

## Comprehensive Organizational Support - Sample Application Excerpts

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*The following excerpts were pulled from among the highest-scoring applications in the 2020-21 funding cycle. Organizations may use these excerpts as a reference to see how past applicants constructed a successful and competitive application.*

*While the language of the application questions and review criteria for the current application cycle have been updated since the 2020-21 funding cycle, the primary funding goals have remained the same. We encourage applicants to read through these excerpts with the current review criteria in mind, and note the various ways criteria is met or exceeded through the narrative.*

**NOTE:** *These excerpts are from the very first Tacoma Creates funding cycle, submitted just before the pandemic started. Proposal excerpts listed below may not accurately reflect programming produced by the listed organizations.*

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### WHAT PUBLIC PROGRAMS WILL YOU PRESENT WITH TACOMA CREATES FUNDING SUPPORT DURING THE CURRENT FUNDING CYCLE (JUNE 1, 2020 – JUNE 30, 2021)?

Provide a general overview of a few of your primary programs here, and how they provide public benefit for people and communities in Tacoma. What strategies do you use in the planning and implementation of your public programs that support diversity, equity, and/or inclusion?

#### TACOMA ART MUSEUM

The alignment of exhibitions and education programs are central to TAM's mission of connecting people through art. During this funding cycle TAM would like to utilize funding for ongoing and new exhibitions and programming. TAM Neighborhood Nights, where the museum is free and open to the public during extended hours each week, activate the museum with unexpected, community-driven programming in partnership with local organizations. These programs include Sketching in the Galleries, Dance in the Museum, Paint to Learn, and Drawing Jam to name a few. Funding would support the continuation and expansion of existing TAM Youth Programs: Sketch Club, School Field Trips, Teen Art Council, and Art After School. TAM also provides teacher professional development programs on arts integration: TAM Teach, Educator Explorations, and partners with the museum district on Full STEAM Ahead. The annual free community festivals In The Spirit: Northwest Native and Dia de los Muertos would also be supported and expanded with additional funding. New and ongoing exhibitions provide vast opportunities for public programming from artist talks and curator lectures to community conversations and performances. In July two new major exhibitions will be on display, Forgotten Stories: Northwest Public Art in the 1930's and Warhol and the West. In August and September, a new multi-year exhibition of Northwest paintings from TAM's permanent collection will be installed and a planned expansion of the ongoing exhibition, Immigrant Artists and the American West, will include new work to cultivate empathy among visitors for immigrants during what is expected to be a tumultuous election year. In October and November, in conjunction with the annual Dia de los Muertos Festival, over thirty ofrendas (altars) are exhibited. This process is organized by TAM community partners Proyecto MoLE and Centro Latino. Also on display in November is NW Art Now, a guest curated exhibition that seeks to illuminate how artists are actively responding to forces shaping our regional identity. Guest curators are one of the ways TAM intentionally includes a range of diverse perspectives in programming. The museum's collection now includes

over 5,000 artworks, about 3,800 of which are by Northwest artists or related to the region. TAM has dedicated acquisition funds to purchase artwork made by women and people of color. The fiscal year 2020 exhibitions and related public programs reveal TAM's deep commitment to collaboration and partnership with diverse artists and organizations who represent the greater Tacoma community.

## HILLTOP ARTISTS

Hilltop Artists will continue its extensive public arts programming while offering arts opportunities in new neighborhoods.

We provide equitable access to programming and to designing program delivery models that ensure equitable outcomes for all students. Our programming includes daytime glass arts elective classes in two Tacoma public schools as well as after-school, evening, and summer programming open to all Tacoma youth ages 12-20; our program for advanced students, Team Production, and for court-involved girls, Arts Connect. Our summer school provides glass arts classes during the summer to youth from neighborhoods across Tacoma.

Team Production students receive advanced glass arts instruction in the evenings during the school year and in the summer. They gain work experience making glass for sale in our gallery, creating hundreds of commissioned pieces each year, and representing Hilltop Artists as ambassadors in the community and around the world. These students conduct monthly glass demonstrations and regular weekend workshops for the public at the Museum of Glass, enhancing the range of arts experiences available to Tacoma residents. They receive a stipend for their participation and work with us on post-education plans.

Arts Connect offers glass arts, ceramics, printmaking, and media arts instruction for court-involved young women, ages 11-18, in Pierce County, and is operated in partnership with the Pierce County Juvenile Court.

Beyond our youth education programming, we engage our community through numerous public events. Arts Night Out is held each summer as part of National Night Out and our October Studio Tour coincides with Tacoma Arts Month every fall. We offer seasonal glass sale events and are one of the largest contributors to Monkeyshines, Tacoma's beloved annual Lunar New Year event: our youth create and hide thousands of glass objects. (See Neighborhood Programming.)

Hilltop Artists is committed to serving youth who lack access to other creative opportunities and for whom engagement with glass arts provides a sense of community and belonging. Our services are tuition-free, serve an ethnically diverse and mixed-income population, and are dedicated to marginalized students living in poverty, facing homelessness, or struggling in school. Hilltop Artists programs are of greater duration and intensity than most programs - students may be engaged with us for up to eight years, and in hot shop programming for up to 12 hours a week. This long term engagement, along with adult mentors they trust and access to our wrap-around outreach services, support development of critical protective factors that ensure artistic and academic success.

Through Tacoma Creates we plan to bring glass arts experiences to new neighborhoods through both an ELO program and a mobile art program which we will plan and test this funding cycle. Our neighborhood engagement program will offer glass demonstrations, hands-on activities, and learnings at schools and community centers in partnership with Citizens for a Healthy Bay and the Museum of Glass. By combining glass art, marine biology, and environmental studies, we will offer innovative, fun interactions and lessons for youth and families.

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## EVALUATION

- What do successful programs look like for your organization?
- How will you measure the quality, meaning, and/or impact of your work?

### HILLTOP ARTISTS

At Hilltop Artists, success is measured by high school graduation rates, the number of public events held, levels of attendance, and the extent to which we engage the community in powerful glass experiences. In 2019, we provided 52 arts events over 57 days with an estimated attendance of 15,314. We consistently meet our goal of serving 650 students annually and in 2018-19 served 668 students. 100% of Hilltop Artists youth, who are of an age to do so, graduate high school. 100% of our 2018 graduates and 75% of our 2019 graduates are enrolled in college (Humboldt State University, Tacoma Community College, University of Puget Sound, Alfred University, and UNLV).

We currently administer the Survey of Academic and Youth Outcomes which uses pre- and post-participation surveys to collect self-reported data on student's experiences in our classes. Grant funding from Graduate Tacoma (via the Gates Foundation) is supporting us as we design new tools to better assess our impact and guide future program design. We will incorporate youth perspective on how they benefit from long-term engagement with Hilltop Artists, and plan to share what we learn, along with our redesigned evaluation tools, with other arts and youth development programs.

### GREENTRIKE

Greentrike's program evaluation is robust and varied. Successful programs meet their defined goals for audience reach, participation, satisfaction, and impact. Larger programs have logic models and related evaluation plans with clearly articulated outputs, outcomes, and long-range goals. Smaller programs have more discretely defined participant experience goals. Program participation is tracked, including gathering basic demographic information to compare with neighborhood/city/county data.

Greentrike conducts surveys, interviews, and focus groups to assess participant experience, impact, and satisfaction. These processes illuminate both successes and opportunities, helping program teams more fully understand program impact. Additionally, each method elicits vital feedback and input from participants to inform future modifications. Program teams regularly review and analyze evaluation data and, coupled with their reflections, use this information to continuously improve programming.

For programs that are delivered collaboratively with partners, Greentrike facilitates a shared goal setting and impact review process. Partners meet several times to identify individual and shared objectives, for the participants and organizations. As programs are piloted, assessment and evaluation information is shared and the partners meet to collaboratively review and make meaning of the data. This process leads to program modifications and strengthened relationships between the partners.

## YOUTH EDUCATION BACKGROUND AND PURPOSE

Tell us about your organization's experience providing education programs for youth under the age of 18. What kinds of education programs do you offer, and why? What is your organization's educational philosophy or vision? How do your education programs connect to your organization's overall work?

### GREENTRIKE

Greentrike was formed in 1985 in response to a lack of engaging community programming for young children and families and has delivered educational programs since its inception. Over the years, offerings grew from seasonal workshops and outreach, to weekly family classes, afterschool reading programs, school group visits and outreach, school break day camps, and periodic community events, filling gaps in services as organizational capacity grew. More recently, we've added a county-wide early learning program, multi-site preschool, onsite licensed childcare center, and monthly evening programs with priority community partners.

As a nonprofit whose mission is to "honor children and champion play", these programs ARE our core work. Everything we do begins with our image of children as unique, competent, and full of potential for learning, developing relationships, creating, and imagining. This philosophy is reflected in all the choices we make regarding children, their families, the curriculum, and our environments. We believe in the innate capacity of children to wonder, hypothesize, investigate, and direct their own learning. We recognize the natural link between STEM and the arts through design thinking and creativity, and harness arts as a way children can make sense of their own thinking and share it with others.

### TACOMA ARTS LIVE

We believe arts education is the conduit between an individual's inner strength and their potential to be a positive force in the world. We provide programs that focus on shared growth and expression, and we utilize the arts as a tool for social development. Our standards include:

- Cultural, economic, geographic accessibility
- Innovative program design
- Rigorous assessment of impact
- Cultivating outstanding Teaching Artists
- Commitment to collective impact (Youth Program Quality and the Tacoma Whole Child)

The Civil Rights Legacy Tour: annually serving 18-25,000 students across 30+ schools/eight districts, the touring production introduces students to history and civics.

The LENS Program provides social-emotional learning ELOs through the arts (Tacoma, Bethel, Franklin Pierce, Clover Park).

The Conservatory includes free ELOs at 12 low-income Tacoma schools in partnership with YMCA, GTCF, and Metro Parks. Diverse Teaching Artists lead cultural arts (Ballet Folklórico, Ukulele, Step, World Drumming); and onsite youth theater programs.

School Matinees offer schools high caliber touring productions from around the nation/world. Bus scholarships support attendance by low-resourced schools.

Residencies occur during the school day at partnering schools. Teaching Artists lead leveled, arts-integrated content over 2-12 weeks.

Beatrice Herrmann Program funds instrumental music in South and East Tacoma.

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## YOUTH EDUCATION PROGRAMS OPEN TO ALL

What youth education programs that are open to all youth will you continue, improve, expand, or launch with Tacoma Creates funding support in this funding cycle?

- Who are your intended students? What are your current student demographics?
- Where will your programs take place?
- When will your programs take place, and how often will they happen?
- How will you get the word out about your youth education programs?
- If you have goals to grow or diversify your youth participants, how will you do that?
- What does success look like for these youth education programs, and how will you measure success?

## ASIA PACIFIC CULTURAL CENTER

We have youth cultural education programs that are open to all youth, including the Tautua Youth Group and Field Trips to APCC. The Tautua Youth Group provides Polynesian cultural and educational activities that promote native cultural expression, youth leadership and community service. We get referrals to this program through outreach at our partner schools, local cultural organizations, and also through students who bring their friends or self-referrals. The Tautua Youth Group has weekly meetings and rehearsals at APCC and at Clover Park High School after school. These youth have the chance to perform for schools at assemblies or multi-cultural events, at APCC events such as the Annual Polynesian Luau, and also participate in competitions.

APCC Field Trip Visits are open to all youth. The field trip visits are highly interactive and experiential with Asia Pacific culture and arts demonstrations and learning. Examples include martial arts demonstrations, Japanese origami, Chinese calligraphy, and Samoan dance. We have hosted field trip visits for the YMCA, Federal Way JROTC, homeschool groups, and many others from Tacoma and surrounding areas. We will continue to offer APCC Field Trip Visits during the funding period.

## GREENTRIKE

Programs include visits to the Children's Museum of Tacoma, Family Engagement through Art, and ArtSparks, all at our downtown location. We project nearly 90,000 Museum visitors, with service year-round. Family Engagement through Art and ArtSparks take place on an ongoing basis during the academic year, and will serve 25,000 participants collectively. Family STEAM Parties will engage 480 participants through 16 classes at eight TPL branches year-round. Play to Learn will offer 324 classes at 12 sites across Tacoma, serving 9,720 participants. Increased presence at 15 additional community events will reach nearly 3,000 people at new locations across Tacoma. Each of these experiences is intended for children eight and under and their families, with Play to Learn focusing on children six and younger.

Programs are promoted via our website, enewsletters, local events calendars, and social media, as well as partners, who bring existing connections with and understanding of their neighborhood communities to help tailor program content and marketing.

Our audience is racially/ethnically reflective of our community, with a higher representation (51%) of low-income families, with 21% living in poverty.

Successful programs meet their defined goals for audience reach, participation, satisfaction, and impact, as determined via participant surveys and instructor reflections.

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## PROGRAMS FOR TACOMA PUBLIC SCHOOLS/TEACHERS

What education programs exclusively for Tacoma Public Schools students and/or teachers will you continue, improve, expand, or launch with Tacoma Creates funding support in this funding cycle? (Do not include Expanded Learning Opportunities programming in this section; those will be covered in the Expanded Learning Opportunities section below.)

- Do you focus on any particular schools, grade levels, or subject areas?
- How do you develop curriculum for your programs? How do you develop student learning goals? How do you assess student learning?
- If you are providing any programs as part of the regular school day, tell us about how you collaborate with classroom teachers and how you support basic education goals.
- Describe your collaboration with Tacoma Public Schools teachers and/or *administrators*. *(Please include a letter of commitment from TPS to confirm this collaboration.)*

### TACOMA ARTS LIVE

Some of our larger education programs have streams dedicated specifically to Tacoma students and teachers, while others serve them exclusively.

Civil Rights Legacy Tour: We will increase the number of Tacoma schools taking advantage of this school day touring program by subsidizing additional performances. Currently, Bethel and Puyallup schools out-access the program over Tacoma by about 2:1 and we hope to counter that. Includes free curricula.

The LENS Project offers 10-week sessions in six Tacoma high schools and middle schools.

Non-ELO Conservatory will increase scholarship funds for TPS students to attend onsite theater programs.

School Matinees have historically included subsidized access to Tacoma elementaries, and focused programming (Ailey II, Thurgood) exclusively for Tacoma secondary students.

Arts-integrated Residencies match Teaching Artists with classroom teachers to use arts with math, language arts, social studies or physical education. Residencies have focused on K-5 and served South and Central schools in the past three years.

Beatrice Herrmann funds specifically support instrumental instruction in South and East Tacoma and have recently focused on bolstering string education at the middle school level.

Professional Development is offered in coordination with TPS on topics from Shakespeare to the Silk Road, from movement to Muslim arts.

## HILLTOP ARTISTS

Hilltop Artists' education programs for Tacoma Public Schools students are provided as elective classes during the school day at Jason Lee Middle School (grades 7-8) and Wilson High School (grades 11-12). They serve youth who may not have other opportunities to explore their creative potential. Students are introduced to foundational glass skills and safe studio practices that allow them to successfully express themselves in the medium of glass.

Students at Jason Lee embark on a survey of glass blowing, fusion, and flameworking. Classes at Wilson focus on the artistic and vocational aspects of glassblowing and flameworking. Through weekly teacher demonstrations and practice, students complete assignments that reflect the artistic skills required in each discipline and reflect on their work in group critiques. We address visual arts learning standards: students synthesize and relate knowledge from personal experiences to make art; they are taught to place artistic ideas within societal, historical, and cultural contexts; and to conceptualize and refine their ideas through art. They take risks, experiment, and innovate. We collaborate with counselors, teachers, and administrators to ensure students meet their educational goals and assist with tutoring, counseling, and referrals to outside services as needed.

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## NEIGHBORHOOD PROGRAMMING

What neighborhood programming is your organization currently providing? What neighborhood programming will you sustain, improve, expand, or launch, with funding support from Tacoma Creates? (Consider all public programs except for education programs at Tacoma Public School locations, which you will address in the Youth Education Programs section.)

If your primary location is already outside the Downtown Core, do you currently offer programming at any additional locations in other neighborhoods, or do you plan to do so during this funding cycle?

Please consider the following prompts in your response:

- How or why have you made decisions about neighborhood locations where you will present your programs?
- Are you collaborating with any individuals or organizations in the neighborhoods where you are working to present or promote these programs? If so, who are they, what is their role, and how do you work with them?
- How will you measure the success of neighborhood programming?

## TACOMA ARTS LIVE

Tacoma Arts Live has made a significant expansion outside the downtown core by focusing on East and South Tacoma, mainly through education, but has also grown public programming outside the downtown core. Some of these efforts reflect partnerships with community organizations, such as support of Latinx Unidos' Festival Latinx, from its inaugural event at Lincoln HS through the Star Center and the upcoming 2020 event at Eastside Community Center. Other past activities in neighborhoods include concerts around Tacoma through our On



the Road neighborhood series, supporting Blues Vespers programs with Immanuel Presbyterian Church, and co-presenting Think & Drink with Humanities Washington. We have participated in numerous community-based events – often providing performers and sometimes production equipment – including the Eastside Parade, festivals at the Eastside Community Center, Salishan and Wright Park, Graduate Tacoma at Star Center, workshops at Summer Blast! at the Boys & Girls Club, folklórico at Ethnic Fest, senior workshops with Teaching Artists, master classes at universities and high schools, numerous school family engagement events across the city and sponsoring the first walking tour of Tacoma’s historic Japan Town with Tamiko Nimura and Michael Sullivan.

We locate our neighborhood programming based on the requests of our community partners and the availability of suitable venues. Also, since 2015, our work with Graduate Tacoma has helped shift focus to East and South Tacoma, which has been underscored by board member Alison Beason and our participation in the rollout of the City’s Equity Index, which we use to identify areas in greatest need.

In the coming year, we plan to harness Tacoma Creates support to expand significantly. We will add two additional public performances of the Civil Rights Legacy Tour in East and South Tacoma, to complement the performances at our campus and at the Washington State History Museum. This program presents original plays like 11 Days in the Life of Dr. King and Nihonjin Face, which are designed to be accessible to all ages and include post-show conversations. We will also expand the On The Road series by producing at least five public concerts in neighborhoods. We are researching in East, West, North, Central and Northeast Tacoma. These will spotlight top regional talent.

We are thrilled to expand our existing services to senior residencies/organizations, as well as libraries. Not only will Tacoma Creates allow us to better serve these locations, but it will also increase participatory arts experiences connect the public with artists, transforming audiences into participants. These are excellent opportunities to provide additional work to our Teaching Artists. By providing them with additional day, evening and weekend hours at the highest local rates, we supplement the employment we provide them during ELO hours, and in turn, help Tacoma retain excellent artists. The content for libraries and senior centers is as varied as the artists: workshops and interactive presentations in improv, dance from modern to folklórico and step, musical theater, Afro-Latin music, PreK drama, and spoken word.

## **TACOMA ART MUSEUM**

TAM believes in the power of connecting people with original works of art in person and as such prioritizes minimizing financial and transportation barriers to visiting the museum and participating in programs. TAM also recognizes the value of working with communities where they are. TAM currently provides neighborhood programs through participating in large-scale festivals, such as Hilltop Street Festival, Art on the Ave, Moonfest at Chinese Reconciliation Park, and Tacoma Pride Festival. With Tacoma Creates support, TAM will be launching a new Speakers Bureau program where specially trained staff and volunteers will travel to various community centers, senior centers, etc. to facilitate inquiry based discussions about art. A newly proposed TAM Book Club at Tacoma Public Libraries would provide community members opportunities to deeply connect with TAM exhibitions by focusing on related literary works. Based on the success of TAM Sketch Club, which is an Expanded Learning Opportunities initiative, the museum was invited to develop a new youth arts program for Metro Parks. TAM will be piloting a weekly artists’ residency for youth at the People’s Community Center in the Fall. TAM was also invited to facilitate art activities at Metro Parks Summer Playground Program,



part of the Summer Meal Program that is administered by the Food and Nutrition Service, which is a part of US Department of Agriculture. This coming year TAM will be collaborating with the Museum of Glass to host a series of community listening sessions to better understand the programmatic needs and interests of the people in neighborhoods across Tacoma.

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## ORGANIZATIONAL WORK ON DIVERSITY, EQUITY, AND INCLUSION

What values, goals and actions does your organization currently engage in that focus on increasing Diversity, Equity and Inclusion (DEI) internally within your organization? Do you have any specific, measurable goals?

Provide specific examples of intentional work that you have accomplished to advance equitable policies and practices regarding your staff, board, budget, and/or other areas of internal operations. How has this work helped your organization grow or evolve? How has your internal work supported your ability to create welcoming and inclusive public programs? What specific plans do you have for sustaining, improving, expanding, or launching internal DEI work during this funding cycle?

### TACOMA ART MUSEUM

TAM's organizational work around diversity, equity and inclusion is framed as four pillars Inclusion, Diversity, Equity, and Accessibility (IDEA). TAM's commitment to addressing IDEA is one of the central planks of the museum's 2021-2026 Strategic Plan, requiring all departments to center IDEA in their work. TAM's intention is that each action and program of every department is examined through the lens of promoting IDEA. TAM's long history of involvement in addressing inequities in youth programs has had an impact on all programmatic initiatives offered through the museum. For several years TAM has been a collaborative partner engaged in community-led conversations around racial equity in educational programs for Tacoma youth. Due to community requests and staff persistence TAM has sustained involvement in various equity initiatives throughout Tacoma. For example, TAM recently received a Graduate Tacoma Community Learning Fund grant which is dedicated to advancing the museum's IDEA work. TAM as a grantee is now a member of the learning cohort which operates under the hypothesis "if we provide consistent equity training and leadership development tools to partners, then they will be more effective at creating sustainable, equity-driven values, policies and organizational and community cultures." Furthermore, TAM has displayed tangible investments into IDEA work such as implementing equitable pay bands as a new internal process and utilizing funds for the board and staff to participate in equity training and coaching. This year the Board of Trustees are committing their retreat agenda to an unconscious bias workshop with Jahmad Canley, CEO & Senior Consultant of Potential Unleashed. Additionally, TAM has established a new commitment to sustainable investing, which will incorporate social, environmental, and financial objectives. TAM is developing a policy statement which will inform and instruct our portfolio managers to invest our funds in a manner which is socially responsible. These funds may invest in companies that are minority owned, have a low environmental impact, or actively promote an equitable workplace. According to MSCI Environmental Social and Governance ratings, an independent agency, TAM's endowment portfolio is currently rated above average and the museum is committed to continuing this successful trajectory. TAM IDEA Task Force is a relatively new group, comprised of board and staff representing diverse communities, that was created to assist in placing IDEA at the center of the museum's work. The creation and activation of this Task Force was the catalyst for hiring an IDEA Officer and reframing the strategic plan. Tacoma Creates funding would be utilized to hire an IDEA Officer and partner

with organizations such as Equity Matters, Rainbow Center, and Tacoma Area Coalition for Individuals with Disabilities. The IDEA Officer will coordinate existing institutional efforts and lead the IDEA Task Force in identifying new priorities, policies, and strategies that cut across all departments and require commitment by staff at all levels. A substantial investment in TAM's IDEA work will provide the necessary resources (i.e.: new staff, expert consultants, documentation, and time) to truly cement IDEA into the museum's DNA.

## GREENTRIKE

Greentrike's DEAI efforts are specified in our Strategic Plan – namely the objective to “increase commitment to equity and access,” and identified priority communities: children experiencing special needs and military, foster, and homeless families. We strive to serve an audience reflective of our community, with intentional efforts to reach underserved families. In tandem with Strategic Plan guidance, service decisions are made referencing the City's equity index, census data, and data on Adverse Childhood Experiences, overlaid with information on available early learning and family/caregiver support services. We compare this with demographic data of visitors and participants to reveal areas of opportunity. When indicated, we strategize measures to increase reach and diversity by partnering with organizations with connections to specific geographies or audiences to promote and/or adapt programming and extend trusted invitations to participants. Greentrike's largest programs, the Children's Museum of Tacoma and Play to Learn, serve audiences racially/ethnically reflective of Pierce County, with a higher representation of low-income families. With funding recently awarded from Graduate Tacoma, we will examine our data collection and evaluation processes with a DEAI lens to identify areas of success and opportunity.

Over the past several years, we have significantly diversified our Board of Directors, increasing the range of ages, races/ethnicities, and professional backgrounds, to include members whose work experience focuses on promoting DEAI practices, such as those involved in the county's Black Infant Health Program and the Assistant Chancellor for Equity and Inclusion at UWT. These efforts to diversify the Board will continue. In the coming year, we intend to form a Priority Communities committee/task force that would include members of the Board and greater community to shape current and future services. These community members would be active leaders from within the identified priority communities who would lean on their personal experiences and connections to inform our planning and support partnerships.

Hiring its first HR Manager last year, Greentrike is investing in increasing DEAI in its recruiting and training practices. We strive to recruit diverse candidates in our hiring processes, strategically reaching out to organizations like Tacoma Urban League, Asia Pacific Cultural Center, and the Rainbow Center to ensure job postings are broadly advertised. Expanding its reach, Greentrike will also begin participating in Spouseforce, a national program connecting military spouses with jobs in their communities. We also employ a diverse panel interview process to reduce bias.

Staff trainings have included such DEAI-related topics as Diversity, Gender Identity and LGBTQ Sensitivity, supporting participants experiencing special needs, Trauma-informed Care and Adverse Childhood Experiences, Diversity in the Workplace, National Equity Project's Cross-cultural Initiative workshops, and many more. Looking for ways to improve our DEAI approaches, Greentrike will participate in Cultural Competency Learning Institute's February 2021 cohort group, a national year-long professional development program for museum leadership teams. Cohort learnings will be disseminated to the Board of Directors and

management team. Tacoma Creates Could also support efforts around DEAI by connecting funded organizations with related training providers/speakers who could offer their services at a reduced rate.

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## CAPACITY BUILDING / PROFESSIONAL LEARNING

How is your organization currently building capacity within your staff, contractors, and volunteers? This may include professional learning opportunities for existing personnel, increasing paid work opportunities, diversifying staff, or investing in organization-wide trainings or workshops. How will you sustain, improve, expand, or launch your capacity building efforts in this funding cycle?

### GREENTRIKE

In recent years, Greentrike has intentionally invested in its staff team to create a solid foundation for the organization's next stage of growth. Last year, the nonprofit hired its first Human Resource Manager who streamlined the creation of position descriptions and broadened job postings to recruit a more diverse and skilled pool of applicants. This change has reduced the burden on hiring managers and helped improve the quality of new hires. Additionally, the HR Manager has helped implement increased benefits, leading to increased staff retention and stability.

Doubling its investment in professional development from 2017 to 2019, Greentrike has expanded learning opportunities, increasing full-staff trainings, department-specific professional education, and cross-department manager meetings to enhance the skills and capacities of all staff teams. In the past two years, the onboarding process for the teaching team has been refined; systematizing, enriching, and lengthening the process; to ensure teachers are well prepared and firmly grounded in the educational philosophy. Additionally, the number of staff who participate in professional associations or networks, both local and national, has increased across the entire organization, expanding opportunities for trainings and peer-to-peer learning. Professional development has also been expanded by cross-training with partner staff: sharing Greentrike's expertise with another organization, while we learn from their specialties.

Greentrike will continue all of the professional development efforts outlined above, in addition to participating in the Cultural Competency Learning Institute's February 2021 cohort group, engaging all levels from Board of Directors to part-time staff in the training.

### TACOMA ARTS LIVE

Funding from Tacoma Creates will further enable Tacoma Arts Live to increase work opportunities for a large number (our goal: between 75-100 individuals per year) of working artists drawn among our theater workers and teaching artists. All the programs we have slated for expansion through Tacoma Creates will significantly increase hours for current and new artists. Beyond ELO, neighborhood outreach programs like regional concerts, library events, and senior EDU programs will provide new, much-needed daytime hours for teaching artists, who are currently relegated to the hours of 3-6pm for ELO. Also, our expanding theater production program is employing professional artists and providing training for students. All our artists are paid at competitive rates (\$15-30/hr., depending upon role and skills.) Through our programs, Tacoma Arts Live has become the largest arts employer in the South Sound region. We look to Tacoma Creates to further support

our impact ensuring that artists can find sufficient, well-paid and fulfilling work in our city! We also invest in our staff by supporting Professional Development in a wide range of associations/events: the Cultural Congress; Kennedy Center Partnerships, Western Arts Alliance, Association of Performing Arts Professionals, IAAVM, ticketing conferences and more. Further capacity-building will come via collaboration potential: 1.) communication to residents with other cultural organizations and Tacoma Creates; 2.) workshops and showcasing for local performing artists with Spaceworks, Artist Trust and coaching from national touring artists.