



FIRST STEP GRANT

Application Guidelines for Fiscal Year 2020

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

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

First Step 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 \$1000 to \$5000; matching funds from the applicant are required.

Contents

Introduction.....	2
Eligibility, Funding Levels, and Timeline.....	2
First Step Program Goals and Expectations.....	4
Evaluation Process and Review Criteria.....	6
Arts Education, Equity, and Access.....	6
Budget Development.....	8
How to Complete the Online Application.....	9
Grant Policies.....	15
Professional Development and Other Grantee Support.....	15
Staff Contacts and General Information.....	16

Introduction

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.” First Step grants are a key investment in support of this goal.

The First Step grant program is the smaller of our two Arts in Education grants, and is designed to support newly developed partnerships, existing partnerships that are starting new arts education initiatives, or partnerships that are narrower or serving a smaller population.

Our interest in supporting these early-stage and smaller partnerships is based on outcomes from our larger Community Consortium grant program. The Community Consortium grants support larger, broad-based, and multi-faceted community partnerships. Most of the Community Consortia funded by ArtsWA have successfully developed supportive partnerships and extensive programming that improves and sustains quality arts education in their communities.

First Step partnerships may have a smaller scope, in terms of their capacity or projected impact, but they should demonstrate potential for growth and sustainability. ArtsWA would like to see First Step grantees become self-sustaining within their community, or expand into larger programs that would be competitive in the Community Consortium grant category.

For additional background on the ArtsWA Arts in Education priorities, you may wish to read the [Arts Education Research Initiative \(AERI\)](#) report. Familiarity with the “Markers of Quality” and “Take Action” items in the AERI study may be helpful in developing your vision and long-term goals.

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 may not 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 Arts in Education (AIE) grant per fiscal year.

Grant funding range

The maximum amount for the First Step grant is \$5,000; grant amounts will generally range from \$1,000 to

\$5,000, depending on the scope of the proposed program and its projected impact. 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.

Multiple-year funding

Applicants may receive First Step funding for up to 4 consecutive years (some exceptions noted below), with the understanding that each subsequent year of programming will demonstrate progress toward the original goals and expansion of these goals, as appropriate. We hope that after a grantee has received several years of First Step funding, they will either: a) sustain the programs they have developed with resources other than ArtsWA funding, or b) expand their partnerships and programs to a point where they can apply for the more competitive Community Consortium grant.

In some instances, it may be appropriate for grantees to remain in the First Step category for more than 4 years, depending on partnership development, access to resources, and other external factors. Grantees that have been funded for 4 consecutive years and who would like to remain in the First Step grant category for an additional year, or potential applicants who are not certain which grant category is the best fit, should call Lisa Jaret, Arts in Education Program Manager, at 360-586-2418, in advance of submitting an application.

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.

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.

First Step Program Goals and Expectations

Guiding questions

ArtsWA understands the value of arts education for all students. “Arts for Every Student” is one of the phrases we use to express this belief and our vision. We ask First Step grant applicants to consider these questions: *What is standing in the way of “arts for every student” in the K-12 schools in your community? What can you do – what “first steps” can you take – to address this challenge?*

Program goals

- Engage school and district leadership, arts organizations, and community members in support of arts education as part of basic education for students in grades K-12.
- Encourage and support newer and/or smaller arts education partnerships, so that the partnership foundations will be strengthened and work can be sustained into the future.
- Support initiatives that are working toward long-term, participatory, and meaningful arts learning experiences for all students, rather than programs that focus on one-time exposure or enrichment activities, or short-term projects with limited student engagement.
- Support identification and implementation of the most needed “first steps” towards this vision of high quality, sustainable arts education programming.

A successful First Step plan will include the following elements:

A strong partnership with potential for growth and sustainability. The primary partnership should include a minimum of one school, one professional provider of arts education (either an arts organization, or a professional teaching artist, or both), and the local PTA or other parent representation. Broader partnerships are encouraged when possible and may include additional cultural or educational entities, a local business, library, community college, or university, as well as other partners pertinent to the project—such as a social service agency involved in a project serving at-risk youth. Please note:

- A minimum of two *organizational* partners is required.
- At least one school principal or district leader must be engaged in the project, as demonstrated by their authorization of the application (if the school or school district is the lead partner) or letter of commitment (if an arts organization is the lead partner).
- Parent involvement is a proven element of successful education partnerships; however, if parent participation is not possible, another community partner may be a suitable substitute.

A core strategy to improve arts education. The proposed program plan must focus on one or more specific strategies to improve teaching and learning in the arts. The following are some *examples*:

- Planning and foundation building: building community engagement; developing capacity
 - Engage community members in an audit of current assets, opportunities, and needs in K-12 arts education.
 - Develop education and advocacy sessions for parents and other community members.
 - Develop partnerships with institutions outside of the K-12 system that can support K-12 learning (such as local colleges and universities, libraries, and non-profit organizations).
- Student learning in the arts: developing or implementing arts curriculum and assessments
 - Develop or implement participatory arts lessons for students, taught by professional teaching artists.
 - Develop or implement assessments to measure teaching and learning in the arts.
 - Develop or update arts curriculum, plans for integrating the arts into other curricular areas,

- or lesson plans for classroom teachers.
- **Professional development:** for classroom teachers and/or teaching artists
 - 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 aligned with state standards in the arts, integrate the arts into other subject areas, assess their students' progress 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.

Realistic scope. While the strategies above and other examples throughout these guidelines represent a wide range of opportunities, we do not expect First Step grantees to address everything at once. The project proposal should demonstrate *focused and achievable goals* that are aligned with the partners' current capacity and the resources provided by this grant. The goals should be based on the priorities identified by the partnership.

- The program plan may focus on one grade level, a full school, or the entire district.
- The program plan may concentrate on one arts discipline, several arts disciplines, the integration of an arts discipline with another subject area, or any combination of these.
- First Step funds will not support extra-curricular arts activities or programs that serve only selected students within a class or grade level.

Alignment with state learning standards. Arts learning programs supported by ArtsWA must align with state standards in the arts, developed by the Office of Superintendent of Public Instruction (OSPI). Consultants and providers of professional development paid through a First Step grant should have expertise in OSPI's arts standards and frameworks. 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.

Alignment with local needs and resources. The proposed program plan should reflect the current local level of experience, resources, and commitment related to arts education, as well as the local needs.

Planning resources

In addition to the resources on the ArtsWA and OSPI websites, prospective applicants may wish to read [A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities](#), developed by the Kennedy Center Alliance for Arts Education. The booklet was developed to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts and developing consensus around needs and goals. This tool can help determine areas of focus for your program proposal. In some communities, using this approach with your partnership team or in a series of community meetings could be a key component of First Step grant activities. Use of this tool is not required, although if you do plan to use it, you should reference it in your application narrative.

The following additional resources may be useful in developing your proposal:

- [Grant Writing Tips and Budget Sample](#): tips on preparing your application and budget.
- [Research and Resources](#): links to the ArtsWA report on arts education in Washington State, information about Habits of Mind and 21st Century Skills.
- The [Roster of Teaching Artists](#), which lists teaching artists recommended for ArtsWA projects.
- The [OSPI Arts](#) page includes information about arts assessments, policies, and other resources in addition to learning standards for dance, music, theatre, and visual arts.

Evaluation Process and Review Criteria

Application evaluation

ArtsWA staff determine the eligibility of 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 will 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):

- Goals and key activities are aligned with the intent of the First Step grant program
- The project is clearly described, realistic, and specific. The narrative demonstrates creativity and strategic and future-oriented thinking.
- The project includes plans to address equity and access
- For returning applications, past success and continuing evolution will be considered

Arts Learning Approach (25 percent of total points):

- The plan supports the arts as part of basic education
- Arts learning is at the core of the plan, and the arts learning strategies are well-informed and appropriate for the target audience
- The plan includes the use of state standards in the arts, and approaches for assessing arts learning
- The plan addresses local challenges and needs in arts education
- Arts partners and Education partners are collaborating on development and delivery of the project

Partnership Capacity (25 percent of total points):

- Appropriate partners are on board and committed to active collaboration, including school or district leadership
- Project leaders and contractors 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 matching funds, and a mix of income sources
- Project managers have experience, skills, and capacity to successfully manage this project

Applicants are strongly encouraged to read the complete First Step 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 First Step grant category is \$5,000. 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 First Step 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:
(<https://www.ofm.wa.gov/sites/default/files/public/resources/travel/colormap.pdf>).
- 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.

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.)

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.
- A First Step grant should ideally involve a number of different arts education strategies and providers, therefore no one individual should receive more than 50 percent of the grant request as their pay.

How to Complete the Online Application

First Step 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: [First Step 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 \$5,000).
- *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 that 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, where you will describe the details of your proposed program and demonstrate how you are addressing the First Step 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 won't copy over and may negatively impact your character count.

Background (2,000 characters): Provide context for your proposal. Consider the following prompts:

- What specific arts education need are you addressing, and why?
- Who are your project partners, and how did the partnership develop this project?
- Is this a brand new or continuing effort?
- Describe any unique or relevant characteristics of your students, teachers, and partners. 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. If you have received First Step funding in the past, please briefly address how your project has grown or changed since your initial proposal, noting any key achievements and/or challenges and revisions.

Project Overview (2,000 characters):

- What are your key goals and expected outcomes?
- How will you address the arts education needs you've identified?
- What are the expected outcomes; what will change as a result of your work?

Project Plan (7,000 characters): Describe your specific plans to address the goals outlined above.

- How will your program be developed, implemented, and evaluated?
- How are you ensuring that arts lessons are aligned with state standards in the arts?
- How are you assessing student learning in the arts?
- How will the project partners work collaboratively?
- How will this program help your community increase its support for arts education in the future?
- As appropriate, include general timeline information or target implementation dates for key parts of your plan.

Equity and Access (2,000 characters):

- How are you addressing equity, access, inclusion and social justice in K-12 education?
- How do you currently address racial equity and social justice? How do you plan to address or incorporate these issues in the coming year?

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 this 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 busses; 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.

Letter(s) of commitment—required. One letter of commitment from the applicant’s primary organizational partner is required. A second letter of commitment is encouraged but optional.

If the lead partner is a non-profit arts organization: one letter of commitment must be from the partnering school principal or a district administrator. If submitting a second letter, a second K-12 leader could be a strong choice, or the second letter could also come from an additional community partner.

If the lead partner is a school or district: one letter of commitment must come from someone in a leadership role at the partnering arts organization. If submitting a second letter of commitment, a district superintendent would be a strong choice, or the second letter could also come from an additional community partner.

In their letters, 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. Letters that indicate support for the *idea* of the project, without demonstrating an active role, will suggest a weaker partnership.

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.

The lead partner should collect signed, dated, hard copies of letters of commitment well in advance of the application deadline, so that they may be scanned and uploaded to the application.

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. The final report includes a narrative program evaluation, final budget, and other project information required by the National Endowment for the Arts.
 - 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.

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>

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 2019. Every effort has been made to publish accurate and timely information.