



COMMUNITY CONSORTIUM GRANT

Application Guidelines for Fiscal Years 2020-2021

Community Consortium Grants operate on a 2-year cycle; each year is a separate contract.

Fiscal Year 2020 (FY20) contracts will cover the period of July 1, 2019 to June 30, 2020

Fiscal Year 2021 (FY21) contracts will cover the period of July 1, 2020 to June 30, 2021

APPLICATION DEADLINE: MARCH 20, 2019, 5:00PM

Community Consortium Program Summary: This grant program is designed to support partnerships between schools and arts organizations who are working together to develop, implement, and evaluate high quality arts learning programs for students in K-12 schools, as part of the regular school day. These grants can also support professional development for arts education providers, or foundation-building initiatives such as community-wide surveys or curriculum development. This program does not support extra-curricular arts education, or programs that provide one-time exposure to an arts event. Grant amounts are expected to range from \$5,000 to \$18,000; matching funds from the applicant are required.

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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 core strategic goals is to “strengthen K-12 arts education as part of, and fundamental to, basic education.” Community Consortium grants are a key investment in support of 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 partnerships between schools, arts education providers, and other community members, who work together to support, strengthen, and expand arts K-12 education.

Program Goals and Parameters

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.
- Arts learning goals aligned 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.
- Approaches that support access, equity, inclusion, and social justice

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.

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 funds *will not* support any of the following:

- Extra-curricular arts education programs, e.g. classes or events that occur outside of regular school hours. (Consortia may offer out-of-school time options as part of their overall program, but ArtsWA funds may not be used to support those programs.)
- Programs for which selected students are pulled out of regular classes, or programs for which students self-select.
- One-time “exposure” programs or short-term projects with limited student engagement.

Eligibility, Funding Levels, and Timeline

Basic Eligibility Requirements

- What entities are eligible to submit an application?
 - Any Washington State public school, school district, government agency, or non-profit organization with 501(c)(3) status is eligible to submit an application and serve as the lead partner. The lead partner is the legal entity with whom ArtsWA will contract. The lead partner will be responsible for submitting invoices and the final report. At least one additional organizational partner is required, as explained on page 4, below.
- What entities are not eligible to submit an application?
 - Washington State law prohibits funding of parochial schools or other organizations with a religious affiliation or purpose.
 - Individual artists, parents, or community members cannot submit an application on their own, however, these individuals are encouraged to initiate and support projects in partnership with their local school, school district, or arts organization.
- Applications must be complete, as defined by these guidelines and the online application, and submitted in full by the deadline.
- Applicants may receive only one ArtsWA Arts in Education (AIE) grant per fiscal year.

Grant Funding Range

We expect that grant amounts for FY 2020 and FY 2021 will range from \$5,000 to \$18,000, depending on the scope of the proposed program and its projected impact. We encourage applicants to request an amount appropriate to the scope of their program: we may fund smaller projects that serve a few classes or have a single approach in the lower half of the range, and we may fund larger projects that serve a large population or involve complex approaches in the upper half of the range. A funding “match” is required; see additional information in the Budget section below.

Note that we publish these guidelines before we have confirmation about our budget for future years. Grant amounts are contingent on the funds available to ArtsWA through appropriations from state and federal sources (the Washington State Legislature and the National Endowment for the Arts). We generally have confirmation about state and federal funding by June of each year.

Two-Year Grant Funding Cycle

Consortium grants operate on a 2-year cycle: we will fund approved applications for two 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 grantees meeting all grant requirements 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.

Timeline

- **Grant Application Webinar:** Tuesday, February 12th, 2:00-3:00pm; a registration link is on our [website](#). This is a good opportunity for new applicants and anyone else interested in reviewing the guidelines, review criteria, and application process.
- **Application Deadline: 5:00pm on Wednesday, March 20, 2019.** We encourage applicants to submit applications *several days in advance* of the deadline to avoid any last-minute technical challenges. The deadline is firm and ArtsWA will not make exceptions for applicants who experience technical problems.
- **Evaluation Process:** A review panel will evaluate applications in April 2019, and the panel's recommendations will be presented to the ArtsWA Board for approval at its meeting in May, 2019.
- **Applicant Notification:** All applicants will receive notification as to the status of their application no later than May 31, 2019.
- **Program Implementation:** Funded programs must be implemented between July 1, 2019, and June 30, 2020.
- **Final Reports:** Funded programs must submit a final report no later than July 31, 2020, for the first year of the grant, and no later than July 30, 2021 for the second year.

Prospective applicants are encouraged to contact Arts in Education staff with any questions about the guidelines or application process. Find contact information on the final page of these guidelines.

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 each contribute to the process through shared leadership, funding support, and/or 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 to your community.
- One or more **public schools or school districts**, or an **Educational Service District (ESD)**.
- A local parent-teacher association (PTA) or other **parent/family 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.

Note that we define a partner as an outside entity that will provide resources *other than money* to support the project. An organization or individual who just contributes money is a funder, but not a partner. Funders *may* also be partners, but to be a partner they must also supply human resources, for example: staff who actively participate in planning or implementing the project.

We do not require that every element of the “additional partners” 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 receive their full grant request.

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 benefit. However, if one of the goals of the consortium is to increase local expertise, it may be appropriate to include arts education organizations, consultants, or teaching artists from outside the community to help build local capacity. 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.

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

Arts organizations and other 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). Please be sure that you and your arts education partners are using the new arts standards adopted by Washington State in 2017. OSPI arts information is available at www.k12.wa.us/Arts.

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 “assessment” in broad terms: What are the arts skills and techniques that you want students to know and be able to do, and how do you measure and document the extent to which students have met those specific arts learning goals?

Grant applications should demonstrate alignment with state standards in the arts, and an understanding of developing and assessing arts learning goals. If your consortium project uses arts integration approaches, you should also demonstrate, in the narrative or your supplemental materials, how you address learning goals in both arts and non-arts subject areas.

Note: 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: developing capacity for future work

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

Student learning in the arts: engaging K-12 students in the creative process

- Providing participatory and ongoing arts learning experiences for K-12 students led by 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 assemblies are appropriate as an integrated component of the overall arts education plan, though this should not represent a significant percentage of ArtsWA funds, or a significant percentage of the overall program plan.)
- May include arts instruction that focuses on a single arts discipline or multiple arts disciplines.
- May include arts integration programs (instruction that addresses learning goals in both arts and non-arts subjects).

Professional development: training and mentoring to support high quality arts teaching

- Strengthening the local “arts teaching workforce” by providing professional development for classroom teachers, local artists, and/or teaching artists, in order to improve the quality and quantity of local arts teaching.
- Train classroom teachers to make art, teach art, understand and align with arts standards, develop arts lesson plans, integrate the arts into other subject areas, and/or assess student learning in the arts.
- Train local artists to work in the schools, develop lesson plans based on the Essential Academic Learning Requirements (EALRs) in the arts, integrate the arts into other subject areas, assess student learning in the arts, and/or provide training in their art form to classroom teachers.
- Create team-building opportunities and coordinated planning sessions for classroom teachers, arts specialists, and teaching artists.

The members of the consortium partnership and the program plans should reflect local needs, resources, and capacity. 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. A listing of recommended Research and Resources is included on our [website](#), including links to the ArtsWA report on arts education in Washington State, information about Habits of Mind and 21st Century Skills, and information on the Every Student Succeeds Act (ESSA) and the arts.

Expectations for Long-term Grantees

Currently, there is no cap on the number of years that organizations may receive Community Consortium funding. However, we have an expectation that, over time, long-term grantees will become more independently sustainable and less reliant on ArtsWA funding. We also expect long-term grantees to continue to develop their capacities in assessment, evaluation, and documentation, and to build sustainability efforts into program plans.

Evaluation Process and Review Criteria

Application evaluation

ArtsWA staff determine the eligibility of the applications received, based on the eligibility criteria listed above. Eligible applications are forwarded to a review panel composed of experts in arts education programming. Applications are reviewed in detail and scored by each panelist individually. The panel meets as a group to review their scoring decisions. Panelists rate each application based on the overall program goals defined in these guidelines, organized into the following criteria categories:

Overall Plan & Project Design (25 percent of total points):

- Key goals and intentions are aligned with Community Consortium program goals
- Key activities and program outcomes are clear, realistic, and achievable; year two is addressed
- The approach is multidimensional, using multiple strategies and/or addressing multiple needs
- The approach shows consideration of long-term improvements and sustainability of efforts
- Plans for addressing equity, access, and inclusion are clear and appropriate
- The consortium is focusing on students/teachers with traditionally limited access to arts education
- The narrative shows strategic thinking and successfully addresses prompts in these guidelines
- For returning applicants, past success and continuing evolution will be considered

Arts Learning Approach (25 percent of total points):

All applicants should demonstrate:

- Specific, well-informed plans to expand and/or improve arts education as part of basic education
- District-level support and participation
- Effective and sustainable arts education practices in the following areas: collaborative planning between arts partners and education partners; alignment of arts learning goals with Washington State standards in the Arts; assessment of student learning in the arts; documentation and evaluation of overall program

Strong programs may also demonstrate:

- Specialized approaches including arts integration, 21st Century Skills and Habits of Mind, multicultural arts education
- Ongoing work to stay current with arts education best practices, research, and trends
- Special efforts to respond to local needs and opportunities in arts education
- Communication and knowledge-sharing strategies that build local understanding of the value of arts learning for all students

Consortium Membership and Capacity (25 percent of total points):

- The partnership meets or exceeds the expectations stated in these guidelines
- The proposal demonstrates committed and authentic partnerships and community involvement
- There is evidence of an ongoing collaborative process
- The project leaders and key arts educators bring necessary expertise and experience to the project

Budget & Management Capacity (25 percent of total points):

- The project budget is accurate, realistic, and aligned with the project proposal
- The budget includes at least a one-to-one match, and an appropriate mix of income sources
- Project managers have experience, skills and capacity to successfully manage this project

Applicants are strongly encouraged to read the complete Community Consortium grant [Review Criteria](#), posted on our website, for a thorough understanding of how panelists will evaluate applications.

ArtsWA seeks to invest in communities across Washington State. Grant allocation decisions are therefore made with consideration for achieving broad statewide geographic representation.

Arts Education, Equity, and Access

The Washington State Arts Commission recognizes that there are systems of inequity in our country that negatively impact many different groups of people based on race, ethnicity, gender, age, sexual orientation and gender expression, religion, and physical abilities. These inequities often show up in our education system, and the explicit and implicit biases related to these social identities can impact children starting in pre-school and continuing throughout their K-12 experience.

We believe that arts education can play an important role in addressing inequities and supporting social justice. Because arts education provides opportunities to explore different cultural traditions, multiple ways of communicating, and alternate ways of seeing the world. Arts education teaches empathy and communication; it broadens horizons and helps young people envision future possibilities; it provides an outlet for students to develop their own voice and their own aesthetic.

We believe that arts educators can play a vital role in addressing equity and access by creating educational spaces that welcome and support all students, and by addressing issues of bias and inequity. We believe this is important in *all* schools, regardless of the racial and ethnic composition of the student body.

The Arts Commission is concerned with equity and access in arts education on several levels:

- *Access to arts education*: all students should receive high quality, participatory arts learning experiences as part of their basic education – every year, K-12.
- *Supporting academic and social success*: arts education can mitigate the impacts of the opportunity gap, by providing different points of access and different pathways to understanding for all learners. Arts education supports social-emotional learning, and student engagement.
- *Supporting social justice*: arts education can play a role in minimizing systemic inequities by addressing bias in the classroom. Arts educators can help students develop skills in critical thinking, communication, persistence, and developing an independent voice.

Support for Equity and Access in the ArtsWA Strategic Plan

In our 2017-2021 Strategic Plan, we have a “crosscutting objective” that applies to all of our goal areas:

Crosscutting Objective: Increase our specific and intentional efforts around social justice by ensuring that ArtsWA-funded activities and work are reflective of Washington’s diverse populations including cultural diversity, artistic disciplines, geographic locations, and underserved populations.

Additionally, we have a specific strategy within the Arts Education focused goal of our plan, which relates to professional development:

Goal 4, Objective 2c: Provide access to specific training opportunities for arts educators addressing social justice and racial equity in K-12 settings.

Requirement for Arts in Education Grantees

Based on the concerns and opportunities outlined above, we added an element to our AIE grant requirements to support access, equity, and social justice within all of the arts education partnerships we support. In the narrative section of the application, applicants must describe plans in this area, which may include efforts related to professional development, curriculum development, or increasing equitable access to arts education.

Recognizing that applicants to this grant may be at very different places on the continuum of integrating this work into their arts education practice, this requirement is flexible. We expect you to propose efforts that will be meaningful and attainable for your partnership and your community. We encourage all applicants to consider training needs for staff, classroom teachers, and teaching artists at the organizations and schools involved in your partnership. For additional information and options regarding this requirement, please refer to the [Equity and Access Resources](#) document on our website, and feel free to contact the Arts in Education Program Manager with any questions. We encourage you to designate between 5% and 25% of your grant request to support these efforts.

Budget Development

The budget you submit with this application should include all expenses and income related to your proposed project, not just the expenses associated with your request for ArtsWA funding. A strong budget will demonstrate realistic and appropriate planning for both income and expense, and will be mathematically accurate.

Your budget should relate clearly to your narrative proposal, and vice-versa. Be sure that your narrative proposal includes explanations of key program expenses that are included in your budget. For example, if the budget includes consultant fees, the narrative should include an explanation of what the consultant will be expected to accomplish. Similarly, if your narrative mentions that you will be providing 100 hours of teaching artist time, that should be apparent in your budget as well.

Budget Sections. There are three budget sections to complete in ZoomGrants: Cash Expenses, Cash Income, and In-Kind Support.

- “Cash Expenses” refers to all goods and services that you must purchase in order to implement your project.
- “Cash Income” refers to all grants, donations, and earned income that you expect to receive in support of your project, as well as any existing cash resources from the lead or partner organizations that will be applied toward this project.
- “In-Kind Support” refers to donations of goods and services that will support your project. This may include goods such as art materials, facilities for trainings or meetings, and services such as staff time provided by project partners as well as volunteer hours.

Budget match. Applicants must demonstrate budgetary support for their proposed program that matches or exceeds the amount of funding requested from ArtsWA. The maximum grant amount in the Community Consortium grant category is \$18,000. In-kind support may be used toward this match; however, a cash match (including grants or donations of funds from sources other than ArtsWA) demonstrates a higher level of commitment and support and will make your application more competitive.

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 (but in-state) teaching artists or consultants—these expenses should not exceed [state rates](#).
- Fees for professional performing arts groups, student tickets, and transportation expenses for exhibitions and performances are allowable 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.
- Note that while costs for supplies, performances, and student tickets are allowable expenses, these areas should generally comprise a modest percentage of the overall funding request.

ArtsWA funds may *not* be used for:

- Food and beverages.
- Capital expenses—purchase of equipment, building construction, or renovation.
- Regular salaries for employees of schools, districts, or Educational Service Districts (ESDs). However, you may list appropriate percentages of school, district, or ESD staff salaries as in-kind support.
- Travel out of the state of Washington, or fees to out-of-state contractors – in some cases, exceptions may be allowable, but prior approval from the AIE Program Manager is required.

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 or other provider of arts education on an ArtsWA-funded project be paid less than \$30 per hour. You are encouraged to consider additional compensation for any meetings that independent teaching artists need to attend. Teaching Artists and other engaged artists should be paid their usual rate and should not be expected to donate their time. (Exceptions may be made for artists who are serving as key partners and choose to offer a portion of their time as in-kind services, but our general intent is to pay professional rates.)

How to Complete the Online Application

Community Consortium grant applications are accepted through our online grants platform, ZoomGrants. We encourage you to allow sufficient time to develop your application content outside of ZoomGrants, and then transfer your materials to the online system. The system automatically saves your work as you go, so you can complete the application in multiple sittings, and in any order. We encourage you to keep these guidelines handy while you are completing the online forms, so that you can refer back and forth to the instructions in both places.

To access the grant application, follow this link: [Community Consortium Grant Application](#).

Please note that we recommend using Firefox, Chrome, or Safari as your browser for accessing ZoomGrants. We do not recommend using Internet Explorer.

Before you click into the application, you must login to your existing account or start a new account:

- **Returning users:** if your organization has applied for any type of ArtsWA grant using ZoomGrants, use the login section at the top of the screen. You must use your existing account email and password. Organizations should maintain only one account, and should *not* start a new account for this application. If you need assistance with accessing your existing account, please contact Arts in Education staff.
- **Applicants new to ZoomGrants:** you will use the “New ZoomGrants Account” box on the right side of the screen. We recommend that the person with primary responsibility for managing grant contracts should initiate the account and manage the online process. We encourage you to choose a password that you can share with colleagues.

ZoomGrants technical support: If you have technical questions about the system, you may contact the ZoomGrants support desk at Questions@ZoomGrants.com or 866-323-5404 x2. We also encourage you to approve or “safelist” the email address Notices@ZoomGrants.com. Keep in mind that it may take a day or two for technical support responses, so we encourage applicants to make sure they understand the technicalities of the application well in advance of the deadline. Note that these contacts are for system questions only; please contact ArtsWA staff with any questions about application guidelines or content.

Components of the Online Application

The online application form is organized into five tabs. Each one is explained below.

Tab 1: Summary

This section is like a cover sheet for the application: the project name and basic applicant info. Some of the information will pre-populate, depending on your account status.

- **Project Title:** Keep it brief: one-to-five words.
- **Amount Requested:** Enter your grant request (maximum \$18,000).
- **Applicant Information:** Enter or update your name, email, and phone number.
- **Organization Information:** Enter or update your organization’s name and contact information. You will also need your organization’s Employer Identification Number (EIN) and DUNS number. The DUNS (Data Universal Numbering System) number is required for federal and state reporting requirements. Registering for the DUNS number is free: <http://www.dnb.com/duns-number.html>.
- **Executive Director:** Please enter information for the person who is authorized to sign contracts for your organization. This may be the Managing Director, Principal, or other Authorizing Official for the organization.

Note that information on this page will be saved and used to pre-populate future applications, whether for this grant opportunity or any other grant opportunity with ArtsWA. Any changes to organizational information will track across all applications with ArtsWA.

Tab 2: Organization Information

You must complete all fields on this tab, even if the Grant Contact and/or Program Coordinator is the same individual listed under Applicant Information on the Summary tab.

- **Primary Grant Contact:** The person who should receive all official grant communications and

contract materials.

- **Program Coordinator:** The person who will be the day-to-day manager of the proposed program.
- **Legislative and Congressional Districts:** Use your organization's physical address to determine these districts, and if you do not know your district numbers you can look them up here: <http://app.leg.wa.gov/DistrictFinder/>.

Tab 3: Demographic Data and Proposal Narrative

Demographic Data: The first five questions on this tab ask for codes that we need for reporting to the National Endowment for the Arts. You will find the document that contains these codes in the Library Tab of the application.

Proposal Narrative: This is the heart of your application, in which you will describe the details of your proposed program and demonstrate how you are addressing Community Consortium goals and intentions. Please be as concise and specific as possible. Note that each section of the narrative has a maximum *character* count; this count includes spaces and punctuation. You may wish to develop your responses by working in a Word document, and then copying and pasting your final text into the online form; be aware that most text formatting will not copy over and may negatively affect your character count.

Introduction and Key Goals (1800 characters): Briefly outline the primary purpose and expected impacts of your proposal. What is the change you expect to see as a result of your efforts?

Background (3500 characters): Provide context regarding your consortium, and the individuals who will directly benefit from your work. Consider the following prompts:

- What is the history of the consortium?
 - If this is a new partnership, how and why did it develop, and what foundations currently exist?
 - If this is a continuing partnership, how has the consortium grown or changed? What has shifted based on changes in student needs or changes in local support? What lessons have you learned, and how does that inform current planning? Any major successes in developing local arts education resources, expertise, or policies?
- Who are the project beneficiaries?
 - Does this population have specific education needs that your project is designed to address?
 - If your project will serve a high percentage of students who are considered "underserved" (such as economically disadvantaged, geographically isolated, or disabled), please describe the population and any relevant statistical and demographic information.
- How does the current arts education environment in your community support or challenge your goals?

Consortium Partners (1800 characters): Describe how your organization and your primary partners work together.

- How do you collaborate on the development, implementation, and evaluation of your efforts?
- How and when do all of the partners meet?
- What are the key areas of expertise, resources, and support that your primary partners bring to your partnership?

- For returning applicants, discuss any significant changes in the makeup of your consortium partnership, if applicable.

Project Plan (7500 characters): This is the core section of your narrative. You should consider the ways in which you address the overall grant program outcome goals and criteria listed on pages 2 & 7 of these guidelines, your own more specific goals, and the prompts below. Share any research, proven practices, rationale, or local district initiatives that inform your plans. Address any anticipated changes in programming or approach for year two of the two-year grant cycle. Your narrative should also 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 in describing your plan:

- What are the approaches you will use to work towards your intended outcomes? What are the key services you will provide?
- How are you ensuring alignment with state standards in the arts?
- How are you assessing student learning in the arts? (Or teacher learning, for professional development programs.)
- 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?
- How are you addressing sustainability? What are you doing related to long-term planning, program documentation and evaluation, professional development, or other efforts designed to strengthen your foundation and support long-term success?

Equity and Access (2000 characters): How does your project address equity, access, inclusion, and social justice in K-12 education?

- How do you currently address racial equity and social justice?
- What are the most pressing issues in your community?
- Discuss current practices, local supports or barriers
- What are your specific plans to improve or expand your work in this area as part of this project proposal?

Tab 4: Budget, Partners, and Project Scope

There are five tables to fill out on this tab: the first three are your budget, and the last two ask for more information about individuals, organizations, and schools that are part of this proposal.

BUDGET – CASH EXPENSES

- *Expense Description:* describe the expense, using the categories provided. There is a 25 character limit for each expense line, so you will need to be succinct. Abbreviations are fine.
- *Hours, Rates, Quantities:* add detail about hours, rates, quantities, or other clarifying info as appropriate. 25 character limit.
- *Anticipated Total Cash Expense:* total expected expense for this line item
- *Amount to be covered by ArtsWA:* indicate the amount of the total expense, if any, that you would like to be covered by ArtsWA funds. Be sure that the total of the ArtsWA column matches the amount of your grant request.
- There are columns on the right that will be opened up later for funded grantees to enter revised

and final budget information.

- Remember that the total for cash expense must equal the total for cash income.

Example for detailing Cash Expenses:

EXPENSE DESCRIPTION	Hours, Rates, Quantities	Anticipated Total Cash Expense	Amount to be covered by ArtsWA funds
Teaching Artists	40hrs @ \$50/hr	\$2,000	\$2,000
Evaluation Consultant	20hrs @ \$75/hr	\$1,500	\$500
Museum Admission	60 @ \$7/each	\$420	\$0
Travel Costs	2 buses; TA mileage	\$500	\$250

BUDGET – CASH INCOME

- *First row - ArtsWA Grant Request:* enter the amount of your grant request here. Be sure that it is the same number you entered on the Summary Tab. You should also make sure that this amount is the same as the total of the “ArtsWA Funds” column in the Cash Expenses table.
- *All other rows:* Enter the rest of your anticipated income using the categories provided, including the source of the income (25 character limit), and the amount.
- If the source of income is fully confirmed, click the checkbox under the “Confirmed” column. If some or all of this line item is anticipated but not confirmed, that’s okay – just leave the checkbox blank.
- As with the Cash Expenses table, there are place-holding columns here that you can ignore.
- The total for cash income must equal the total for cash expenses.

BUDGET – IN-KIND SUPPORT

- *Description of the donated goods or services:* For example, Parent Volunteers or Photocopies (25 character limit).
- *Source of support:* The name of the business, group, or person providing the goods or services (25 character limit).
- *Value:* Provide your best estimate of the value of this contribution.

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

It is not possible to modify the budget tables 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. If you would like to share a more detailed budget, you may upload a budget document in the format of your choice in the Additional Materials section of the application. However, you must still complete the budget tables on Tab 4.

PROJECT PARTNERS

This table asks for the names of the individuals and organizations that are participating in your proposed project. Include individuals who work for the lead organization if they will be playing a key role in the project. Please refer to page 4 of these guidelines for more information on partnerships.

SCHOOLS, STUDENTS, AND TEACHERS

This table gives you the opportunity to express the scope of your project in terms of the districts, schools, students, and teachers that will be served. This table asks for the following details:

- School Districts and Schools your project will serve.
- The number of students you expect to receive 5 or more hours of direct arts instruction and participatory arts learning *as a direct part of this project*.
- Additional students who will receive 1-4 hours of instruction, or who are benefiting through attendance at an arts event, assembly, or exhibition. Do not double-count any students.
- The number of teachers for whom you plan to provide 3 or more hours of formal professional development as a part of this project. If you are not providing formal professional development, it is fine to leave this column blank.
- The percentage of students who are eligible for free or reduced-price meals at each school.

Tab 5: Upload Additional Materials

For all additional documents that you upload, PDFs are preferred, but documents in Word are acceptable.

Résumés—required. Submit résumés for at least two (or at most, three) key project personnel—lead teaching artists, arts education consultants, or program coordinators. Select those individuals who are central to the project’s success and/or those who will be compensated with requested ArtsWA funds. You do not need to submit résumés for teaching artists who are on the ArtsWA Roster of Teaching Artists.

Please submit concise, summary résumés of one to two pages each. Résumés should address experience relevant to your project proposal. For example, a teaching artist’s résumé should address experience as a teaching artist or other type of educator, as well as artistic experience.

Letters of commitment—required for all applicants. Letters of commitment are required from your two primary 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 non-profit 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.

The lead applicant should accept signed, hard copies of the letters from their partners, and then scan them for uploading 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.

Generally speaking, letters of commitment should not come from staff of the lead partner, or from key contractors for the project. We are interested in seeing the level of commitment from the primary project partners.

Project Budget – optional. If you would like to show more detail or specificity in your budget plans than the online forms allow, you may upload a project budget in the format of your choice. (You must still complete the budget tables on Tab 4.)

Work samples or other supplemental material—optional. These optional items may give the review panel a deeper understanding of your work. These materials, if submitted, should demonstrate the quality of arts teaching and learning, or the quality of the planning process, or a documentation of outcomes. The panel

will review a maximum of two items in this category. Please do not submit additional work samples or supplemental materials. For example, you may submit two work samples *or* two items of supplemental material *or* one of each.

Work samples:

- You may upload video, audio, or digital images directly to your application. When you click on the “upload” button in the application, you will see a pop-up window that shows acceptable file types and sizes.
- One work sample can be up to 10 digital images, or up to 4 minutes of video or audio.
- 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 link directly to the work to be viewed.
- We encourage groups working in the performing arts to submit video rather than still photos.

Other supplemental material that may add depth to your program proposal might include:

- Lesson plans for the proposed project, or for similar work completed in the past.
- Documented outcomes from a previous work, such as student assessment results or program evaluation reports.
- Documentation of the need you intend to address, such as results of a community survey or a district report.

Reviewing and Submitting your Application

At any time while you are developing this application, you may click on the “Print / Preview” button on the right-hand side of the screen to check your work. This will open a new window where you can see all of your information and responses in one place. There are options at the top of this window allowing you to email, save as PDF, or print this preview version.

We strongly encourage you to cross-check all aspects of your application with the instructions in the application and with these guidelines to make sure you have completed all required elements. The ZoomGrants system will catch certain errors before allowing you to submit, but it does not have the capacity to catch missing information on all tabs, including the tables on Tab 4.

When everything is ready to go, use the “Submit Now” button to finalize your application. Once you click this button, you will not be able to edit or add any information, though you will be able to access and view a “read-only” version of your application. You should receive an auto-generated email from ZoomGrants confirming the successful submission of your application. Please contact ArtsWA staff with any questions or concerns regarding the submission process.

Grant policies

The following policies apply to funded grant applications:

- **Payments** will be made *after* the approved program elements have been delivered, and after appropriate expense documentation and invoice forms have been submitted. 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. Final reports for FY20 will be due no later than July 31, 2020; Final reports for FY21 will be due no later than July 20, 2021. The final report includes a narrative program evaluation, final budget, and other project information required by the National Endowment for the Arts.
 - Consortium grantees must also 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.

Photo and Video Documentation

We encourage grantees to document their projects with either digital photos, video, or both and to share this documentation as part of their final report. This helps ArtsWA demonstrate the value of our investments, and helps grantees demonstrate this to local leaders as well. Be sure to get appropriate permissions from the parents/guardians of any minors who appear in your photos and videos.

Professional Development and Other Grantee Support

Grantee convening. ArtsWA holds an annual convening (pending available resources) for all Arts in Education grantees. We invite program coordinators and key partners from all First Step and Community Consortium grants to attend; and we expect representation from all grantees. 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. 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 up to 50 percent of the cost (and 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

Questions?

Please contact Arts in Education staff listed below with any questions about these guidelines, the review criteria, or the content of your application. Plan to schedule an appointment well before the application deadline to allow time to work through extensive questions or to review application drafts.

Arts in Education staff

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

Hannah Dahlke, Program Assistant: hannah.dahlke@arts.wa.gov; 360-586-0026

Commissioners

ArtsWA is governed by a board of commissioners composed of 19 governor-appointed citizens and four legislative members, appointed by their respective caucuses. A list of current commissioners and their biographical information is available on our [website](#).

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](#).

About Us

The Washington State Arts Commission, also known as ArtsWA, is a state government agency established in 1961. Read more about the agency here: <http://www.arts.wa.gov/about-us>

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