HOW TO BUILD AN EFFECTIVE PROPOSAL

Writing Grants for Alabama Arts Education Initiative (AAEI) Grant

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Alabama State Department of Education
Agenda

- Welcome and Introductions
- History
- Review Goals
- Grant Document and Process
- Questions and Answers from the Chat
- Partners and Resources
Brief History of the AAEI Grant

- Twenty years plus (Black Belt Initiative)
- Organizations advocating and providing leadership in Arts Education: ALAA, AIEA, ASCA, ALC
- ALC Plan for Arts Education: Organizations, Individuals and Legislators
- Funding over time
- Access to Arts in Alabama 70%
ALABAMA ART EDUCATION INITIATIVE
GRANT “GOALS”

- Provide and increase access and equity to quality arts education to facilitate artistic literacy.
- Assist schools in initiating arts programing or supplementing existing arts programs to create capacity for sustainability and long-term educational impact.
- Advance arts education opportunities to enhance college- and career-readiness.
- Use arts programs as a catalyst to create and maintain an engaged school and community.
Arts Literacy

Arts literacy consists of the knowledge, understanding, and skills required to participate authentically in the arts and results from high-quality arts education that inspires and engages lifelong learning for all Alabama students.
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- WHAT is your problem?
- HOW do you plan to solve it?
- WHO will be part of the work?
- HOW much will it cost?
- HOW will you evaluate your proposal?
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

WHAT is your problem?

What are you trying to do with the grant?

Why does the school/organization need the funds?

Might there be another way to solve the problem?

What are some expected outcomes if successful?
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- HOW do you plan to solve it?
  - What are your expected outcomes?
  - What are the resources you will use?
  - What are some of the planned strategies?
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

WHO will be part of the work?

Teachers, Leadership, Central Office, Businesses, Parents, Community Organizations?

New Equipment?

Other Resources?
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- HOW much will it cost?
  - Artist, Technical Advisor or School Wide Training
  - Equipment
  - Supplies (expendable materials)
  - Professional Development
  - Consider In-Kind as part of the budget.
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- HOW will you evaluate your proposal?
  - Focus on the original goal/goals.
  - How will you measure your outcomes?
  - Survey: School Climate, Growth of a program, or Student Engagement
  - Data: Attendance, Discipline, Pre and Post Assessments
- What evidence will you have?
- Proof of Sustainability
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- WHAT is your problem and intended outcomes?
- HOW do you plan to solve it? What strategies and resources will be used?
- WHO will be part of the work? Resources
- HOW much will it cost? Personnel, Materials, Equipment and In-Kind.
- HOW will you evaluate your proposal? Instrument/Sustainability
FIVE COMPONENTS TO A WELL-DEVELOPED PROPOSAL

- Questions from the Chat
- Sample
A Bicentennial Celebration Through the Arts
Cotaco Junior High School, Morgan County

- Cotaco Junior High School, Morgan County
- Escambia County High School
- Stanhope Elmore
- Hamilton Elementary, Marion County
- Application School, Blount County
- York West End Middle School, Sumter County
### General Information

- **School System:**
- **Superintendent:**
- **Superintendent Telephone:**
- **Superintendent Email:**
- **CSFO (Secondary Contact):**
- **CSFO Telephone:**
- **Fax:**
- **CSFO Email:**
- **System Website Address:**

Please identify the person who will serve as School Arts Coordinator. This person must be in the school and will serve as the primary AAEI grant contact person.

- **School Arts Coordinator (Primary Contact):**
- **Telephone:**
- **Fax:**
- **Email:**
- **School:**
- **Principal:**
- **Principal Telephone:**
- **Principals Email:**
- **School Address:**
- **City:**
- **Zip:**
- **School Web Site Address:**

Number of Students: ______ Number of Staff: ______ Number of Administrators: ______

#### Regional Grant Reader Nominees:

1. **Name:**
   - **Email:**
2. **Name:**
   - **Email:**
AAEI Grant Application for Schools/LEA’s

- General Information
- Previous Grants
- Legislative District

List state grants, programs, or initiatives in which your school is currently an active participant.

State School Board Member: ___________________________ District: ____________

Alabama Legislature Representatives [https://archives.alabama.gov/legislat/legislat.html]

AL House Representative: ___________________________ AL Senate Representative: ___________________________

U. S. Congressional District: ___________________________ U. S. Senator: ___________________________

AAEI Grant Region (North, Central, or South located on page 2): ___________________________
AAEI Grant Application for Schools/LEA’s

- Type of Application A or B
- Project Title
- Project Abstract/Summary
- Proposed Project Description
AAEI Grant Application for Schools/LEA’s

- **Goals**
- **Professional Development**
  - ALAA (SAIL)
  - AIEA (Summer Institute)
- **Grant Specific**
AAEI Grant Application for Schools/LEA’s

- Impact
  - Individuals Served
  - Current Opportunities
  - Partners
  - Professionals
AAEI Grant Application

- Services
- Equipment Inventory
- Expendable Materials
- Professional Development
- In-Kind
## Income

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Notes</th>
<th>Income</th>
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<tbody>
<tr>
<td>AAEI Grant Request</td>
<td>Total Request from the ALSDE</td>
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<tr>
<td>Total of In-Kind</td>
<td>Total of In-Kind</td>
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<tr>
<td><strong>TOTAL INCOME</strong></td>
<td><strong>TOTAL Project Cost</strong></td>
<td><strong>TOTAL</strong></td>
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AAEI Grant Application for Schools/LEA’s

- Highlighted Areas Must Match
  - Total Expenses
  - Total Income
- In-Kind or other matching funds will make the total project in both expenses and income more that the allowable amount of the grant
## AAEI Grant Application

### Commitment Statement

**Alabama Arts Education Initiative (AAEI) Application**

**SCHOOL/STAFF COMMITMENT STATEMENT**

Please have staff (administrators and faculty) members participating sign below.

(Attach a copy of your staff roster. Include additional pages if necessary.)

I understand that my school is applying for an AAEI Grant. As a requirement of this grant, I accept the responsibility for participating in professional development; attending planning sessions; and collaborating with colleagues, parents, and partners as our school works to develop comprehensive arts education programs. These programs will afford our students a more meaningful, hands-on education in and through the arts.

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<thead>
<tr>
<th>Name and Signature</th>
<th>Title</th>
<th>Grade/Subject</th>
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<td>4.</td>
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AAEI Grant Application for Schools/LEA’s

Certification Page

Potential Grant Readers MUST also sign this document

Alabama Arts Education Initiative (AAEI)
Planning and Professional Development Grant Application
Schools and School Systems
CERTIFICATION PAGE

Required Signatures:
I have read the requirements and application of the AAEI grant and agree to support this grant if received.

Signature of Principal: _______________________________ Date: __________
Signature of School Arts Coordinator: ___________________________ Date: __________
Signature of CSFO: _______________________________ Date: __________
Signature of Superintendent: _______________________________ Date: __________

List required names of identified grant applicants who may serve as an AAEI regional preliminary grant review reader. These names will be randomly selected by ALSDE personnel. If either of the below names are selected and cannot serve on the regional grant review committee, then it becomes the responsibility of the named person to find a replacement reader from the team. If a replacement is not identified in the designated time and/or the ALSDE not notified, then this grant application will be disqualified.

Name: ____________________________________________ Signature ____________________________
Name: ____________________________________________ Signature ____________________________
AAEI Grant Application

- Things the AAEI Grant Cannot Purchase
  - Bricks and Mortar
  - Food
AAEI Grant Application

Previous AAEI Winners Restrictions

- Winner from the previous year may apply for half of the total of the original grant the next two years
  - Example: Year 1 $20,000, Year 2 $10,000, Year 3 10,000 then cycle off for two years

- $40,000 over four consecutive years, must cycle off for two years

- Three consecutive years of funding, must cycle off for two years
AAEI Grant Application Community Organizations

- Community Organizations partnering with schools and using the 2017 Alabama Course of Study: Arts Education standards. This application looks a little different.
AAEI Grant Application Community Organizations

- General Information
- Grant Project Contact
- STAARS Vendor Code
AAEI Grant Application Community Organizations

- Outreach
- Previous Programming

### Organization Experience with Education Outreach
List schools for which your organization has previously provided arts learning activities

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<tr>
<th>Name</th>
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### Describe previous programs that you have offered to schools and include how these programs were funded.

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<thead>
<tr>
<th>Program Description</th>
<th>Funded By</th>
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</table>
AAEI Grant Application Community Organizations

- School System Information
- Specific Schools
- School Personnel
AAEI Grant Application Community Organizations

- Project Idea
- Why is it needed?
- Professional Development

**Section III: Project Description Abstract**

**Abstract/Summary:** Please provide a one paragraph description of your proposed project that includes a summary of your activities and what you propose to accomplish with those activities. This statement will be used for quick reference by review panel.

**Section III: Project Description Need**

**Need:** Identify specific gaps in arts education for the schools to be served and briefly explain how this project will address those gaps.

**Section III: Project Description Professional Development (PD)**

**Quality of Professional Development Plan:** Twenty percent of budget expenses must be allocated to professional development. Community organizations are expected to establish a plan to increase the capacity for the organization’s project personnel to teach and collaborate within the public school environment, while providing standards-based instruction as established by the 2017 *Alabama Course of Study: Arts Education*. The PD plan description should include an identification of professional development needs for project personnel, specifically for this project, and how those needs will be addressed with PD activities. This plan must align with budget allocations proposed. (Note: The Alabama Arts Alliance and the Alabama Institute for Education in the Arts provide approved services and training in collaboration strategies appropriate for community organizations. All other PD programs must be pre-approved by the ALSDE and related directly to the proposed application.)
AAEI Grant Application Community Organizations

- Project Personnel
- What are the outcomes?
  - How are measuring?
  - Did it work?
- Budget Page

**Section III: Project Description Personnel**

**Quality of Personnel:** Please list qualifications of proposed project staff/personnel related to education (i.e., degrees, certifications, continuing education experience, workshops in arts integration, experience working in schools, etc.) that support the capacity of your organization to provide high-quality, standards-based arts curriculum in Alabama schools, specifically for this project (include attachment if necessary).

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<tr>
<th>Name:</th>
<th>Qualifications:</th>
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**Section III: Project Description Evaluation**

**Quality of Evaluation:** Organizations are expected to address the needs of partnering schools by identifying gaps and establishing measurable goals. Using the statement of need at the beginning of the Project Description, explain how you will measure progress toward addressing those gaps and how you will provide for ongoing feedback throughout the year to be used to provide for continuous improvement.
AAEI Grant Rubric Indicators

- Provide access and equity to quality arts education to facilitate artistic literacy
- Assist schools in initiating arts programming or supplementing existing arts programs to create capacity for sustainability and long-term educational impact
### AAEI Grant Rubric Indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Application Component</th>
<th>Required Elements</th>
<th>Criteria/Rationale</th>
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| 1   | Provide access and equity to quality arts education to facilitate artistic literacy. | **Below Standard:** The application provides no clear details of how artistic literacy will be achieved. Access and equity to the arts is not defined. Certified arts specialist or trained artist and/or staff are not defined as part of the plan. If no arts specialist is part of the application, there is little to no evidence of planning for professional development for personnel, to adequately be trained to teach artistic literacy. The application has no indication on how artistic literacy will be achieved by utilizing qualified staff.  
**Developing:** The application provides some details of how artistic literacy will be achieved through arts education in addition to providing some access and equity to the school community. Certified arts specialist or trained artist and/or staff may be part of the plan but it not clearly defined. If no arts specialist is part of the application, there is little evidence of planning for professional development, of personnel, to adequately teach artistic literacy. The application is vague on how artistic literacy will be achieved by utilizing qualified or semi-qualified staff. | 1 |
| 2   |                                                                  | **Standard:** The application provides an adequate explanation of how artistic literacy will be achieved through a quality arts education and providing access and equity to the unique population of the school community. Certified arts specialist or trained artist is part of the plan. If no arts specialist is part of the application, there is an adequate demonstration of planning for professional development of personnel to adequately teach artistic literacy. The application describes how artistic literacy will be achieved by utilizing certified arts specialist and or trained artist and/or teachers and staff trained in the arts. | 3 |
| 3   |                                                                  | **Proficient:** The application provides a clear explanation of how artistic literacy will be achieved through a quality arts education while also providing access and equity to the unique population of the school community. Certified arts specialist or trained artist is part of the plan. If no arts specialist is part of the application, there are clear details demonstrating a foundation of planning for professional development of personnel to be trained to confidently teach artistic literacy. It describes with some details how artistic literacy will be achieved by utilizing certified arts specialist and or trained artist and or teachers and staff trained in the arts. | 4 |
| 4   |                                                                  | **Exemplary:** The application provides a clear detailed explanation of how artistic literacy will be achieved through a quality arts education. It explains how robust approach to access and equity to the unique population of the school community through the arts will be achieved. Certified arts specialist or trained professional artist is part of the plan. If no arts specialist is part of the application, there are clear details demonstrating a strong commitment to planning for professional development of personal to be trained so they may confidently teach artistic literacy. It describes in detail how artistic literacy will be achieved by utilizing certified arts specialist and or trained artist and/or teachers and staff trained in the arts. | 5 |
AAEI Grant Rubric Indicators

- Advance arts education opportunities to enhance college- and career-readiness
- Use arts programs as a catalyst to create and maintain an engaged school community
- Budget Alignment
What else should you consider?

- **Completeness:**
  - Have you addressed all parts of the AAEI Grant?

- **Responsiveness:**
  - Are you responding to the specifications
  - Are you responding to the general interest and purpose?
  - Are you responding to a **REAL** need or problem?
What else should you consider?

- **Consistency**
  - All parts should be consistent and related to each other
  - Budget must be clear, reasonable and MATCH your proposal

- **Capability**
  - Can you do what you plan on doing? Can you carry out your plan?
  - Can you show evidence of plans to assure continuance and funding for the future?
What else should you consider?

- Realism
  - Don’t promise more than you can achieve based on time and resources provided!
AAEI Grant Funding Cycle

- October 31, 2020 Application Due
- November Readers Evaluating Grants
- December Rank and Start Paperwork
- Late January Announcement of Grants
- March/April Arts Summit and Grant Orientation
- April 1st Installment July 2nd Installment
- Funds must be expended by April 2022
Completing the application, review each section of the grant

Clear, concise realistic—don’t just repeat the goals—clear explanation of how the goals will be met

Choose READERS who are able and willing to do the work involved—important to the process and to your grant proposal

Leverage community partnerships
AAEI Grant

- Sustainability
- Budget
  - Can someone else read the budget and understand what you are doing?
  - Does the budget balance?
  - Is it realistic?
  - In-kind support
  - Community support
AAEI Grant

- Professional Learning 20 Percent
- Logic Model required if funded
- Participation in the Shared Evaluation
- ArtLook
Why artlook?

artlook® is the only collaboration and data sharing platform that allows communities to work collaboratively and strategically to deliver high-quality educational experiences to every child, in every grade, in every school.
How it Works

Unify State-Wide Education Data

In each partner community, artlook® brings together data from district operations, community agencies, and individual schools into a single platform to track growth across schools and time.
Devil in the Details!!

BEFORE YOU HIT Send

Have someone not related to your project read it. Does it make sense? Can they understand what the problem is and what you want to accomplish? Do they see parts missing? If they can, work on it.

PROOF!!!

Find a strong ELA person, ask them to read for content and grammar!
REALITY OF THREE

- A proposal is read one time with three possible outcomes!
  - THIS IS GOOD!!!
  - THIS HAS POTENTIAL, MAY BE WORTH ANOTHER LOOK?
  - THEY DO NOT KNOW WHAT THEY ARE TALKING ABOUT!!!
    - How can this “actually” happen?
    - Budget make no sense
    - Blah, blah, blah, blah......
Questions and Answers
Other Grant Opportunities

- Alabama State Council on the Arts
- Alabama Touring Artist Program
- Arts in Schools
- Collaborating Artist Program
Partnering Organization
Alabama Arts Alliance

» Alabama Arts Alliance
» Advocacy “Arts Summit”
» Education
  » SAIL
» Initiatives (ALC)
Partnering Organization
Alabama Institute for Education in the Arts

- Summer Institute
- Super Saturdays
- Arts Integration
- Whole Faculty Training
Welcome to the Artistic Literacy Consortium!

The mission of the Artistic Literacy Consortium is to provide fully funded, high quality, arts education that enlightens, inspires, and develops in every Alabama student the creative and innovative thinking necessary to ensure college and career readiness.

The Artistic Literacy Consortium is the first statewide initiative for arts education. The ALC is a partnership between the Alabama Arts Alliance, the Alabama Institute for Education in the Arts, the Alabama State Council on the Arts, and the Alabama State Department of Education. In September 2013, a task force was formed to create a plan to increase measurable impact toward developing artistic literacy for all Alabama students. A plan for arts education was unanimously endorsed by the Alabama State Board of Education. The result was the founding of the Artistic Literacy Consortium.
Resources

- Andy Meadows
  - ALSDE, ameadows@alsde.edu, 334 694-4768

- Donna Russell
  - Alabama Arts Alliance, drussell@alartsalliance.org, 334 269-1435

- Randy Foster
  - Alabama Institute for Education in the Arts, RFoster@asf.net, 334 396-2432

- Diana Green
  - Alabama State Council on the Arts, diana.green@arts.alabama.gov, 334 242-4076