2022 Bradley Arts Mini-Grants Workshop

By the Ed Fund
2022 Bradley Arts Mini-Grants

Deadline: September 30, 2022

$250 Back-to-School and $500-$1,000 Arts Grants

Application opens August 29, 2022

edfundwest.org/what-we-do/classroom-grants
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
Since 1983, the Ed Fund has awarded grants to support West Contra Costa County public schools. We are proud to continue being a source of funding for the teachers in our district. During the prior school year, we awarded nearly $26,000 in Bradley Arts Grants to 40 projects across the district and $18,000 in grants for Black History Month Arts programming.

The Ed Fund is thrilled to announce that our application for the 2022-2023 school year is now open! Read below for more information about our two grant opportunities and apply today.
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/guest speakers, scripts, materials, instruments, costumes/props, etc., but not for the coordination of the project or teacher salaries/stipends.
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. At this time, we are not accepting applications from charter schools.
Important

- 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 2022 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 and supports project-based learning, skill development, and engaging learning experiences
- Showcases best practices in teaching and learning
- Innovative and exciting
- Have an explicit focus on the needs of African American/Black students or that incorporate art of African American/Black artists
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.
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.
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.
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:

Rationale:

Assumptions:

Resources:

Activities:

Outputs:

Outcomes:
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

<table>
<thead>
<tr>
<th>Problem or Need</th>
<th>Objectives</th>
<th>Methods/Timeline</th>
<th>Evaluation</th>
<th>Funding Sources</th>
</tr>
</thead>
</table>

Grant purpose:
Project Planning

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

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<tbody>
<tr>
<td>• A description of the problem that the project seeks to solve.</td>
<td>• The specific, measurable student outcomes that the project will address.</td>
<td>• The learning opportunities the project provides to achieve the desired student outcomes.</td>
<td>• How will you know that you have achieved your objectives?</td>
<td>• What sources of funding have you secured or sought for your project?</td>
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<tr>
<td>Examples:</td>
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<td>• Excessive verbal abuse and harassment among students at ABC school.</td>
<td>• To reduce harassment incidents that lead to detentions and suspensions by 35%.</td>
<td>• Bring in guest speakers (therapists, police) to speak to the entire student body and the offenders.</td>
<td>• Calculate the number of “repeat offenders” to determine if the 60% goal has been reached.</td>
<td>• Ed. Fund grant for $1000</td>
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<td>• Over the last 3 years, over 400 cases have been reported to the administration.</td>
<td>• To reduce by 60% repeat offenders.</td>
<td>• Create advisory committee</td>
<td>• Analyze students writing to determine project effectiveness.</td>
<td>• PTA; $500 confirmed</td>
</tr>
<tr>
<td>• 80% have resulted in detentions and 12% result in suspensions based on repeat offenses and severity of offenses.</td>
<td>• To increase knowledge among students and adults the damage words can create.</td>
<td>• Provide incentives (e.g. movie passes, small gifts)</td>
<td>• Calculate number of harassment complaints to determine if they have decreased by 35%.</td>
<td>• $500 principal grant pending.</td>
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<td>• Problem leads to negative school environment, and enormous fear among students and some faculty and staff.</td>
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<td>• Create a literacy project in English classes around expressing emotions.</td>
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Questions?

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