



# WASHINGTON STATE ARTS COMMISSION

## ARTS IN EDUCATION

### FIRST STEP GRANT | FY21 RESOURCE

WASHINGTON STATE  
ARTS COMMISSION

## BUILDING THE STORY

Within your narrative responses to the application prompts, you have the opportunity to share your program's story, collaborative aspirations, and your approach to community-based problem solving. Panelists will be reading for the WHY, the WHAT, and the HOW of your proposal. We encourage you to think big while also grounding your story in actionable details aligned with the review criteria. Panelists will be scoring your application using the review criteria framework below.

Strong applicants demonstrate strengths in:

### 1. Overall Plan & Project Design *(25 percent of total points):*

- Connect to First Step grant **program goals** throughout your application.
- Plan with clear, measurable student and community **outcomes**.
- Identify steps for sustaining the project in the **future**.
- Describe your focus on **access, equity, and social justice** (e.g., professional development, curriculum development, or increasing equitable access)
  - Note community **assets** & strengths alongside community needs.
  - Consider designating between 5% and 25% of your request to support equity training for staff, teachers, and teaching artists involved in your partnership (responsive, reflective and proactive planning to address identified community strengths and needs)
- Demonstrate **focused and achievable goals** aligned with partners' capacity and the resources provided by this grant. Goals should build on **priorities** identified by the partnership.
  - Program may focus on one grade level, a full school, or the entire district.
  - The program may concentrate on one arts discipline, several arts disciplines, the integration of an arts discipline with another subject area, or any combination of these.

### 2. Arts Learning Approach *(25 percent of total points):*

- Support the arts as part of basic education within students' school day.
- Ensure that arts learning is at the **core** of the plan, and the arts learning strategies are appropriate for the target audience.
- Programs funded by ArtsWA must align with Washington **state standards** in the arts. We ask that consultants and providers of professional development paid through a First Step grant 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](http://www.k12.wa.us/Arts).
- **Align 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 strengths and needs.
- Anticipate specific strengths and needs of the learning community.



CONNECT TO FIRST STEP GRANT  
GOALS

CLEAR OUTCOMES

FOCUS ON EQUITY

IDENTIFY PRIORITIES BASED ON  
LOCAL STRENGTHS AND NEEDS



SCHOOL DAY PROGRAM

ALIGN WITH COMMUNITY  
STRENGTHS AND NEEDS

INTEGRATE WA ART  
STANDARDS

DESIGNED FOR ALL STUDENTS

### 3. Partnership Capacity (25 percent of total points):

- Describe **strong partnerships** with potential for growth and sustainability.
- Partnership must 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. Please note:
  - A minimum of **two organizational partners is required.**
  - The grant application is submitted by one key partner (typically a school leader or arts organization). You will need to upload a letter of commitment from the other key partner. Requirements for the letter of commitment can be found within the Zoom Grant application.
  - Family involvement is a proven element of successful education partnerships; however, if parent participation is not possible, another community partner may be a suitable substitute.
- Explain how project leaders and contractors bring necessary expertise and experience to the project.
- Broader partnerships are encouraged and may include additional cultural or educational entities (e.g., local business, library, community college, university, social service agency, other projects serving at-risk youth).

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

- Make sure your budget is accurate, realistic, and aligned with the project proposal.
- Includes (1:1) matching funds, and a mix of income sources.
- Include all expenses and income related to the proposed project, not just the expenses associated with your request for ArtsWA funding.
- Demonstrate *realistic* and *appropriate* planning for both income and expense.
  - Be mathematically accurate.
  - Relate clearly to the narrative proposal, and vice-versa.
  - Include explanations of key program expenses.
  - Demonstrate budgetary support that **matches** or exceeds the amount of funding requested from ArtsWA.
  - *Please note:* In-kind support may be used toward the funding 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.
  - Describe project managers' experience, skills, and capacity to manage project.



MINIMUM OF 2 PARTNERS  
SCHOOL LEADERSHIP INVOLVED  
REACH OUT TO COMMUNITIES  
AND FAMILIES



ALIGN WITH NARRATIVE  
PROPOSAL  
INCLUDES ALL EXPENSES AND  
INCOME  
CHECK YOUR MATH!  
HIGHLIGHT MANAGER'S  
CAPACITY

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## Contact Us

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