

2021 Bradley Arts Mini-Grants Workshop

By the Ed Fund

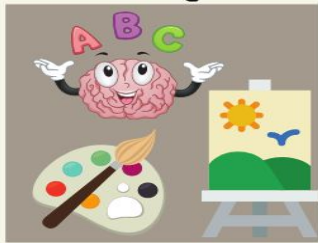




WEST CONTRA COSTA PUBLIC EDUCATION FUND

APPLY FOR A GRANT!

ARTS GRANTS: \$500-\$1,000



APPLICATION DEADLINE: SEPTEMBER 30, 2021

To apply please visit: edfundwest.org/what-we-do/classroom-grants.

All funding supports schools in the West Contra Costa Unified School District.

2021 Bradley Arts
Mini-Grants Deadline
[September 30, 2021, 5PM](#)

Welcome to the 2021-2022 school year WCCUSD Community!

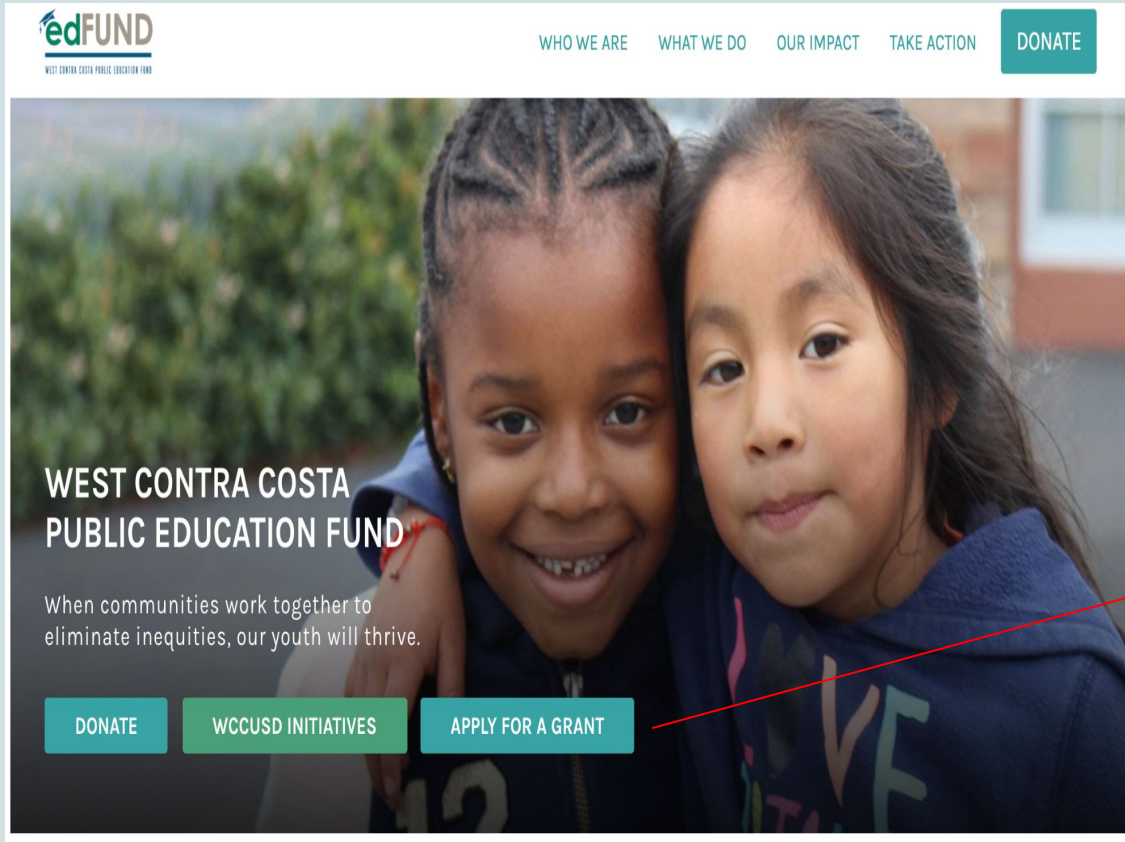
The aim of this year's Bradley Arts Mini-Grants is to support students with their social, emotional and academic needs as they return to the classroom. The Ed Fund will be rewarding grants that support all students and will be providing impact points for projects that have an explicit focus on the needs of African American/Black students or that incorporate the art of African American/Black artists as we move to disrupt the historical inequities within our public education system.

We look forward to your application and reading your plans to build relationships and foster successful growth and learning moving forward.



Where to find the grant application:

www.edfundwest.org



Where to find the grant application (cont'd):

www.edfundwest.org/what-we-do/classroom-grants

CLICK
HERE



WHO WE ARE

WHAT WE DO

OUR IMPACT

TAKE ACTION

DONATE

FUND DEVELOPMENT

FISCAL SPONSORSHIP

CLASSROOM GRANTS

SCHOLARSHIPS

TEACHING EXCELLENCE AWARDS

CLASSROOM GRANTS

Supporting teachers Since 1983

Since 1983, the Ed Fund has awarded grants to support West Contra Costa County public schools. With our origins in grantmaking, we have recently been honored with the Outstanding Foundation Award by the Association of Philanthropy Professionals-Golden Gate Chapter. We are proud of our record of grantmaking, demonstrating our civic and charitable responsibility.



MEETING CRISIS WITH CREATIVITY

Welcome to the 2021-2022 school year WCCUSD Community!

The Ed Fund is so excited to announce this year's opportunity to apply for a Bradley Arts Mini-Grant. The aim of this year's Arts Mini-Grants is to empower and support students, especially African American/Black students, with their social, emotional and academic needs as they return to the classroom. While the Ed Fund will be rewarding grants that support all students, we will be providing impact points for projects that have an explicit focus on the needs of African American/Black students or that incorporate art of African American/Black artists.

We look forward to your application and reading your plans to build relationships and foster successful growth and learning moving forward.

Who: Anyone from the West Contra Costa community (teacher, student, community-based organization) can apply for a grant as long as the project supports a classroom or school within the West Contra Costa Unified School District.

What: Classroom grants of up to \$500 are available to support projects serving individual classrooms. School-wide grants of up to \$1,000 are available to support projects serving 3 or more classrooms (all school-wide grants require the principal's approval). Grants can be used on: art supplies, visiting artists, scripts, materials, instruments, costumes/props, etc.

How: Simply submit an online 2021 Bradley Arts Mini-Grant Application through our website's "Apply Now" button/link.

When: Application opens September 6, 2021 and closes September 30, 2021 at 5PM.

Questions?: Please contact Sarah Camacho at sarah@edfundwest.org or Robert Bunce at robert@edfundwest.org.

Apply For A 2021 Arts Grant!

CLICK
HERE

Classroom and School-Wide Grants

Classroom Grants

- Up to \$500 to support a project in one classroom

School-Wide Grants

- Up to \$1,000 to support a project impacting 3 or more classrooms
- Require the Principal's approval



Grants can be used on: art supplies, visiting artists, scripts, materials, instruments, costumes/props, etc.



Who is Eligible?

- All teachers and principals in WCCUSD
- Parents
- Students
- Community Members
- Community-Based Organizations
- Employees working with teachers or principals
- Principals or teams of at least 3 can apply for School-Wide Grants



All funding supports schools in the West Contra Costa Unified School District.



Important Notes



- You cannot save work on the grant application form.
- If you close the application tab without submitting it, your answers will not be saved.
- Once you have submitted your application, you will not be able to edit your responses.
- We highly recommend you prepare responses ahead of time so that you may complete the application more quickly.

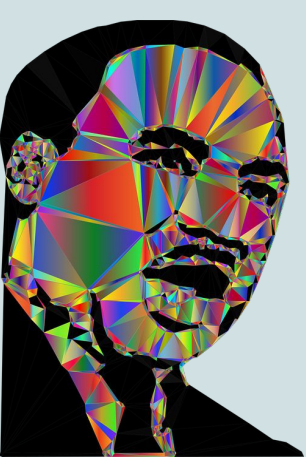
Intro to Grant Writing 101

(examples are not specific to the Ed Fund's 2021 Bradley Arts Mini-Grants)

Sample Project Areas

Impacts student outcomes academically, socially, or emotionally in one of the following areas:

- The Arts
- Special note: Projects that focus on African American/Black students through African American/Black Art and/or culture



Successful Grant Characteristics

- Increases student engagement in curriculum, especially as they return to the classroom
- Showcases best practices in teaching and learning
- Innovative and exciting



Unsuccessful Grant Characteristics

- Asking for:
 - Technology (LCD, ELMO)
 - Reference Books
 - Resource Needs

The Ed Fund is looking for projects! So if you want these items, they need to be woven into exciting project ideas and tied to your curriculum.

Applicant Information

- Most of the questions are self-explanatory, like your name, home address, contact information, etc.

Applicant Information

Name *

First

Last

Address *

Address Line 1


Address Line 2

State

City

Zip Code

Phone *

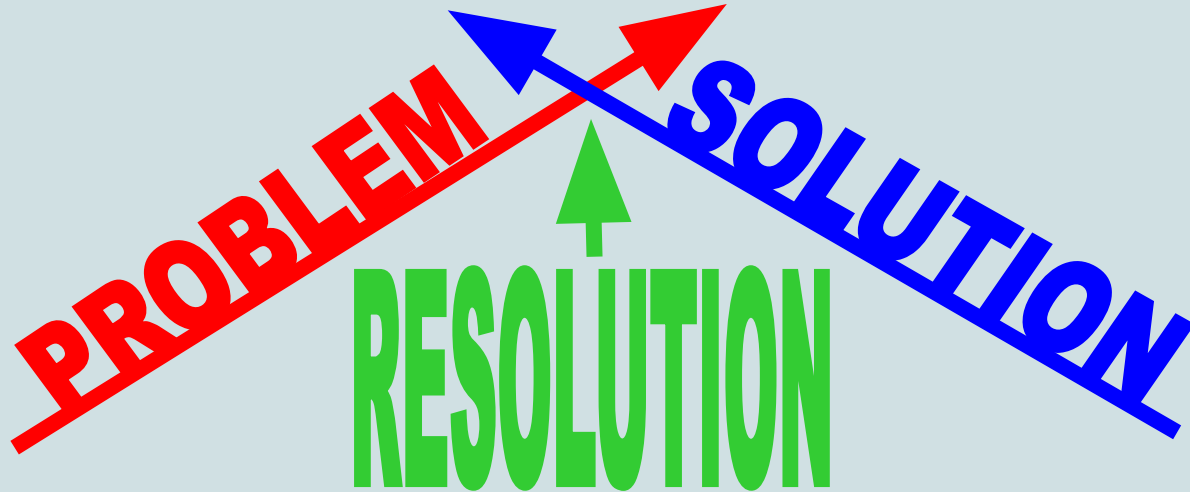
 (201) 555-0123

Email *

Applicant Type *

First Step to Writing a Grant

- Clearly Identify your Problem
- Clearly Identify your Solution
- They must intersect in your project to create a Resolution!



Problem or Issue Statement

- Specifically describe your problem(s) and/or issue(s) and how your project will attempt to address them and provide a solution.
- **Weak:** States a general status quo and does not address a specific solution.
- **Strong:** Specific, observable problem; Exciting, distinct solution.

State Your Problem - Weak

- **No Clear Resolution to Problem:**

Example: *Raising literacy is a goal at this school. Providing books for students to read on a subject they are already interested in and reading to them will increase their literacy skills. (Problem and solution do not clearly intersect.)*

- **Too General:**

Example: *My students come from an economically disadvantaged area. As a result, they rarely have access to the funding and materials most students take for granted at other schools.*

State Your Problem - Strong

- **Specific, Clear Problem:**

Example: *Excessive verbal abuse & harassment among students at ABC School has led to a negative school environment, and created enormous fear among students and some faculty and staff. Each school year for the past 3 years, there have been almost 400 cases reported cases to the Principal. Of these, 90% result in detentions and 15% result in suspensions because of repeated offenses or the severity of a given offense. More than 80% of the students involved are “repeat offenders” at least 3 months in a row.*

What's Your Solution - Weak

- Too General:

Example: *This project will provide the necessary resources to give my students the academic opportunities they need to interact with the curriculum through a garden project*

- Inadequate Solution/Resolution:

Example: *The students will have art books available to them if the grant is funded. Books and art books will open up a world that they did not know existed. It will be enriching, stimulating and peak their curiosity. 94% of the population at the school is entitled to free lunches. 94% is various minorities. The vast majority of students have never been to an art museum with their family. (Exposure does not equal a solution.)*

What's Your Solution - Strong

- **Comprehensive, Sustainable and Exciting:**

Example: *This school-wide grant provides funding to a multi-tiered, school-community partnership between the police department, counselors, the English department, parents, and school staff to support education, programming, and curriculum designed to reduce the rate of incidences, thereby increasing academic performance, and transforming the school climate.*

Detailed Description of the Project

- Describe your project idea.
- Be sure to include examples of envisioned student activities.
- **Weak:** Does not create an inspiring image to grantors.
- **Strong:** Draws a vivid picture to grantor of what will happen in the project.

Detailed Description - Weak

No Clear Curriculum Focus or Project:

- **Example:** We want to build a stage to use for our drama class. During drama class, students will use the stage to rehearse scenes.

Detailed Description - Strong

Vivid, Clear Description with Focused Outcomes (Examples):

- *Bring in guest speakers from ABC Organization to speak to the entire student body.*
- *Have all English teachers create literacy units that focus on “what words can do and how emotions are expressed in writing.” Include regular writing activities that include poetry, short stories, plays, etc. focused on the theme. Goal: increase literacy, writing skills and reduce verbal abuse.*
- *Create an advisory committee.*
- *Publish the students’ writings in a magazine “Healing the Hurt from Words.” Distribute this magazine to all students, faculty, and throughout the school district.*

Detailed Description – Strong (Examples cont'd.)

- *Display students' written works in the main hall of the school and publish selected works in the local newspaper.*
- *Reward the entire school at the end of the year if goals are reached (i.e., school-wide picnic, dance).*
- *Have students, parents, faculty, staff and principal complete an end-of-the-year evaluation and meet to discuss and determine the success of the program.*

Provide Project Objectives

- Specifically state what students will learn and be able to do as a result of this grant.
- **Weak:** Does not demonstrate a meaningful impact on student outcomes.
- **Strong:** States specific, measurable or observable, educational/social student outcomes.

Project Objectives - Weak

Not Clear or Measurable:

- **Example:** Students will learn about science, nutrition, and be able to do basic gardening

Consider: *What will students learn about science and nutrition? Are these objectives measurable?*

Project Objectives - Strong

Clear, Measurable Objectives (Examples):

- To reduce by 35% across the board the number of verbal abuse and harassment incidents that lead to detentions and suspensions.
- To reduce our detention and suspension rate by at least 50%.
- To increase cultural awareness among students and adults.

Schedule of Events

- Include a timeline of activities to show that the project is well planned.
- **Weak:** Does not show clear planning or connection to classroom curriculum calendar.
- **Strong:** Clear planning has taken place as to sequencing of events and curriculum.

<i>January</i>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Schedule of Events - Weak

Does not demonstrate in depth planning and connections to curriculum:

- **Example:** *In the first semester, we will start painting canvases. In the second semester, we will have a guest speaker present on the history of abstract painting.*
- **Example:** *Students will start gardening in October. Crops will be ready by December.*

Schedule of Events - Strong

Shows In-Depth Planning and Specific Timeline (Examples):

- Conduct multiple workshops for students that will educate the entire student body about the history of graffiti. Dec. 2nd
- Special one-on-one and very small group check-ins with students. Every 2nd Tues. 2nd Semester
- Bring in guest speakers from ABC Organization to speak to the entire student body- Dec. 1st.
- Include regular art activities that include drawing, painting, etc. Goal: to demonstrate what arts can do and how emotions are expressed through arts.- Dec. 20th

Schedule of Events – Strong

(Examples cont'd.)

- Create an advisory committee Nov. 30th
- Publish the students' writings in a magazine "Healing the Hurt from Words." Distribute this magazine to all students, faculty, and throughout the school district. April 15th
- Display students' art works in the main hall of the school and publish selected works in the local newspaper. May 1st
- Reward the entire school at the end of the year if goals are reached. (e.g., school-wide picnic, dance)
- Have students, parents, faculty, staff and principal complete an end-of-the- year evaluation and meet to discuss and determine the success of the program

Project Evaluation

- How will you determine if your objectives have been met?
- Include at least one quantitative method.
- **Weak:** General statements and difficult to assess if objectives have been met.
- **Strong:** Multiple observable assessments and quantifiable (countable) measures.

Project Evaluation - Weak

No definable measure of objectives:

- **Example:** *Students will have a new understanding of science and nutrition as well as score better on their tests.*

Consider: What is the new understanding specifically? How will you measure it and quantify it?

Project Evaluation - Strong

Shows Multiple Measures & Quantifiable Results (Examples):

- Calculate number of verbal abuse and harassment incidences to determine if they have increased, decreased, remained the same. If they have decreased, how close to the 35% decrease they are. If they have increased, evaluate each method.
- Analyze results from evaluation forms and group meetings.
- Analyze students writing and literacy skills to determine improvements as a result of the English units.

Budget Outline

Please provide specific information on the materials to be purchased with the grant funds.

- **Weak:** Does not demonstrate good planning or wise use of funds.
- **Strong:** The budget shows strategic use of funds.



Budget - Weak

Does Not Demonstrate Clear Planning or Research For Project:

- **Example:** *Paint, paint brushes, and canvases from Michaels.*

Budget - Strong

- **Shows Specific Plan for Use of Funds:**

Example: *The \$1000 dollars from The Ed Fund will be spent on hiring a professional counselor who specializes in bullying and teen issues. The counselor would be responsible for conducting small group workshops with the student body and intervention groups with offenders. We contacted several agencies and meet with numerous candidates who could address ABC School's needs, timeline, and budget. Two counselors emerged as outstanding candidates for the position. Either candidate is available and agreeable to the project pending funding.*

Creating a Project

Problem Statement:

The Goal:

Outcomes:

Rationale:

Assumptions:

Resources:

Activities:

Outputs:



Creating A Project

Problem Statement: A Description of the problem that the project seeks to solve.

The Goal: The intended impact on student outcomes academically, socially, or emotionally.



Rationale:

- Why will project activities produce intended results.

Examples:

- Access to learning opportunities.

Assumptions:

- What factors are necessary for project success that are already in place.

Examples:

- Curriculum
- Volunteers



Resources:

- Required people, time, materials, funds to be dedicated to or used by the project.

Examples:

- Volunteers to supervise project
- Timeline for project
- Resources needed
- Projected budget



Activities:

- The learning opportunities the project provides to achieve the desired student outcomes.

Examples:

- Create a garden
- Classroom library
- Running Club
- Math Nights
- Conference



Outputs:

- The tangible direct student outcomes of project activities.

Examples:

- Read a compass
- Plant a garden
- Run a mile
- Attended conference
- Read a book
- Greater participation



Outcomes:

- The student outcomes expected to result from the project – changes within your classroom, school, or district.

Examples:

- Increase in test scores
- Lower acts of violence
- Healthy snacks
- Increased reading comprehension.

Project Planning

Grant purpose:				
Problem or Need	Objectives	Methods/Timeline	Evaluation	Funding Sources

Project Planning

Grant purpose: To create a more positive student environment by reducing the incidences of student harassment at ABC school.

Problem or Need	Objectives	Methods	Evaluation	Funding Sources
<ul style="list-style-type: none"> •A description of the problem that the project seeks to solve. <p><u>Examples:</u></p> <ul style="list-style-type: none"> •Excessive verbal abuse and harassment among students at ABC school. •Over the last 3 years, over 400 cases have been reported to the administration. •80% have resulted in detentions and 12% result in suspensions based on repeat offenses and severity of offenses. •Problem leads to negative school environment, and enormous fear among students and some faculty and staff. 	<ul style="list-style-type: none"> •The specific, measurable student outcomes that the project will address. <p><u>Examples:</u></p> <ul style="list-style-type: none"> •To reduce harassment incidents that lead to detentions and suspensions by 35%. •To reduce by 60% repeat offenders. •To increase knowledge among students and adults the damage words can create. 	<ul style="list-style-type: none"> •The learning opportunities the project provides to achieve the desired student outcomes. <p><u>Examples:</u></p> <ul style="list-style-type: none"> •Bring in guest speakers (therapists, police) to speak to the entire student body and the offenders. •Create advisory committee •Provide incentives (e.g. movie passes, small gifts) •Create a literacy project in English classes around expressing emotions. •Publish student writings in literary magazine. 	<ul style="list-style-type: none"> •How will you know that you have achieved your objectives? •Include at least one quantifiable measure. <p><u>Examples:</u></p> <ul style="list-style-type: none"> •Calculate the number of "repeat offenders" to determine if the 60% goal has been reached. •Analyze students writing to determine project effectiveness. •Calculate number of harassment complaints to determine if they have decreased by 35%. 	<ul style="list-style-type: none"> •What sources of funding have you secured or sought for your project? <p><u>Examples:</u></p> <ul style="list-style-type: none"> •Ed. Fund grant for \$1000 •PTA; \$500 confirmed •\$500 principal grant pending.

Questions?

Contact Sarah Camacho at Sarah@edfundwest.org
or Robert Bunce at Robert@edfundwest.org

