

2024-25 Black History Month and Bradley Arts Mini-Grants Workshop

By the Ed Fund



BLACK HISTORY MONTH GRANTS



Classroom grants: up to \$500



School-Wide grants: up to \$1,000



Community Events: up to \$1,500

Application opens November 18, 2024 and
closes December 22, 2024

Apply online at bit.ly/BHMGrant



2024-25 Black History Month Grant Application

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bit.ly/BHMGrant



**Scan the QR
code to be taken
directly to the
application!**

Classroom, School-Wide, and Community Event 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

Community Event Grants

- Up to \$1,500 to support a community event that supports an entire school/ multiple schools

School-wide and Community Event grants require the Principal's signature for approval

Please Note:

Grants can be used for art supplies, visiting artists or guest speakers, scripts, materials, instruments, costumes, props, and more. However, **they cannot be used for project coordination, teacher salaries or stipends, professional development, field trip/ transportation costs, food, technology, or scholarships/gift cards. ALL materials must be used in conjunction with a project/event that results in a tangible final product.**

Grant funds may be considered taxable income. Please consult your tax professional for additional information. If awarded, you must submit a W-9 form on behalf of yourself or your organization.

Projects/events that focus on the needs of Black/ African American students or that incorporate Black/African American culture and Arts will be awarded additional impact points.





Important



- If you close the application tab without submitting your application, your answers will not be turned into us.
- 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. For example: writing out your responses on a Word document then proceeding to copy & paste it onto the application itself.
- Upon submission, you can request a copy of your application. This will be emailed to you via Jotform.

Who is Eligible?

- Principals/ VPs/ Other Admin
- Teachers
- 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/Community Event Grants



All funding supports schools in the West Contra Costa Unified School District (WCCUSD). At this time, we are not accepting applications from charter schools.

Intro to Grant Writing 101

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

Project Planning

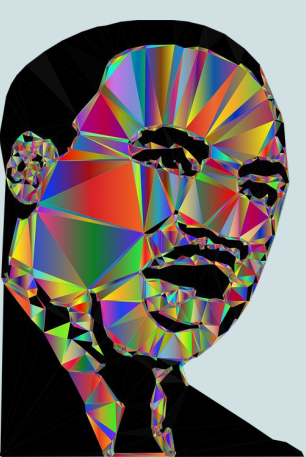
Grant purpose: To create a more positive student environment by reducing the incidences of student harassment at ABC school.

| 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. |

Sample Project Areas

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

- The Arts (Ceramics, Music, Painting, Theatre/Film, Literature, Performing, Storytelling, Poetry, etc.)
- 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

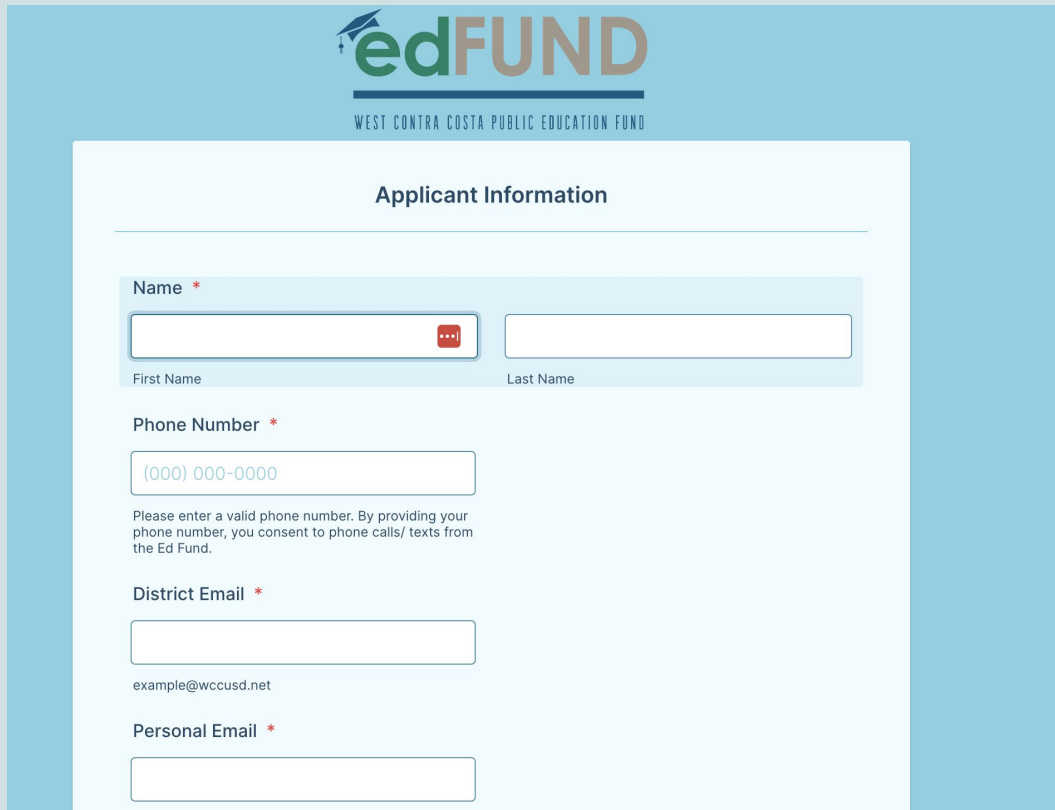
- Asking for:
 - Technology (speakers, iPads, Cameras, Tablets, projectors, etc.)
 - Transportation/field trip costs
 - Scholarships/ gift cards
 - Food
 - Resource Books
 - Resource Needs

The Ed Fund prioritizes creative, project-based applications! If you need these items, be sure to incorporate them into an engaging, curriculum-connected project idea that highlights how they will enhance student learning.

Applicant Information

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

Make sure you input your correct WCCUSD email address. All communication pertaining to your grant will be done via email



The screenshot shows the 'edFUND' logo at the top, with 'WEST CONTRA COSTA PUBLIC EDUCATION FUND' underneath. Below the logo is a white box titled 'Applicant Information'. Inside this box, there are four input fields: 'Name' (split into 'First Name' and 'Last Name'), 'Phone Number', 'District Email', and 'Personal Email'. Each field has a red asterisk indicating it is required. The 'Phone Number' field includes a placeholder '(000) 000-0000' and a note below it: 'Please enter a valid phone number. By providing your phone number, you consent to phone calls/ texts from the Ed Fund.' The 'District Email' field has a placeholder 'example@wccusd.net'.

edFUND
WEST CONTRA COSTA PUBLIC EDUCATION FUND

Applicant Information

Name *

First Name Last Name

Phone Number *

Please enter a valid phone number. By providing your phone number, you consent to phone calls/ texts from the Ed Fund.

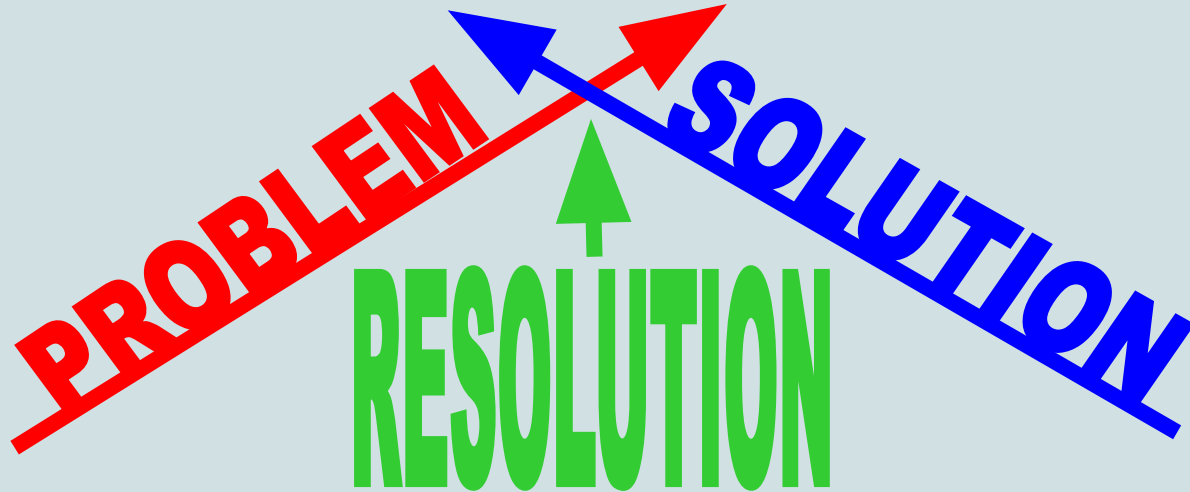
District Email *

example@wccusd.net

Personal Email *

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 - Strong

- Specific, Clear Problem:

Example:

In recent years, our community has witnessed a concerning rise in mental health issues among adolescents. According to local data, factors such as academic pressure, social isolation, economic disparities, and exposure to trauma have led to a sharp increase in depression, anxiety, and suicidal ideation among our young population.

These alarming trends have caught our attention and call for immediate intervention. To address this crisis, we have developed a comprehensive arts-based program that leverages the therapeutic benefits of creative expression to improve the mental well-being of at-risk youth at XX Middle School.

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.*

What's Your Solution - Strong

- Comprehensive, Sustainable and Exciting:

Example:

We will offer a wide range of arts programs, including visual arts, performing arts, and creative workshops, to engage diverse community members, students and parents. Our programs will cater to different age groups, backgrounds, and interests, ensuring inclusivity and accessibility. We are committed to the long-term success of our initiative. We will establish partnerships with local schools, community centers, and cultural organizations to create a sustainable framework for ongoing arts programming. Additionally, we will train local artists and educators to continue delivering our programs beyond the grant period.

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.)*

Detailed Description of the Project

- Describe your project idea.
- Be sure to include examples of envisioned student activities.
- **Weak:** Does not clearly describe the activities of a project and how they will help solve the problem.
- **Strong:** Draws a vivid picture to grantor of what will happen in the project and how objectives will be met

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.*
- *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):

- We will provide art classes and workshops to 5 underserved elementary schools, particularly targeting Richmond schools, ensuring that 80% of participants complete the final project successfully.
- Students will be able to develop their gross motor skills and build their growth mindset. Clay throwing is a good starting point for kids and even grownups, who could be frustrated about making mistakes. Students get to practice resilience over the process. Students will be exposed to and learn to evaluate a diverse range of learning materials: image, sculptures, installation art and more.
- Students will learn about California native plants as well as the need for more drought tolerant landscaping, building comradery and supporting each other. We will also have art submissions for the WCCUSD art show in the Spring.

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
- By the end of the month, students will be able to showcase their poetry and art in our school hallway when we host our annual Black Excellence bulletin board gallery walk(s). The first week we will learn about music and then poetry the following week. The remaining week, students will create poems and illustrations highlighting what they have learned.
- Bring in guest speakers from ABC Organization to speak to the entire student body about the History of Hip Hop- Dec. 1st.

Schedule of Events – Strong (Examples cont'd.)

- 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
- 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 painting techniques used in the 1700s.*

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

Project Evaluation - Strong

Shows Multiple Measures & Quantifiable Results

(Examples):

- Objectives will be measured by assessing whether the students have met their annual occupational therapy and classroom academic goals on their IEPs.
- We will be able to determine if Objective #3 is met by documenting whether (and how many) students from these four schools come to XXX Center later in the year to take classes or attend a performance or event. We will ask the four district music teachers to debrief with their students about the experience in order to measure Objectives #1 and #2.

Project Evaluation - Strong (cont)

- We will know students are communicating and cooperating when they synthesize their different ideas into one cohesive mural design. We will see them working on communication skills as they problem-solve together over the course of planning the different project steps and as they encounter obstacles that they will navigate together. We will know our students have expressed their creativity when we have a completed mural.
- Objectives will have been met if students are all supplied with materials needed to successfully play their instruments, if concerts are performed as scheduled, and if proposed repertoire is played successfully.

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.*
- *Fabric, glue guns, and tape for costumes from Amazon about \$300.*

Budget - Strong

- Shows Specific Plan for Use of Funds:

Example: *The \$1,000 from The Ed Fund will be spent on hiring a Black Poet who specializes in using her voice as an art to disrupt inequities in our communities.*

- *The budget will be used on purchasing the Cricut Maker 3 for students to manifest their designs as designers and the rest of the budget will be used to purchase design surfaces targeted towards student needs such as t-shirts, fabrics, and sewing materials..The Cricut Maker 3 bundle is \$399.99 on Amazon (not including tax) and the rest of the money (perhaps only \$50 left) on shirts, fabrics, beads, yarns, tote bags, sewing materials, etc.*

How does your project/event focus on the needs of Black/African-American students or incorporate Black/ AA culture and Arts? - Weak

- It will support them in growing knowledge in cultural heritage and sharing with other cultures their experience and family stories.
- The African American students in my class would be supported through the creation on many of the projects we would complete in the classroom. Vision boards would allow students to identify goals for their future and the novel covers would allow students to show their interpretations of what was important in the novel.

How does your project/event focus on the needs of Black/African-American students or incorporate Black/ AA culture and Arts? - Strong

- Our current list of nominees is overwhelmingly for Black students. Our black students are about 20% of our school demographic and truly misunderstood in many ways. This is a group that does not require an IEP or special education evaluation to qualify you. Students will not be labeled or in the group as a consequence; they will be named as leaders selected to participate in fun activities that give one-on-one support without being patronizing. Our district has unfortunately shown 2-3 years of disproportionality overrepresentation of black students for OHI and ED (other health impairment and emotionally disturbed); indicating a inequality not only in the numbers but conceptualization of what is a problem.
- The project will deeply support the needs of historically underserved Black students. The equity gap is wide and they do not have quality resources to achieve their dreams and passions. This project will provide them access to quality machines such as the Cricut Maker 3 machine, and quality materials for those who may not have at home to make their designs come true. Students will be encouraged to develop their values and identities as unique individuals. This project also builds their confidence and fulfills their social emotional needs.

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 |
| | | | | |

Questions?

Contact Sarah Camacho, Manager of Community Partnerships, at Sarah@edfundwest.org

