

Washington State Arts Commission - ArtsWA

Arts in Education Program

Community Consortium Grant FY2020-21 Review Criteria

*There are four categories of criteria: **Overall Plan & Project Design, Arts Learning Approach, Consortium Membership and Capacity, and Budget & Management Capacity.** Each of these areas has subcategories with detailed criteria listed below.*

Panelists will provide a rating for each criteria area using a 30-point scale. Each category is weighted equally; in other words, each category is worth 25% of the total score.

Overall Plan & Project Design

- Is there strong alignment with the overall goal of expanding impactful arts learning for K-12 students and educators through collaborative community partnerships? How well does the proposal align with the “spirit” of the grant, i.e. committed community partners working towards long-term improvements in arts education?
- Are the intended outcomes and key activities clearly described, appropriate, and reasonable? Is year-two of the plan addressed appropriately?
- Is the approach multidimensional, using several strategies and/or addressing multiple areas of arts education needs?
- Does the project address planning for the future through program evaluation, setting goals for sustainable arts education programs within a school/community, or developing increased understanding of and systemic support for learning in and through the arts?
- Does the plan include strategies to address equity, access, and inclusion in a manner authentic to the participating community, and appropriate for the scale of the proposal? Are key providers of arts education and professional development trained or receiving training related to racial equity and social justice?
- Is this consortium reaching students and/or teachers with traditionally limited access to arts education?
- Is the narrative clear, concise, and specific? Has it successfully addressed the relevant prompts in the narrative questions? Does it demonstrate strategic thinking, creativity, energy, and enthusiasm?
- For returning applicants: is there evidence of success from previous years’ work? Does this year’s proposal demonstrate appropriate growth/change based on evolving needs, capacity, lessons learned, etc.? Is the sophistication of efforts commensurate with the length of consortium history?

Arts Learning Approach

All applicants should demonstrate:

- Specific, well-informed plans to expand and/or improve arts education as part of basic education (serving all students as part of the regular school day).
- District-level support and participation.
- Effective and sustainable arts education practices in areas including: collaborative planning between arts partners and education partners; aligning arts learning goals with Washington State

standards in the Arts; assessing student learning in the arts; documenting and evaluating overall programs.

Strong programs may also demonstrate:

- Work in areas such as arts integration, 21st Century Skills and Habits of Mind; a focus on multicultural arts education; other specialized or innovative approaches.
- 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, and to develop local resources.
- Communication and knowledge-sharing strategies that build local understanding of the value of arts learning for all students.

Consortium Membership and Capacity

- Partnership Composition: does the partnership include at least one school or district, one arts or arts education organization, and some kind of parent/community representation? Is the partnership broader than this required minimum?
- Is there engagement from at least one principal, superintendent, or district staff person?
- Do the partnership form, narrative, and letters of commitment present a picture of a genuine partnership?
- Is there evidence of an ongoing collaborative approach on project planning and implementation?
- Do the application materials demonstrate that there are high quality providers of arts and arts education, with appropriate levels of educational and artistic expertise?
- Are other key partners and contractors bringing skills, expertise, and support that are relevant and appropriate to the proposal?

Budget & Management Capacity

- Realistic and appropriate budget: Is the budget well thought-out, with appropriate level of detail for the expenses? Have major expense categories been addressed accurately; are the expenses appropriate for the scope of the project?
- Budget and Narrative Alignment: does the budget support the narrative, and vice-versa? Are expenses outlined in the narrative included in the budget, and are budget items clearly explained in the narrative?
- Matching Funds: does support from other sources, both cash and in-kind, match or exceed the request from ArtsWA? Is there cash support that demonstrates strong partner commitment?
- Management capacity: Do the program coordinator and other key players seem to have the experience, skills, and capacity to manage this project as planned?

Note: panelists should take into account whether the applicant's program focus is planning and development, student learning, or professional development, and should apply these criteria accordingly.