



# WASHINGTON STATE ARTS COMMISSION

## ARTS IN EDUCATION

### FIRST STEP GRANT | FY21 EQUITY RESOURCE

## PLANNING FOR EQUITY

ArtsWA's current strategic plan includes a "[Crosscutting Objective](#)" focused on advancing equity and inclusion in arts programming. We are continuously refining our work to ensure that ArtsWA-funded programs are reflective of Washington's diverse populations including cultural diversity, artistic disciplines, geographic locations, and underserved populations. In alignment with ArtsWA's objectives we seek to support arts education efforts that demonstrate a commitment to **equity, access, inclusion, and social justice in K-12 education**.

## Application Connection

Effective First Step applications demonstrate knowledge of the strengths, contributions, and needs of the communities and students they aim to serve. Successful overall project plans include specific goals that support ongoing commitment to equity and access. **Applicants will need to address the prompt below as part of the narrative application.**

Application Prompt: Equity and Access: *How does your project address equity, access, inclusion, and social justice in K-12 education?*

## Move from ideas to action:

### 1. Aim to Serve All Students

- What access gaps do you hope to close? What data will you use to analyze student access and barriers to the arts in your community?
- Identify both the strengths and needs of the students impacted by your program. (e.g., languages spoken, student voice and leadership, neurodiversity, impact of food scarcity and/or poverty, access to transportation, student interests).
- Address racial equity and racism alongside classroom teachers and community members. What equity frameworks are already at play in the schools?
- Fine-tune equity focus based on feedback. Alongside racial equity work, respond to inequitable practices based on age, gender, sexual orientation, gender expression, religion, and physical abilities, among other areas. What most impacts your students and families? How do you know?

### 2. Invite Communities

- Explain your equity and access goals and plan for ongoing learning for your organization/partnership in service of the **specific communities** impacted by your program.
- Demonstrate knowledge of (and interest in) place, communities, neighborhoods, and histories.
- Identify community and cultural **assets**. What is/has been thriving? (e.g., community leaders, educators with thriving programs, youth, student voice and leadership, family resilience and resources).

### 3. Focus on Outcomes

- Name actionable, realistic steps for this partnership's equity focus.
- Less breadth more depth—focus on a few clear goals in direct response to community strengths and needs.
- Included specifics: How and when will you reach out to communities and families? What might your program leaders read together? What training might help? How will you highlight community assets and leaders already engaged in equity work?

## Options to Consider:

- **Training:** *What equity trainings are available in your community? Identify resources offered by districts, ESDs, colleges, or non-profits in your region. [Example here.](#)*
- **Self-Assessment:** *Identify assessment resources. How does your organization currently address and set goals towards equity, access, diversity, and inclusion? How do you gauge progress? [Example here.](#)*
- **Invite new experts:** *Invite community members into planning, implementation and evaluation conversations. [Tools here.](#)*
- **Study Group:** *Host a "book club" before or while pursuing equity related training. [Example here.](#)*
- **Curriculum:** *Analyze and refine arts learning curriculum with a social justice lens. Who is represented in the materials? What stories are missing? How might you supplement existing curriculum? How will you evaluate instructional materials? [Tool offered here.](#)*
- **Differentiation:** *What can you shift in your learning & lesson plans in order to increase access for multilingual and/or students with disabilities? Who can help you better engage in these shifts? [More info here.](#)*

## Racial Equity Resources

Inequitable practices and systems in schools continue in many forms—racism, sexism, ableism, transphobia, ageism, heterosexism, and more. Because data has persistently told a story that students of color have disproportionate access to the arts in school, we have the obligation as educators to address this disparity alongside all other work for equity. These links below offer a small slice of arts education/equity resources as needed. If you have other resources to add, please let us know!

### 1. Aim to Serve All Students

- [Demographic Data, OSPI](#)
- [Racial Equity tool, PSESD](#)
- [Classroom Resources, Teaching Tolerance](#)
- [Knowing our students as learners](#)
- [Arts Education Research Initiative, ArtsWA](#)
- [#artssowhite-How can arts education help build equity in the arts?](#)

### 2. Invite Communities

- [What is Culturally responsive Teaching?](#)
- [Racial Justice is Education Justice, NEA](#)
- [Family and community engagement, teaching tolerance](#)
- [“Talking to Kids About Racism and Justice: a list for parents, caregivers & educators” Oakland Library](#)
- [Talking About Racism And Bias: Resources For Parents And Caregivers, Children’s Alliance](#)

### 3. Focus on Outcomes

- [Tool for reflection: Shoreline Public Schools](#)
- [Resources for Educators Focusing on Anti-Racist Learning and Teaching, Early Childhood Education Assembly](#)
- [Social Justice and Racial Equity Resources packet , Puget Sound Educational Service District and the heArtWork Collective.](#)
- [Anti-bias Framework, Teaching Tolerance](#)

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## Contact Us

This is ongoing work for all of us and efforts are responsive as the strengths, leadership focus, and dynamic tensions within our communities change. If you have further questions regarding equity and inclusion in arts programming, we are available to provide support to applicants in responding to this requirement.

Please contact AIE Program Manager, Tamar Krames, at [tamar.krames@arts.wa.gov](mailto:tamar.krames@arts.wa.gov) or 360-586-2418.