



Assessment

Grants are assessed on a merit basis by a peer assessment committee made up of educators and professional artists from across BC. The assessment committee will consider each application against the following four criteria.

The list below is intended to serve only as an example of how an application might demonstrate the four criteria and is not a comprehensive checklist.

<p style="text-align: center;">Artistic Impact (30%)</p> <p>This criterion encourages applicants to describe the creative process and intended outcomes of the project.</p>	<p style="text-align: center;">Student Engagement (30%)</p> <p>This criterion encourages applicants to demonstrate evidence of how students are directly involved throughout the project.</p>
<p>Assessors may consider the following points:</p> <ul style="list-style-type: none"> ● Demonstrates a clear connection between the art-making process and the intended goals of the project ● Generous opportunities of creativity, experimentation and expression in the creative process and overall project concept ● Evidence of appropriate and ethical use of art forms and reciprocal and supportive relationships within culturally specific contexts and communities 	<p>Assessors may consider the following points:</p> <ul style="list-style-type: none"> ● Opportunities for students to have input and agency through the creative process to communicate ideas, insights, and points of view to further students' growth and learning. ● Opportunities for students to collaborate with peers and the broader community ● Level and impact of hands-on time with students* ● How the project will respect and consider the students' mental, physical, psychological, emotional well-being and safety.
<p style="text-align: center;">Curricular Connections (20%)</p> <p>This criterion encourages applicants to identify opportunities for curricular connections and how the curriculum can be explored through the project.</p>	<p style="text-align: center;">Project Scope (20%)</p> <p>This criterion encourages applicants to contextualize their project and demonstrate project feasibility through a clear application and budget</p>
<p>Assessors may consider the following points:</p> <ul style="list-style-type: none"> ● Identified curricular opportunities and learning outcomes ● Rationale for how chosen curricular topics connect to the overall themes and/or big ideas in the classroom ● Relevance and depth of learning expanded through the project's artistic processes or outcomes 	<p>Assessors may consider the following points:</p> <ul style="list-style-type: none"> ● Clear articulation, timeframe, contextualization and focus of the project ● Sensible costs reflected in the budget ● Clearly defined roles, expectations, and evidence of fair compensation for artists, Elders, and Knowledge Keepers ● Evidence of contributions and support by the student's extended community (e.g. PAC, community organizations, school district, etc.)



*We understand that “hands-on” looks differently when considering alternative plans that address general health and safety protocols. Hands-on refers to time that artists spend with young people, whether that is over video, in person but far apart, or other opportunities for mentorship between the artists and students.

Considering Cultural Context

Equity and Diversity, Cultural Safety, and Anti-Oppression are some of ASIS’ [guiding principles](#). The commitments outlined in our [anti-oppression guidelines](#) support this work. ArtStarts also conducts its own operations and funding activities in accordance to legislation such as [the BC Human Rights Code](#), [Accessible Canada Act](#), and the [United Nations Declaration of the Rights of Indigenous Peoples](#), as well as [Calls to Action of the Truth and Reconciliation Commission](#).

ArtStarts acknowledges the cultural, geographic and regional diversity of the province, and recognizes the distinct and varied contexts of Indigenous, cultural and regional communities. ArtStarts also recognizes that all artistic practice exists within diverse and specific cultural contexts.

All applicants are encouraged to consider a variety of factors around cultural appropriation, representation, and equitable and ethical collaboration processes, and to clearly position their work within its cultural context within their application.

We take cultural safety and appropriation seriously and are updating our decision-making processes to ensure that students are thoughtfully engaging with traditional knowledge and stories in context. The [revised BC curriculum](#) offers an approach that we support:

“It is particularly helpful to co-operate and engage with experts from the community when learning about culture-specific contexts to avoid offense or misrepresentation or appropriation of culture. Cultural appropriation includes use of cultural motifs, themes, “voices,” images, knowledge, stories, songs, drama, and so on without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture they are drawn.”

When completing your application, we encourage critical self-reflection, relationship and solidarity building, and want to support growth and continued learning.

If you are planning to work with Aboriginal Education Support Workers for your project – be sure you get in touch with them before applying to understand their availability, expertise, and Indigeneity (don’t assume they are from a local nation). They should be as much a part of the application and planning process as other collaborators, but be mindful of the demands you make on their time and expertise.