Tacoma Creates

Comprehensive Organizational Support – Sample Application Excerpts

What does a successful and competitive application look like?

The following application prompts are from the 2023-24 application cycle, followed by excerpts from among the highest scoring applications from that year. Note that the application guidelines have been updated since then; we encourage applicants to read through these excerpts with the current review criteria in mind and note the various ways that criteria are met or exceeded through the narrative responses.

GENERAL PUBLIC PROGRAMMING

Application Prompt:

Tell us about your primary General Public Programs for the 2023-24 funding cycle.

Consider the following prompts in your response:

What will you produce for the general public?

- What are the key programs for the general public that you will present with Tacoma Creates funding support during the next funding cycle (July 1, 2023 – June 30, 2024)?
- Provide specific details about this work.

Public Benefit

- How will your programming benefit or support individuals and communities in Tacoma? In other words, why does this work matter? Why is it valuable to the community?
- What strategies do you use in the planning and implementation of your public programs that support diversity, equity, inclusion, and access?

Planning, Promotion, and Evaluation

- Are there any major planning components related to new or reimagined programming?
- How will you get the word out about your programs? If you have goals to grow or diversify your participants, how will you do that?
- How will you evaluate your programs? How will you measure the quality, meaning, and/or impact of your work? Do you have any specific benchmarks or goals?

Partnership and Collaboration

- Are there any individuals or organizations outside of your organization that are key to the success of these programs? If so, who are they, and what is their role?
- In addition to describing any partnerships here, we encourage Letters of Commitment from key partners to demonstrate their contributions to your work; these letters may be uploaded at the end of the program proposals section.

Sample Applicant Responses:

LEMAY – AMERICA'S CAR MUSEUM

American society and culture as we know and understand it today have been irrevocably changed by the automobile, and LeMay - America's Car Museum (ACM) is devoted to telling that story through a diverse offering of captivating public programming. Key programs presented with funding assistance through Tacoma Creates includes the addition of the free-of-charge Museums For All Membership tier (removing the cost barrier of attendance), exhibit revisions to "un-whitewash" American automotive history with related

educational programming and bilingual gallery guides, free admission for children 18 and under on Family STEAM Days (third Saturday of every month), quarterly ACM Virtual Book Clubs and author talks, the If Cars Could Talk adult lecture series, and the drive-in movies series Motors & Movies.

The Museum is committed to serving as a community gathering space for residents of Tacoma. In a deliberate effort to remove cost barriers and welcome our closest community members into the Museum, the Museum will launch our new Museums For All Membership. Of the Tacoma residents that currently belong to the Museum's Family Membership base, most live in either the West End, North East, or North End neighborhoods; the Museums For All Membership will be intentionally marketed to residents in the Central, Eastside, New Tacoma, South End, and South Tacoma neighborhoods based off of the greatest areas of opportunity from the Tacoma Equity Index Map. This annual membership level will allow for two adults and up to four children to visit ACM for free. Museums For All Members receive all benefits included in the standard Family Memberships, including discounts to attend Museum events and access to Member programming. Our goal for the 2023-24 funding cycle is to award at least 500 families with this free membership. This new membership level is an extension of the Museums for All program, which is another new admission program the Museum will be participating in starting in 2023, allowing guests to visit at a significantly reduced admission fee for individuals and families receiving SNAP benefits.

Our DEAI work will expand current efforts to share the car stories of community members who may have not seen themselves represented in the Museum previously. After discussion, reflection, and data analysis prompted by DEAI trainings, Curatorial and Education Department staff have worked together to develop exhibits that highlight the experiences of Black, Indigenous, People of Color, and women in the automotive narrative. These important perspectives are further explored through educational activities and programs that resonate with the experiences shared by participating students and visitors. ACM's Route 66 exhibit will feature updated installations to highlight the history of the Green Book and "sundown towns". Updates in the exhibit featuring American Racing will explore the contribution of women and BIPOC racers, while exhibits throughout the Museum will delve into automotive inventions, technological advancements and design firsts by BIPOC and women. ACM has been working with the Black Heritage Society, the Northwest African American Museum, the Washington State History Museum, the Northwest Room, and the Museum of History and Industry to gather information and create partnerships that will help us correct labels, narratives, and programs that failed to recognize the role of BIPOC communities. Gallery guides, provided in multiple languages, will be developed by Educators to facilitate the dialogue needed to transform car culture, and foster social understanding and discourse.

We will continue to offer free admission to all children 18 and under on our monthly Family STEAM Days (FSD) which are free for everyone and included with the price of admission for adult guests. The Family STEAM Day program features a different activity each month that can be easily scaffolded to meet our guests where they are. These family-oriented programs encourage adults to act as co-collaborators in the completion of a design challenge or other hands-on STEAM-based activity. Free admission, with the support of Tacoma Creates funding, has allowed for a significant increase in attendance in recent months (135 attendees in January and 140 attendees in February).

The ACM Education Department is also committed to the continuation of the Museum's Book Club which, like Family STEAM Day, has seen a steady increase of engagement over time. Our most recent virtual book meeting discussing *Women at the Wheel: A Century of Buying, Driving, and Fixing Cars* by Katherine Parker was one of best attended yet, and 62% of the attendees were women. ACM Virtual Book Club has been another great avenue to engage audiences who may not typically see themselves as "car people", but may be more interested in the cultural and historical impacts of the automobile.

If Cars Could Talk (ICCT) remains one of the Museum's long-standing programs that offers fun and interesting information related to the automobile beyond the engine specs and performance. Coinciding with the Porsche 75 exhibit opening in February of 2023, Porsche Historian Jay Gilotti will be joining us throughout the year for a special subset of ICCT, If Porsches Could Talk (IPCT). In addition to IPCT, the Museum plans to showcase women and BIPOC subject matter experts to offer companion talks as updates to our exhibition spaces are completed. Our hope is that diverse audiences will see more of themselves in the automotive field.

Motors and Movies will continue in the summer of 2023, providing a welcoming space for family and friends to gather. This event series is free to attend, will begin after the end of the work day (at 4:00 pm or after), and local non-profits, food, and beverage vendors are invited to engage guests prior to the start of the movie. The Education Team will continue to offer STEM activities prior to the start of the movie at no additional charge. Attendance numbers have been climbing since the beginning of the pandemic for our outdoor programming, and our goal for the summer of 2023 is to have between 200 to 400 attendees per event.

The ACM Marketing Department has been working hard to promote the Museum's programing and events to the public through posts on social media, print and digital outreach in magazines, and radio advertisements. Facebook, Instagram, Twitter, and the Museum's website event calendar always have the most up-to-date information regarding programming, and print and digital advertisements can be found in South Sound Magazine, ParentMap Magazine, and Showcase Magazine. The Marketing Team will be promoting these programs in neighborhood-specific social media pages and print outreach in high traffic community sites. Additionally, ACM is in the process of revamping the website to ensure a more user-friendly experience that can be easily accessed by all.

TACOMA YOUTH SYMPHONY ASSOCIATION

TYSA serves the general public in a way unlike any other youth symphony organization in the country. Our focus is on youth, however the impact of what we do reaches deep into our community, neighborhoods, and people of all ages and backgrounds. General audiences are provided with free and low cost music performances of a very high caliber. Senior centers, assisted living, and nursing homes are engaged with live performances by students and hands-on music experiences such as Discover Drums! and the Tacoma Community Ukulele Project. Each summer, TYSA presents a free "TYSA and Friends" community music walk in partnership with Downtown on the Go where we invite other music organizations to perform live and in our community while participants walk through the City of Tacoma to learn history and experience live music on the street. In addition to these concerts and events, TYSA is frequently seen at local arts festivals, craft fairs, and at free community concerts held at the Eastside Community Center, the Museum of Glass, and the Tacoma Art Museum to name a few. Throughout the year, TYSA can be found at over 40+ general public performances and events each year.

TYSA's work is valuable to the community in many ways. TYSA brings joy to the community and uplifts families through their children. TYSA connects with families in a way that the empowerment of youth transcends to the older generations. By supporting children in discovering their fullest potential, the values of TYSA extends into the family and community. For decades, we've seen the transformative impact of music education and what it does for a young person's confidence and the impact that it has on their family. At TYSA, we provide a nurturing and inclusive environment for all children to blossom not just as a musician, but as a person – because every young person is worth our full investment to become all they can be. We have 60 years of experience guiding students to their full potential! Focusing on the whole child and their families, impacts our community in a powerful way.

It is vital to demonstrate diversity, equity, and inclusion in order to be able to enhance diversity, equity and inclusion. Our primary strategy has been to hire mentors who are diverse. With a BIPOC Music Director, a LGBTQ Executive Director, we show the public our diversity and are better able to attract more students, families, and audiences from varying backgrounds. We demonstrate inclusivity to encourage inclusivity. Our diversity statistics took a tragic decline during the pandemic in which our families' demographics reached an all-time low in which only 27% of our symphonic students identified as an ethnic minority. With much effort and outreach, that number has increased to 51% as of this last month. Even with this tremendous improvement, it is still necessary to reach out to specific communities with concerts, presentations, and free community programs to encourage participation. Both the Executive Director and Education Manager participate in JEDI training through Tacoma Creates and our Executive Director also serves on the Tacoma Public Schools Equity Review Team. All staff and board will also be part of a LGBTQ+ training session with the Rainbow Center this April.

Marketing and reaching more diverse members of our community is challenging, however through partnerships and creative approaches, we are in a constantly trying new pathways to reach as many people as possible. These approaches vary from finding new groups on social media, to working with community networks within the neighborhood, to presenting programs at community centers and at the schools within the neighborhoods.

Evaluations continue to be an essential part in creating programs for the general public. One specific outcome of these projects will be providing access to music education without barriers by offering free music education programming for children and their families. We will measure the intended outcomes through data collected on registration forms, post-participation surveys, and by keeping attendance and participation statistics. Concerts that give the students a sense of accomplishment while entertaining the audiences indicate SUCCESS. From the youngest orchestra for students 6-12 years old to the oldest for high school to age 21, fantastic concerts are the true measure of success. Success is also measured through professionally analyzed parent/student and audience surveys and evaluations from professional musicians, universities, and competitions. The TYS involvement in competitions have allowed their participation in tours to Carnegie Hall twice, Washington DC, Boston Symphony Hall, Los Angeles, and an invitation to an international competition in Greece.

The Staff/Board hold annual evaluations providing time to share challenges, successes, and adaptations.

YOUTH EDUCATION PROGRAMS

Application Prompt:

Tell us about your primary Youth Education Programs for the 2023-24 funding cycle.

Consider the following prompts in your response:

Background and purpose

- What is your organization's educational philosophy or vision? Why do you offer the youth education programs that you do, and how do they connect to your organization's overall work?

What youth education programs will you produce?

- What are the key youth education programs that you will offer with Tacoma Creates funding support during the next funding cycle (July 1, 2023 – June 30, 2024)?

- Provide specifics about any youth education programs open to all students, as well as any programs that are specifically for Tacoma Public Schools/Chief School Schools students and teachers (aside from proposals for Beyond the Bell / Club Beyond classes, which should be listed in the separate section below).
- Who are your intended students? What are your current student demographics?
- Where, when, and how often will your programs take place?
- For programs in partnership with Tacoma Public Schools, do you focus on any particular schools, grade levels, or subject areas?
- How do you collaborate with classroom teachers or administrators to align with their learning goals and state learning standards?
- If you have an ongoing partnership with a TPS teacher, principal, or district administrator, please include a Letter of Commitment that demonstrates their participation and confirms the collaborative nature of your work; these letters may be uploaded at the end of the program proposals section.

Planning, Promotion, and Evaluation

- How do you develop curriculum for your programs? How do you consider diversity, equity, inclusion, and access when developing your youth education programs?
- How will you get the word out about your youth education programs?
- If you have goals to grow or diversify your participants, how will you do that?
- What does success look like for your youth education programs, and how will you measure success? How do you develop student learning goals and measure student learning? Do you have any specific benchmarks or goals?

Youth Education Staff / Instructors

- Who are the key individuals that will carry out your youth education programming?
- What background, experience, and/or training do they have that makes them a good fit for this work? How do you support your education staff/instructors?

Sample Applicant Responses:

LEMAY – AMERICA'S CAR MUSEUM

The Education Department at ACM engages our community and Museum guests through experiential, hands-on, inclusive, and learner-centered programming centered on STEAM and automotive learning. Our core Education team includes two full-time staff members, one part-time staff member, and trained volunteer Museum Educators. This team brings a range of experience from facilitating, developing, and managing museum education programs and departments to formal classroom teaching. The Museum encourages staff members to engage in professional development opportunities to ensure that all programming aligns with current best practices in the field. Experts in automotive culture from BIPOC and feminist perspectives enhance programming with content and critically important dialogue for students today who will become the leaders of tomorrow. Using the automobile as an entry point, we examine the anthropological, cultural, environmental, historical, and sociological impacts and consequences cars have had on society and the planet. We design all of our programs with learners in mind, giving them agency to voice their understanding through age-appropriate feedback opportunities. This pedagogical approach results in relevant and fun programs.

ACM's programming portfolio includes school field trips, outreach lessons, and family and community-based activities. This rich assortment of activities for audiences is designed to meet needs of all community members, and includes drop-in education programs with no participation fees or pre-registration

requirements, reduced costs and transportation support for Title 1 schools, and additional adjustments and accommodations based on the needs of groups seeking educational programming.

The additional key youth education programs that we will offer with Tacoma Creates funding support fall into two categories:
(1) Partnerships with Tacoma Public Schools, including an opportunity for fourth grade TPS students to visit ACM and participate in our Energy Explorations unit, a continued partnership with Blix Elementary School, and the TPS Middle School Book Club and
(2) Public programming for out-of-school youth, including Story Time for Little Spark Plugs, and Girl Scout Days.

In partnership with Tacoma Public Schools, ACM will provide the opportunity for all TPS fourth graders to visit the Museum on an educational field trip during the 2023-2024 school year. This program will be at no cost to TPS classrooms or to the district. Our Fueling STEM Innovations unit, Energy Explorations, was developed to align with the current fourth grade curriculum and Next Generation Science Standards. Teachers are provided with pre-visit activities that prepare students for the content and activities of their visit to the Museum. The flexibility of the curriculum and pre-visit activities allows teachers to customize the experience for their students, providing the opportunity to extend each of the three lessons in the unit through various cross-curricular projects and further reading.

In addition to the larger TPS commitment, we will continue our annual partnership with Blix Elementary School. This partnership will grow in the 2023-24 school year to include new lessons and additional grade levels. While fourth graders will be focused on the Energy Explorations unit offered to all TPS fourth grade students, the fifth graders will be participating in our Force & Motion unit, which aligns directly with the fifth grade Next Generation Science Standards regarding forces and interactions, as well as engineering design. Third graders will be invited to participate in the Pinewood Derby Car workshop, exploring the basics of Newton's Laws of Motion and aerodynamics as well as an introduction to the formal design process. Finally, kindergarten through second grade classes will be invited to participate in either the Customized Cars workshop or Story Time activities depending on the needs of each classroom. This close relationship with a particular school gives the students an opportunity to engage with hands-on STEM lessons at every level of their elementary school education, developing interest and knowledge of STEM concepts that students will carry with them as continuing life-long learners. As we continue to work with these students each year, the rapport between museum staff and students promotes and fosters a deeper interest in future STEM and automotive careers, informed by the personal stories and knowledge of work in this field.

This year's annual TPS Middle School Book Club read *Clean Getaway* by Nic Stone. Of the 120-plus students who signed up for the club, more than half finished the book - an accomplishment we celebrated with them at the Museum on March 11th. Partners from the Northwest Room and the Black Heritage Society contributed to the success of the event and gave our guests the opportunity to dive even deeper into the history of the Green Book, the Civil Rights Movement, and local, historical institutions and businesses that Tacoma's Green Book recommended to readers. In the 2023-24 funding cycle, we will continue to promote the expansion of this program and are committed to choosing books and authors that address current social issues and provide opportunities for meaningful discussion.

At the height of the pandemic, we began offering a virtual story time for preschool aged students. As the majority of our programming returns to an in-person format, we look forward to continuing to offer our Story Time for Little Spark Plugs (STLSP) at the Museum. Beginning in the summer of 2023, our Education team will welcome adults and the children in their care to the Museum for a fun, automotive-related story and a simple related craft. After storytime, our interactive Family Zone will be open for an additional hour as a play space

for children, and social gathering for caregivers. STLSP will be offered monthly on days the Museum is closed to the public, allowing for the quiet environment needed for young learners to foster their love of books, learn basics about automobiles, and make new friends.

Beginning in the spring of 2023, we will offer biannual Girl Scout Badge Days at the Museum, after seeing a rapid increase in interest for our smaller Girl Scout badge workshops. These events will offer Brownie and Junior Scouts the opportunity to join our educators for an exciting full-day event to work through all the requirements for the Automotive Design, Engineering, and Manufacturing badges. Scouts will also have the opportunity to tour the Museum and participate in a hands-on basic automotive maintenance workshop. We are especially excited to offer the automotive maintenance portion of this event. Despite not being a badge requirement, ACM recognizes the importance of counteracting gender stereotypes which associate mechanical skills with males. Young women interested in pursuing careers in the sciences, by applying knowledge they might first learn at a Badge Day, have this realistic possibility.

MUSEUM OF GLASS

Background

Serving nearly 15,000 K-12 students annually, MOG offers innovative youth programs that support active, hands-on learning, which is at the core of the Museum's maker spirit.

MOG's philosophy is to create accessible, multidisciplinary programming that stimulates youthful curiosity. Feedback from participants and partners helps to ensure program offerings fulfill MOG's goals of fostering critical thinking skills, inspiring wonder, and instilling a passion for lifelong learning.

MOG strives to ensure programming is relevant to diverse audiences and access points are equitable and welcoming to all. Title I schools are a priority for in-class programs and Mobile Hot Shop visits. All new programs also undergo pilot testing and review by school educators, students, and other key partners.

Core Programs include:

- Kids Design Glass (2004) invites children 12 and under to become designers, directing the Hot Shop team in the completion of a youth-generated work of art.
- Science of Art (2002) teaches art and science to K-8 students in a holistic synthesis. The program follows Next Generation Science standards and was reimagined in 2020 to serve as a virtual learning model. In 2021 the program was produced in Spanish sub-titles. *In 2022 this program was expanded, in partnership with Tacoma Public Schools, to serve every 6th grader in the district using the new teaching methodology based on Phenomena (over 2,000 students).*
- Creating Connections (2002) and Field Trip Fridays (2020) are tour programs for K-12 youth. Students are given pre-post- visit curriculum.
- Junior Curator Academy (2020) offers virtual learning opportunities combining visual arts with social studies applications, via deconstruction of a single work of art and web-based activities. *This program was also expanded in 2022 through the same contract with TPS to all middle schools' Club Beyond program.*
- Family Days (2002) provide hands-on art activities and opportunities for youth groups to perform at MOG. The development of art kits to go, piloted during the pandemic, has expanded program reach.
- Mentorships for Hilltop Artists and youth internships reflect MOG's on-going commitment to youth development. *We currently have a TPS Next Move intern in our Audio-Visual Department.*

A large percentage of youth visitors come from Tacoma and the Puget Sound region. Of those, 70% percent are grades 1-8; 50% are youth of color; and 37% live below the poverty line. Programs are administered at the Museum, in regional schools, at after school Club Beyond sites, online, and increasingly, offsite in neighborhoods.

With Tacoma Creates funds MOG intends to:

- Ensure every 6th grade middle school student in Tacoma Public Schools has a Science of Art field trip to the Museum, and one pre-visit classroom unit led by an art educator. The field trip includes a three-part rotation in which students visit the Galleries, Hot Shop and Education Studio where they lead their own investigation into heat transfer and light transmission in art. Each student and their family receive a free pass to return to the Museum. In addition, the program also includes an end of year family/student celebration at MOG with a guest speaker from a science-based organization.
- Sponsor two paid internships for underserved middle/high school students, supporting the career paths of these aspiring youth (Tacoma Urban League and Hilltop Artists candidates).
- Collaborate with Metro Parks and Greentrike to deploy Junior Curator Academy to every middle school Club Beyond Program.
- Work with Jobs 253 to offer five high school students the opportunity to work as a cohort at the Museum to develop an interpretative exhibition in the Grand Hall or a public program for the public. This experience is designed to give students a glimpse into the museum industry as a career option. Students will receive credit and are paid a stipend of $1,000 for their work. This is a new program also offered through the TPS contract.
- Establish a *Youth Council / Youth Docent* body of high schoolers to help shape programs (see Neighborhood Programming)
- Continue to offer Creating Connections (MOG's School Visit Program) to schools.

Planning, Promotion and Evaluation

Tacoma Public Schools (TPS) is the lead partner for the Museum's core programs (see letters of support). New curriculum for Science of Art was developed by MOG's education team in partnership with the TPS Office of Curriculum and Instruction, incorporating Next Generation Science Standards, and the Phenomena based curriculum and updated teaching methodologies. The newly developed Phenomena based unit focuses on heat transfer and light transmission. The new student-centered approach to learning science ensures a culturally relevant learning environment for all students. Two additional teacher trainings will be offered in 2023–24 school year.

MOG develops youth programs where young people can be known, seen, and valued. Youth programs are developed with hands-on experiences that empower self-expression, opportunities to use their voice to reflect on their learning and utilize artists and educators that reflect the racial and cultural diversity in our community. We know that when young people feel safe and have a sense of belonging, they thrive.
MOG solicits student feedback and educator satisfaction as key indicators of success. MOG compiles the following information and metrics to ensure we are meeting program goals:

- Number of schools registering for Science of Art, either in-person or virtual programming - collected by the Science of Art Program Coordinator
- Student attendance/participation for in-person programming - collected by the Science of Art Educator in the classroom. Teachers collect and share data for virtual programming
- Assessment of student learning - review Creativity Worksheets
- Teacher satisfaction is collected through post-survey and anecdotal information -collected by the Science of Art Program Coordinator and Educators

Success is ultimately measured by the interest and excitement of young scholars. If a student or young person is excited about what they are learning, new students will want to join in, and educators will want to use the program in their classrooms.

INTERNALLY-FOCUSED EQUITY WORK

Application Prompt:

Please consider the following prompts in your response:

- Tell us about your organization's current level of understanding, capacity, and challenges related to equity work, and if/how this has shifted or evolved over the last year.
- Provide 1-2 specific examples of work you have done in the past year to advance equitable policies and practices regarding your staff, board, budget, and/or other areas of internal operations. What were challenges and/or successes related to this work?
- Most importantly: what specific plans and action steps do you have for sustaining, improving, or expanding, internal equity work during the 2023-24 funding cycle? How does this work connect to your core programming, and why does it matter?

Sample Applicant Response:

MUSEUM OF GLASS

Museum of Glass is committed to a future where diverse identities are celebrated, and equitable and inclusive practices are part of everything we do. MOG recognizes that we have work to do for our organization to actively represent diversity, equity, accessibility, and inclusion (DEAI) throughout our board, staff, volunteers, Visiting Artists, partners, exhibitions, programs, and events. We are committed to an evolving journey. – MOG Equity Statement, 2020.

This aspirational DEAI statement has been shared with MOG board and staff, incorporated into an overall organization equity policy, and integrated into everyday work – recruiting, training, program development and planning, and events. For example, the format of our job postings changed to encourage diverse candidates. And program / event debrief forms include evaluation of DEAI.

This past year we increased DEAI in our public and youth programming. Diversity of visiting artists and exhibitions continued to rise, and MOG committed to instilling welcoming practices where all individuals feel like they belong. Accessibility improved this past year as well. MOG piloted and implemented low vision tours with the help of low vision advisors. One advisor suggested adding markers to the gallery floors, so when touched by a cane the change in sound and vibration tells the person they have arrived at the next art piece. Trainings and experiences to deepen cultural competence for board and staff also occurred.

Key successes include:

- DEAI Task Team meetings to advance diversity and inclusion within the Museum. Teams are leading conversations and setting action items at both board/leadership and staff levels
- Staff and Volunteer field trips (Examples: Tollefson Plaza BLM Mural Dedication and opening of the Black Art & Black Artists Exhibition at Tacoma Community College) with follow up Lunch and Learn discussion sessions
- LGBTQ+ sensitivity training by Tacoma's Rainbow Center
- Deepening of key community relationships: Tacoma Public Schools, Hilltop Artists, Forterra
- Paid internships at MOG for students of color
- Consistent participation of leadership in Colemon & Associates JEDI Cohorts and monthly consulting sessions
- Continued modification to policies to include best equity practices (Example: Changing the staff time-off policy from designated holidays and vacation days to flexible undesignated Paid Time Off days)

Both board and staff want to continue to learn and to improve competence. Next year, we plan additional organization-wide training facilitated by external experts and community partners. Learning opportunities, like attending exhibitions and public art installations that celebrate racially diverse populations, will also be encouraged. All these opportunities will deepen cultural competency and spark conversations with differing ideas that lead to meaningful growth. It is valuable for all of us to contribute to this intersectionality of community, diversity, legacy, and creativity.

We recognize that we have challenges to overcome in our DEAI efforts. The nature of our operation makes it difficult to have total participation in training and cultural experiences. As a result, we are developing multiple learning opportunities from which to choose. Board recruitment had challenges as well. Our existing meeting and committee model does not work for some candidates.

MOG's overall goals moving forward are:

- Increasing our organizational competency on DEAI practices
- Continue to build a diverse candidate pipeline (board/staff) to reflect the communities served
- Connect with underrepresented communities, especially communities of color, involving them in our work
- Deepen partnerships with individuals who are leaders in underrepresented neighborhoods to expand equity and access
- Improve collection and analysis of data for metrics, including disaggregated data to inform and track progress

With Tacoma Creates support, action steps identified for this year:
Board:

- Improve diversity of board by adding two more people of color
- Foster greater inclusivity, deepen understanding, and examine culture by having "mini" workshops at each board meeting and other gatherings
- Hold at least one board training facilitated by an external consultant
- Continue the mentoring program for all new members.
- Attend exhibitions, public installations and events that celebrate diverse communities

Staff:

- Hold Task Team meetings quarterly
- Attend external events and hold "lunch and learn" opportunities on a quarterly basis
- Hold at least two all-staff trainings
- Continue sponsorship of two paid internships for students of color
- Evolve partnerships with neighborhood organizations and faith communities (i.e., Tacoma Urban League, Rainbow Center, Bethlehem Baptist Church, and other local faith communities

PUBLIC ACCESS AND OTHER PUBLIC-FACING EQUITY WORK

Application Prompt:

Considering the different aspects of access listed on pages 8-10 of the Application Guidelines, please address the following prompts, adding in any information that wasn't already covered in your general public programming and youth education programming sections.

- What aspects of access are a key focus for your organization, and why? Have you identified any particular barriers to full participation in your programs? Provide examples as appropriate.
- What will you do to sustain, improve, expand, or launch your access efforts in these areas?

- Do you have goals to broaden and/or diversify your program participants? If so, what are those goals and how will your access efforts support those goals?
- What successes or challenges have you experienced in these areas over the past year or two, and what plans do you have to address any anticipated challenges in the coming year?

Sample Applicant Response:

ASIA PACIFIC CULTURAL CENTER

Our goal is to teach and engage people of all backgrounds in learning about the Asia Pacific culture. Addressing any barriers to access to our programs is an important part of our planning and development. Below, we describe some of the challenges and how our organization is addressing them.

GEOGRAPHIC ACCESS: We offer many of our program activities in our APCC building, which has access to public transportation and ample free parking. In addition to this, we bring our program out into the community at different public venues such as schools, libraries, museums, parks, and other locations in Tacoma. If people cannot attend because they cannot reach our building location, we do our best to bring our program closer to them.

One goal, with the support of Tacoma Creates, is to continue to bring our program activities again for the 2023-24 school year to Tacoma Public Schools as part of the ELO After-School Program, which also addresses geographic access. We not only want to offer programming at our building, but to bring it to other easily accessible venues in the community. We have previously provided after-school cultural classes, which was well-received by the schools.

FINANCIAL ACCESS: We understand that cost can be a barrier to those who do not have the financial means to pay for admission. Our events are free or very low-cost admission so that cost will not be a barrier to anyone who is interested in attending. For this past February (2023) we had our 25th Annual Asia Pacific New Year Celebration, and we were able to continue to offer free admission with support from Tacoma Creates funding.

ACCEPTANCE-BASED ACCESS: We constantly work toward making our Program activities feel welcoming and with a sense of belonging. This is important because we want to instill that sense of sharing and warmth for people to be open to learning about Asia Pacific people and engaging in the culture. Part of our strategy is selecting Board, staff, and volunteers, who have experience in teaching, working with different audiences, are proud and open to sharing their Asia Pacific culture and heritage.

INTEREST-BASED ACCESS: We choose programming that is hands-on, interactive, and immersive in the Asia Pacific culture. Part of how we determine the programming content is through feedback from surveys of participants, as well as discussions with our staff, Board, volunteers, and presenters on how a class, workshop, or performance went.

COMMUNICATIONS ACCESS: We promote our events and activities using several strategies, through community calendars, social media, posters, flyers, occasional magazine or newspaper ads, and especially through our cultural partners. We utilize our Asia Pacific cultural partners to help promote our activities, connecting with their members and speaking their native language to help with communication to those who speak or understand limited English.

PHYSICAL ACCESS: We try to make our activities accessible to those with mobility limitations by offering our activities in venues that are ADA accessible. We also continue to live-stream many of our events so that those who are not able to attend in person are still able to watch, listen, learn, and participate in our programming.

NEIGHBORHOOD PROGRAMMING

Application Prompt:

Tell us about your current and planned neighborhood programming, considering the prompts listed here:

- In which Tacoma neighborhoods does your organization typically present programming? Provide examples of programs and the neighborhoods and venues where you have presented them in the past or have plans to present them in the coming year.
- 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?
- For organizations providing programming downtown, how do you engage with residents or organizations in the downtown area, and how do you welcome people from across Tacoma to your downtown programming?
- If you are planning to work in new (for your organization) locations in the coming year, how will you measure and evaluate the success of this work?

Sample Applicant Response:

ASIA PACIFIC CULTURAL CENTER

The APCC building is located in the South Tacoma region, and about 30% of our Tacoma programming occurs here. At our building, we host culture and art field trips, workshops, classes, the Asia Pacific art gallery, the Annual Chuseok Korean Festival, the Sawasdee Thailand Festival, the Annual Polynesian Luau, and many other activities. The other 70% occurs throughout various Tacoma neighborhoods. For example, our Annual Asia Pacific New Year Celebration has always been held at the Tacoma Dome Exhibition Hall in the Downtown Core. We have a significant role in the Tacoma Ethnic Fest at Wright Park each year, which is in the New Tacoma neighborhood. We also have events and activities in various Tacoma Public Schools, including Multi-Cultural Night, school assemblies, and Asia Pacific Heritage Month activities.

Part of our decision-making for having activities outside of our APCC building in other Tacoma Neighborhood locations is dependent on the entity making the request or the group we are partnering and collaborating with, be it a school, nursing home, library, agency, business or other organization like the Boys and Girls Club or the YMCA. Often, we bring our program to their location for their members, thus presenting our programming in more Tacoma neighborhoods.

Ease of setup/breakdown, space layout and size, cost of venue, public transportation access, and cost of parking also factor in with our decision on where to offer our Program. Our APCC building is easily accessible by public transportation (there is a bus stop right in front) and has ample free parking. Our APCC building houses many of the artifacts, equipment, art, and displays, therefore logistically for setup and breakdown of these items it is often more practical to have the event or activity there. However, our building and auditorium are sometimes not large enough for certain program activities such as large festivals.

With Tacoma Arts funding we will continue to sustain our current core programming such as our Asia Pacific Art Gallery and Taste of Asia classes, but we also plan to expand our offerings, especially as the culture and arts sector continues opening up. To increase our capacity, especially for Tacoma where there is a lot of work to meet the demand and community need, we plan to hire two more Cultural Program Coordinators and one full-time Program Assistant. We plan to increase the number of activities offered at the schools we currently work in, but also add new schools in which we offer our programs.

CAPACITY BUILDING /& SUSTAINABILITY

Application Prompt:

How will you sustain, improve, expand, or launch capacity building efforts in this funding cycle?

- How does your organization support individuals in the local cultural sector workforce? This may include professional learning opportunities for existing personnel, increasing paid work opportunities, diversifying staff or board, or investing in organization-wide trainings or workshops.
- How does your budget planning relate to the 3-5 year goals of your organization?
- Is there other capacity building work that you will use Tacoma Creates funds to support during the 2023-24 program year?

Sample Applicant Response:

TACOMA YOUTH SYMPHONY ASSOCIATION

TYSA has advanced a capacity building strategy ensuring not only continuation of our family-like culture but enhancing it. As such, advancement is dependent on capacity building within the staff and for nonprofits, it also extends to our Board and volunteers. The Board has an established strategic plan for training sessions that include fundraising, governance, equity/diversity/inclusion, and nonprofit responsibilities. This will be continue to be expanded with TC funds.

TYSA Staff also takes advantage of professional learning opportunities including software workshops, LGBTQ+ training, development, social media engagement, JEDI training, and job-specific seminars. Since we regularly work with students, First Aid/CPR and Safe Environment training are beneficial. Database maximization, website development, public domain law, and other trainings are invaluable to organizational progress. TYSA's devoted volunteers are provided training in various areas including: ticketing, social media, fundraising, word processing, database maintenance, audition processing, and more. Many TYSA students from the older orchestras volunteer to be mentors for the younger orchestras. These students are mentored by TYSA's conductors and rehearsal assistant staff so they understand best practices in music education. Many of these mentors will go on to become music educators in the public schools.

Our budget is in alignment with our 3-5 year goals: increasing access for youth by expanding neighborhood programs, reducing barriers by substantially increasing scholarships for our summer camps and year-round symphonic programs, hiring a more diverse coaching and teaching staff, and by expanding our free programs to include more inclusive cultural programming.

With TC funding we appreciate the opportunities for organization-wide training, having additional learning opportunities together will only increase the cohesiveness of our team. We also need to invest in better livestreaming hardware and software to reach those who are not able to be part of our programming due to transportation challenges, health issues, etc.