development programs. Also, consortium programs may offer out-of-school time options as part of their overall program, but those programs may not be supported by ArtsWA funds.)
- Programs for which selected students are pulled out of regular classes or programs for which students self-select.
- One-time or short-term projects with limited student engagement.

Eligibility and Funding Information

- Any public school, school district, government agency, or non-profit organization is eligible to submit an application and serve as the lead partner and fiscal agent for a consortium. Washington State law prohibits funding of parochial schools.
- Consortium grant applications require a minimum basic partnership between: a) a school, district, Educational Service District, or other instruction in which students receive their regular K-12 education, and b) a professional arts organization or other professional organization that provides arts education.
- To be eligible for consideration, grant applications must be complete, as defined in these guidelines, and submitted by the deadline.

Grant Funding Range

We expect that grant amounts for FY 2014 and FY 2015 will range from \$5,000 to \$21,000. Applicants may request a grant amount within these ranges, recognizing that funding levels will vary based, in part, on the scope of the program and its projected impact. Smaller projects with a relatively narrow focus may be funded in the lower to middle half of the range. Projects that serve a larger population or involve more complex approaches may be funded in the middle to upper half of the range. Actual grant amounts may vary from the ranges noted, depending on the funds available to ArtsWA through appropriations from state and federal sources. If you need guidance on what level of funding to request, please contact the Arts in Education Program Manager.

Two-Year Grant Funding Cycle

Consortium grants are 2-year grants; approved applications will be funded for 2 consecutive fiscal years, pending available state and federal funds. We issue grant contracts for one fiscal year at a time; a contract for the second of the two fiscal years is contingent on all grant requirements being met for the first fiscal year, including the timely completion of an annual final report. Funding for the second fiscal year will be tentatively determined at the time of grant approval, but is subject to change based on grantee performance as well as on available funds.

Budget note: These guidelines are published in advance of the approval of our FY 2014 and FY 2015 budgets. These guidelines and the funding for ArtsWA grants are contingent on available state and federal funding. State and federal funding decisions are usually confirmed by June of each year.

Community Consortium Program Requirements

Community Consortium Partners

An ideal Community Consortium includes a number of core partners who work together to develop shared goals, and who collaborate on the planning, development, implementation, and evaluation of efforts. The primary partners are generally contributors to the process in some way, either in funding support or with in-kind goods or services.

The basic partnership should include these three elements:

- One or more professional **arts organizations**, at least one of which is local.
- One or more **public schools or school districts**, or an **Educational Service District (ESD)**.
- A local parent-teacher association (PTA) or other **parent representation**, or other **community representation**.

Additional partners that may strengthen the consortium include:

- A local arts agency.
- Community organizations, such as a library, college, social service organization, or similar entity.
- Arts education consultants with expertise in curriculum development, assessment, or related skills.
- Professional teaching artists, at least one of which is local.
- Representation from other relevant local initiatives, foundations, businesses, or non-profits.
- Additional arts or education partners.

Consortium projects generally have a core group of primary partners and a secondary group of individuals and organizations who are part of the full partnership. These additional partners may support the consortium as contractors, advisors, volunteers, or key participants, without being part of the primary planning and development team. This distinction should be made clear on the Partnership Form page of your application, and presented accurately in your narrative.

We do not require that every element of the list above be included in the consortium. Appropriate partners will vary in different communities and for different types of projects. For example, consortia that focus primarily on professional development may have different types of partners than those that focus primarily on planning and development or on student learning. However, for all types of projects, please note that building broad and committed community support for arts education initiatives is a cornerstone of this funding program; applications with limited partnerships are less likely to be fully funded.

Case studies have shown that consortia are strongest when most participants are local, meaning that they live and work in the same community as the schools and students who are being served. At the same time, if one of the goals of the consortium is to increase local expertise and capacity, it may be appropriate to include non-local arts education consultants or teaching artists from the ArtsWA [Roster of Teaching Artists](#) as key partners or advisors.

Arts Learning Goals, Assessments, and State Standards in the Arts

Community partners working with public schools should be familiar with relevant school and district needs and policies and should design their programs in alignment with the Washington State standards in the arts, as defined by the Office of Superintendent of Public Instruction (OSPI). This includes the Essential Academic Learning Requirement (EALRs) in the Arts, as well as the overall goal of sequential, comprehensive arts education for all learners. Detailed explanations of the EALRs by discipline and by grade level are available on the OSPI website. For more information, visit the Arts section of the OSPI website: www.k12.wa.us/Arts/default.aspx.

All arts educators working with Community Consortium programs should be able to develop and implement arts lesson plans that have clearly articulated learning goals and assessment approaches. For the purposes of the grant, we define assessments in broad terms: What are the arts skills and techniques that you want students to know and be able to do? How do you measure and document the extent to which students have met those specific arts learning goals? We support, but do not require, the use of OSPI-developed arts assessments as an assessment tool.

Grant applications should demonstrate alignment with state standards and an understanding of developing and assessing arts learning goals. If your consortium project uses arts integration approaches, you may also discuss how you are addressing learning goals in other core subject areas, as long as the arts focus is also clear.

Note that as part of the final report for this grant, all grantees will be required to submit evidence of how you measure student learning in the arts.

Community Consortium Program Design

A successful Community Consortium plan will include a variety of components designed to support long-term, systemic improvements in arts education at the participating schools. Consortium activities are likely to fall into three primary categories: Planning and foundation-building, student learning in the arts, and professional development. Examples of activities in each of these categories are listed below.

Planning and foundation-building:

- Building and strengthening community partnerships; assessing community needs and assets.
- Developing or improving curriculum and related resources, including assessment practices.
- Strengthening parent and community engagement, support, and advocacy.
- Investing in sustainability through program evaluation, documentation, and knowledge-sharing.

Student learning in the arts:

- Providing participatory and ongoing arts learning experiences for K-12 students led by, or in collaboration with, professional arts educators. Ideally, these will be long-term processes that involve collaborative program planning and delivery, rather than one-time workshops.
- Providing opportunities to experience high quality professional arts through performances and exhibitions. (Note: field trips and funds for professional performers are appropriate as an integrated component of the overall arts education plan, though this should not represent a significant percentage of ArtsWA funds.)

Professional development:

- Strengthening the local “arts teaching workforce” by providing professional development for classroom teachers, local artists, or teaching artists, in order to improve the quality and quantity of local arts teaching.
- Offering support or training in areas such as: understanding and implementing the EALRs in the Arts; developing lesson plans in the arts; developing plans to integrate the arts with other subject areas; assessing student learning in the arts; developing collaboration and cross-training between teaching artists and classroom teachers.

Most successful consortia programs include elements that cross into all three areas, but with an emphasis in one area. The online application form includes a field to indicate your area of focus. Just as the members of the consortium partnership should reflect the resources and needs of the community, the design of the plan should be based on an assessment of local needs and local capacity. The plan should include development of local expertise if that is what is needed in the community. This may include using individuals from the ArtsWA Roster of Teaching Artists as mentors for local arts educators, or hiring outside experts in curriculum or assessment. All aspects of the plan should work toward high quality, sequential arts education for all students and should build community support and advocacy for arts education.

Research and Resources

Applicants may wish to consult and cite arts education resources to support their project design. Recommended resources include:

[K-12 Arts Education: Every Student, Every School, Every Year.](#)

This ArtsWA 2009 report on the status of arts education in Washington State public schools includes “Markers of Quality” and “Action Agenda” items, as well as stories of successful practices, which can inform successful program design.

[A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities.](#)

This booklet, developed by the Kennedy Center Alliance for Arts Education, was designed to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts. The booklet can help inform the planning process for consortium grants and may be a useful tool for newer consortia.

[Framework for 21st Century Skills.](#)

This website provides valuable tools and language for consortia interested in demonstrating the broader values of arts learning through the lens of 21st Century Skills.

[Artist Habits of Mind](#)

This chart explaining the habits that are developed through arts education comes from a research study called *Studio Thinking*, from Project Zero at Harvard University.

Expectations for Long-term Grantees

In Fiscal Year 2009, new requirements for long-term grantees were instituted to help consortia improve the quality of their work and to support the sharing of knowledge and expertise around the state. These changes were designed to help ArtsWA support newer consortia while maintaining support for more established programs. Although we do not currently have a cap of the number of years we will support a consortium, we expect that over time, long-term grantees will become more independently sustainable and less reliant on ArtsWA funding.

Due to the significant reduction in the funding available to ArtsWA in recent years, we have modified our approach, and do not have strict additional requirements regarding program plans or expense allocations in the current grant cycle. However, we still expect that long-term grantees will demonstrate the value of ArtsWA investments through their growth and sustainable impacts over time. The grant application requires that grantees who have received ArtsWA funding for 6 years or more address a question about program sustainability efforts. Newer grantees have the option of responding to this question.

The concept of “knowledge sharing” is still encouraged. Many long-term grantees have reported that activities in this category, such as publishing advocacy-oriented program documentation, presenting at a conference, or mentoring a newer grantee, proved to be a useful investment. Activities related to this goal are an allowable expense, but are not required.

Application Evaluation and Timeline

ArtsWA staff determine the eligibility of the applications received, based on the eligibility criteria listed on page 2. Eligible applications are forwarded to a review panel composed of experts in arts education programming. Panelists rate each application based on the overall program goals defined in these guidelines, organized into the following criteria categories:

- **Program plan** (50 percent of total points): Alignment with key goals and intentions of the Community Consortium program, as described in these guidelines; implementation plans that demonstrate a specific and realistic approach; specialized areas of expertise aligned with Consortium program goals; overall quality of narrative proposal, in terms of clarity, energy, and responses to specific questions asked in these guidelines. Appropriate planning for 2-year timeline. For returning applicants, past success and continuing evolution will be considered.
- **Consortium membership and capacity** (25 percent of total points): Appropriate partners, demonstration of committed partnerships and community involvement, evidence of ongoing collaboration, and appropriate levels of expertise and experience for key arts educators.
- **Budget and management capacity** (25 percent of total points): Accurate and realistic budget, alignment with the program plan, appropriate mix of income sources, and demonstrated management capacity based on the budget plan and other application materials.

Applications are reviewed in detail and scored by each panelist individually. The panel meets as a group to review their scoring decisions. A more detailed version of the [Review Criteria](#) is posted on our website.

Application and Notification Timeline

Applications must be submitted through our Grants Online system **by 11:59pm on Wednesday, March 20, 2013**. Please note that the system will not accept applications after this date and time, and that staff will not be available to provide technical assistance after 5pm on March 20, 2013.

A review panel will evaluate applications in April 2013, and the panel's recommendations will be presented to the ArtsWA Board for approval at its next scheduled meeting. All applicants will receive notification as to the status of their application no later than May 31, 2013.

Application Assistance

If you have questions about any of the guidelines or the application process, please contact Arts in Education Program Manager, Lisa Jaret, by phone at 360-586-2418, or by email at lisa.jaret@arts.wa.gov, or contact Program Coordinator Christel Ratliff, by phone at 360-586-0026 or by email at christel.ratliff@arts.wa.gov. Please plan to schedule an appointment with sufficient lead-time before the application deadline if you have extensive questions or would like to have a draft of your application reviewed.

Grants Online: New Electronic Application Process

This is our first application cycle in which the Community Consortium grant applications are submitted via our Grants Online system. To access this system, go to <http://wsac.culturegrants.org>.

New users will need to set up an individual account and then set up an account for their organization before the system will allow access to the application forms. We strongly recommend that the person with primary responsibility for managing grant contracts should initiate the account and manage the online process. Returning users must use their existing user ID and password, and should *not* start a new account this year. Organizations are limited to one account; if your organization previously applied for a First Step grant or a Project Support grant, the same account should be used to access the Community Consortium application.

Note: All organizations applying for a grant from ArtsWA must provide a DUNS (Data Universal Numbering System) number to meet federal and state statistical reporting requirements; this number will be required as part of the process for new users of the Grants Online system to create an organizational account. The federal government uses the number as a contractor identification code for all procurement-related activities. Registering for the DUNS number is free and is managed by Dun & Bradstreet.

If you don't already have a DUNS number, your chief financial officer, grant administrator, or authorizing official of your organization can register for it online at <http://fedgov.dnb.com/webform/displayHomePage.do> or by calling the Dunn & Bradstreet Government Customer Response Center at 1-866-705-5711. If requested over the phone, a DUNS number is provided immediately. Webform requests take one to two business days.

Once you have created an individual and organizational account, you can access the application forms for the Community Consortium grant. It may be helpful to page through the sections of the online application to familiarize yourself with the format. However, you will also need to refer to these guidelines for detailed information about the application requirements and expectations.

The Grants Online system includes instructions for specific areas of the application, as well as a Help page with general information about the system. If you have questions or need help navigating the system, please contact us. This is a new system for ArtsWA, as well as for our prospective grantees, and we want to know about your questions so we can work to improve the process.

We encourage you to allow sufficient time to develop your application materials offline and then transfer them to the online system. You will not need to complete the process all at once; you will be able to save your work in stages within the online system. We are able to answer technical questions and provide significant support to help you understand our new application system, but will make no exceptions regarding the application deadline. Please keep in mind that, depending on call volume, we may have limited availability in the last few days before the deadline, and will not be available after 5:00pm on the day of the deadline. To be eligible for funding consideration, applications must include all required elements and must be submitted by the deadline: **11:59 pm on March 20, 2013**. We encourage applicants to submit in advance of the deadline to avoid any last-minute technical challenges.

Explanation of Application Content

Applicant information

This section collects contact information for the lead organization and the individuals responsible for the grant. The organization information will be pre-populated based on the information provided during the initial sign-up process. The “Authorizing Official” is the person who has the authority to make financial decisions for the organization. The “Grant Contact” is the primary administrative contact for all grant-related communications, including contracts and invoices. The “Program Coordinator” is the person who will manage the day-to-day aspects of the proposed program. The same individual may fill more than one of these roles.

Project information

This section asks for your project title, a brief summary of your project, and other details regarding your grant request, your program partners, and the numbers of students and teachers you will serve.

Partnership form

This section asks for the names of the individuals and organizations that are participating in your proposed program, separated into sections for primary and additional partners.

The *primary partners* are the key leaders and collaborators for this project. These are the individuals who meet together to plan and shape programs; they have direct input into programmatic decisions, and share responsibilities for program design, implementation, and/or evaluation; their organizations demonstrate commitment and support for the project.

The *additional partners* include other individuals and organizations that play an important role in the project by expanding your capacity or implementing your plans. Your additional partners may include key contracted service providers (e.g. teaching artists, arts education consultants); volunteer advisors; local civic partners; additional arts organizations or education partners, etc.

Primary partners for a Community Consortium project should include, at a minimum, one school, school district or ESD, one non-profit arts or arts education organization, and one parent organization or other community organization. Additional partners are encouraged.

Project budget

The budget should include all expenses and income related to your project, not just the portion of the project for which you are requesting ArtsWA funding. A strong budget will demonstrate realistic and appropriate planning for both income and expense, and should relate clearly to the narrative proposal: expenses identified in the narrative should show up in the budget, and vice-versa.

There are two budget forms to complete: one for the first year of the two-year cycle (FY 2014) and one for the second year (FY2015). Funded projects will have the opportunity to revise FY 2015 budgets in the spring of 2014, based on actual available funding. However, the budget submitted with this application for the 2nd year of the 2-year grant should reflect realistic planning and any programmatic and financial changes anticipated for that year.

Budget match. Applicants must demonstrate budgetary support for their proposed program that matches or exceeds the amount of funding requested from ArtsWA. In-kind support may be used toward this match; however, a cash match (grants or donations of funds from sources other than ArtsWA) demonstrates a stronger level of local commitment and support and will make your application more competitive. Most successful applicants show cash and in-kind support that is significantly larger than their ArtsWA request; some flexibility is considered for newer applicants and those who are located in more rural areas of the state. We expect that returning applicants will increase the percentage of their cash match each year.

Program expenses supported by a Community Consortium Grant may include:

- Fees for teaching artists.
- Fees for an arts education consultant or provider of professional development.
- Fees for a project coordinator.
- Administrative expenses, including printing costs for lesson plans or other documents, and other administrative costs related to project planning and delivery.
- Travel expenses for non-local teaching artists or consultants—these expenses should not exceed state rates (www.ofm.wa.gov/resources/travel/colormap.pdf).
- Fees for professional performing arts groups, student tickets, and transportation expenses for exhibitions and performances (when there is a clear connection to the overall arts learning plan; ArtsWA grant funds are not meant to support stand-alone field trips or assemblies).
- Materials and supplies required for lesson implementation.

ArtsWA funds may *not* be used for any of the following:

- Food and beverages.
- Capital expenses—purchase of equipment; building construction or renovation.
- Regular salaries for employees of schools, districts, or ESDs. However, you may list appropriate percentages of school, district, or ESD staff salaries as in-kind support.

Rates of pay. Experienced, professional teaching artists must be paid a professional rate. Teaching artists from the ArtsWA Roster of Teaching Artists will generally expect an average rate of \$50 to \$60 per hour. It is understood that appropriate rates will vary based on the artist's experience and location of your program. In no instance should a professional teaching artist on an ArtsWA-funded

project be paid less than \$30 per hour. You are encouraged to consider compensation for planning meetings and preparation time for independent teaching artists, if there are significant expectations in this area. Individual artists and performance groups should be paid their usual rate and should not be expected to donate time to the project.

Please note:

- While costs for supplies, performances, and student tickets are allowable expenses, expenses in these areas should generally comprise a modest percentage of the overall funding request.
- Because a Community Consortium program should ideally involve a number of different arts education strategies and providers, no one individual should receive more than 35 percent of the grant request as their pay.

Completing the Project Budget forms in the Grants Online system

Two budget forms: The system is set up to copy the information from your FY 2014 budget table into your FY 2015 budget table, so that you will not have to re-type all of the items that are consistent in both years. However, once you start entering or modifying any information on the FY 2015 table, it will stop the copying process. Therefore, you should complete the entire FY 2014 table first, and then go to the FY 2015 table and adjust the lines for which you are projecting changes in year two. At this point in the process, you can adjust either form as necessary; changes made on one form will not appear on the other form.

Budget form sections: “Cash Expense” refers to all goods and services that you must purchase in order to implement your project. In the first column of the budget form, describe the expense, with detail about hours, rates, and quantities as appropriate. (Examples: “Teaching Artists: 40 hrs @ \$50/hr” or “Museum Admission: 125 @ \$6/ea.”). In the second column, indicate the source of income that will support this particular expense. It is most important to be clear about the expenses that would be supported by requested funding from ArtsWA. If a line item is funded by multiple sources, list each source and the corresponding amount as appropriate. (Example for a \$3,000 expense might be “ArtsWA (\$1500); XYZ Foundation (\$1500).”) In the third column, list the projected budget amount. *The total for cash expense must equal the total for cash income.*

“Cash Income” refers to all grants, donations, and earned income that you expect to receive in support of your project. In the first column, list the source of the income. In the second column, enter an abbreviation for the source (that you will use in the “Supported By” column for expenses), then indicate if this source of funding is confirmed (“C”) or anticipated (“A”). If there are any additional notes regarding this source of income, include them here. In the third column, list the projected income amount. *The total for cash income must equal the total for cash expenses.*

“In-Kind Support” refers to donations of goods and services that will support your project. This may include goods such as art materials or facilities for trainings or meetings, and services such as staff time provided by project partners as well as volunteer hours. Describe the goods or services in the first column. In the second column, indicate whether this donation is confirmed (“C”) or anticipated (“A”), and add any relevant notes. In the third column, enter the value of the in-kind contribution. *Note that in this budget form, the in-kind section balances itself out—needs that are being covered with in-kind support should not appear in the cash expense section.*

The “Budget Summary” section of the budget form will be filled in and calculated automatically based on the information in the other three sections.

A sample budget is included in the “[Grant Tips and Budget Sample](#)” document, available on the ArtsWA website.

Please note that it is not possible to modify the budget form in the online application. You may have more types of expenses or categories of income than there are lines on the form. If this is the case, please consolidate line items as best as possible. The text boxes for the description of the line item will expand as you type, providing enough space to explain each line item.

Narrative proposal

In this section of the application, you will describe the details of your proposed program and demonstrate how you are addressing the Community Consortium goals and criteria. Please be as concise and specific as possible. You may wish to develop your responses by working in a Word document, and when your text is finalized, you can copy and paste into the online form. Note that each section of the narrative has a maximum character count; this count includes spaces and punctuation. The following sections and questions are part of the Narrative Proposal.

Introduction and Key Goals: Briefly outline the primary purpose and expected impacts of your consortium work. What is the change you expect to see as a result of your efforts?
(Approximately ½ page in length; maximum characters for this section: 1,800)

Background: Provide context for your proposal, considering the topics below.

- Briefly, what is the history of the consortium? If this is a new partnership, how and why did it develop, and what foundations is it being built upon? If it is a long-standing consortium, what are some of the key accomplishments that have been achieved thus far, and how has the consortium grown or changed? What lessons have been learned, and how does your past experience inform your current plans? Have there been shifts in student needs and/or local support? What lasting impacts have you had in terms of the development of arts education resources, expertise, or policies?
- What specific group of individuals will be directly impacted through this project? Does this population have specific education needs that your project is designed to address? Please address why or how this population or focus area was chosen, and how the current arts education environment in your community supports or challenges your goals.

(Approximately ½ page to 1 page in length; maximum characters for this section: 3,500)

Consortium Partners: Who are the key organizations and individuals involved in this consortium, and what are the key areas of expertise, resources, and support they bring to the partnership? How, specifically, do these primary partners collaborate in an ongoing way? For returning applicants, discuss any significant changes in the makeup of your consortium partnership, if applicable.
(Approximately ½ page in length; maximum characters for this section: 1,800)

Project Plan: Describe the approaches you will use to work towards your intended outcomes. You should consider the ways in which you address the overall grant program outcome goals and criteria listed on page 1 of these guidelines, your own more specific goals, and the prompts below. Share any research, proven practices, rationale, or particular local district initiatives that inform your plans. Be sure to address your plans for year two of the two-year grant cycle, including any anticipated changes

or developments in programming, partnerships, goals, etc. Your narrative should include explanations of key program expenses for which you are requesting ArtsWA funds. For example, if the budget indicates that this grant would cover consultant fees, the narrative should include an explanation of the consultant's role. Questions to consider as you develop your plan:

- How are you ensuring alignment with state standards in the arts?
- How are you assessing student learning in the arts?
- Are you specifically addressing 21st Century Skills and/or Habits of Mind, and if so, how?
- In what specific ways are leaders at your school, district, or ESD engaged in your consortium work?
- How will you measure and evaluate your programs and your progress?
- How do you see your efforts supporting broader public value in your community?

(Approximately 1-2 pages in length; maximum characters for this section: 7,000)

Program sustainability: *This question is required for applicants who have received six or more years of consortium funding (including FY 2013) and optional for newer applicants.* In what ways are you addressing your ability to maintain or expand your existing work? Please discuss any efforts related to long-term planning, financial stability, program evaluation, program documentation, professional development for program coordinators or educators, strengthening partnerships or networks, knowledge-sharing within and outside of your immediate community, communications efforts, or anything else designed to strengthen your foundation and long-term success.

(Approximately 1/2 page in length; maximum characters for this section: 1,800)

Additional materials

In addition to completing the online forms, you will need to upload additional materials to a portfolio connected with your online application. This will require that you have electronic versions of all the required materials. Please keep this in mind as you plan how you will collect résumés and letters of commitment from your partners. Ideally, these documents will be uploaded in PDF format, although Word format will also be accepted. Instructions on how to upload your materials are contained in the "Upload Additional Materials" section of the online application.

Professional documentation—required for all applicants.

To demonstrate the quality of arts education provision and management, submit professional documentation for two to three key contractors whose fees will be covered by the funding requested of ArtsWA.

Teaching Artists: If your lead teaching artists are included on the ArtsWA Roster of Teaching Artists, résumés and additional documents are not required. Otherwise, for one or two lead teaching artists, please submit a résumé and one additional item to demonstrate their expertise: either a lesson plan, an evaluation form completed by a classroom teacher, or a work sample.

- Résumés may be no longer than two pages and should address professional artistic experience and relevant education, as well as experience working as a teaching artist in K-12 classrooms.
- A sample lesson plan may be one to three pages long and should include specific arts learning goals, instructional strategies, assessment criteria and approaches, Arts EALRs relevant to the lesson, and logistical details and requirements, including grade levels, time frame, materials, and space needs.

- A standard [Evaluation Form](#) is included on the ArtsWA website as a component of the Roster of Teaching Artists application. A letter may be written in lieu of the evaluation form, if it addresses similar topics.
- Work samples are described below.

Arts Education Consultants, Program Coordinators, Other Contractors: If other contractors, such as consultants or coordinators, are to be paid a significant percentage of the funds requested of ArtsWA, please submit a one-to two-page résumé for each contractor that addresses relevant professional, artistic, and educational background.

Letters of commitment—*required for all applicants.* Letters of commitment are required from two organizational partners. These primary partners should confirm the specific nature of their role in the proposed project and the resources (financial support, staff time, facilities, etc.) they intend to provide.

One letter should come from a K-12 school or district. If the lead applicant is a nonprofit organization, the letter of commitment must come from a school principal or district staff person. If the lead applicant is a school, the letter should ideally come from district staff. Letters that indicate support for the idea of the project without demonstrating an active role will suggest a weaker partnership. Letters that come from the staff of the lead applicant organization, as well as letters from key contractors, may be less compelling.

Ideally, the lead applicant should accept signed, hard copies of the letters from their partners. The letters may then be scanned and uploaded electronically to the application. Please do not include more than two letters of commitment, as they will not be considered when your application is reviewed. You are welcome to have multiple partners co-sign one letter, as appropriate.

Proof of tax-exempt status—*required for NEW applicants to ArtsWA only.* If the lead applicant is a non-profit organization that has not previously received an ArtsWA grant, you must submit a copy of the letter from the federal Internal Revenue Service indicating your organization's tax-exempt status. Public schools and other government agencies that are lead applicants do not have to submit proof of tax-exempt status.

Work samples or other supplemental material—*OPTIONAL for all applicants.* You may submit one work sample, or one item of other supplemental material, or both to support your project proposal. These items are not a required component of applications, but may serve to provide the review panel with a deeper understanding of your work. These materials, if submitted, should demonstrate one or more of the following traits: the quality of arts teaching; examples of arts learning outcomes; the artistic quality of the artists or arts organizations who will be key players in the consortium; the quality of the planning process; examples of program evaluation or student assessment tools or results; or documentation of program outcomes.

Work samples

- You may upload video, audio, or digital images directly to your application portfolio. Please see the "Help" tab on Grants Online system for advice about acceptable file types and sizes.
- If your work sample is accessible via the internet, you may submit a separate document that lists the website address and the specific URL to get directly to the work to be viewed.

- The panel will generally review work samples for no more than 3 to 5 minutes per application; be sure to indicate clearly the appropriate segments of work samples for the panel to review.
- Arts organizations and teaching artists working in any aspect of the performing arts are strongly encouraged to submit a video clip rather than still photos.
- When you upload work samples, there is a “description” box; be sure to include all relevant details about the contents, such as names, dates and locations of a class or performances; materials used in visual artworks; role of the artist or group within an overall piece; etc.

Other supplemental material

One additional item may be submitted to support and add depth to your consortium’s proposal.

- For new applicants, consider something that highlights the needs that you want to address, or the foundation from which you are starting. This might include the results of a school or community survey, or a report on the current state of arts education in your school/district, or a demonstration of past success in a First Step Grant or other arts education collaboration.
- For returning applicants, consider something that demonstrates your progress or expertise: curriculum developed by your consortium; assessment tools or results from your assessments of student learning in the arts; internal or external program evaluation reports.
- Other suitable materials could include your district’s visual or performing arts curriculum, to demonstrate your current foundation; or a local roster of teaching artists, to demonstrate the quality of resources currently available to schools in your area.

Review and submit

The final section of the online application contains instructions on how to print and review your application prior to submitting it. Until you submit your application, and as long as you remember to save your work as you go, you can work on the different application sections in whatever order you like, and go back to it as many times as you like. Once you click the submit button, you will not be able to edit or add any information, though you will still be able access and view a “read-only” version of your application.

Grant policies

The following policies apply to funded project proposals:

- **Payments** for funded proposals will be made *after* the approved services have been provided and after appropriate expense documentation and invoice forms are submitted to ArtsWA. Grantees will need to track expenses carefully and keep clear records.
- **Final reports are required.** Every grant recipient must submit a final report at the end of the contract period. The final report includes a narrative program evaluation, final budget, and other project information required by the National Endowment for the Arts.
 - **Additional final report requirements** include evidence of measuring student learning in the arts, and visual documentation of your work through photos or video.
 - **Final grant invoices** will not be paid until the final report is received.
 - **Failure to submit** the final report by the stated deadline may result in a 10 percent reduction in funding on a subsequent ArtsWA grant.
- **Funding amounts** for the second fiscal year of the 2-year cycle will be set tentatively at the time of grant approval, but are subject to change based on grantee performance and on the funds available to ArtsWA.

Professional development and grantee support

- **Grantee convening.** ArtsWA holds an annual convening (pending available resources) for all Arts in Education grantees. Program coordinators and their key partners from all First Step and Community Consortium grants are invited to attend; all grantees are expected to participate. Typically, we hold this convening in the fall in the Puget Sound region; travel expenses are paid for those coming from further than 50 miles away from the convening location. The purpose of the convening is to facilitate networking and peer learning among the Arts in Education grantees and to provide professional development on topics relevant to these grant programs. Detailed information about the convening is communicated to grantees by email.
- **Professional Development Support mini-grants.** ArtsWA maintains a small fund (pending available resources) to support professional development activities for our Arts in Education grantees and members of our Roster of Teaching Artists. These mini-grants will cover 50 percent of the cost, up to a maximum of \$500, for an organized, short-term learning experience, such as a conference or special training. For more information, contact Arts in Education program staff.

Staff Contacts and General Information

Arts in Education staff

Lisa Jaret, Program Manager: lisa.jaret@arts.wa.gov or call 360-586-2418

Christel Ratliff, Program Coordinator: christel.ratliff@arts.wa.gov or call 360-586-0026

For additional staff listings, go to <http://www.arts.wa.gov/about-us/who-we-are>

Commissioners

ArtsWA is governed by a board of commissioners composed of 19 governor-appointed citizens and four legislative members, appointed by their respective caucuses. For a list of current commissioners and their biographical information, go to <http://www.arts.wa.gov/about-us/who-we-are>

Accessibility, diversity, and non-discrimination

ArtsWA complies with all local, state, and federal laws and regulations concerning civil and human rights. For further information regarding ArtsWA's policies on accessibility, diversity, and non-discrimination, please go to our [accessibility page](#).

The ArtsWA Arts in Education Program is funded by the Washington State Legislature and the National Endowment for the Arts. These guidelines were published by the Washington State Arts Commission January 2013. Every effort has been made to publish accurate and timely information.