GRANT PLANNER

Your Guide to the Application Process

For guidance on applications that feature Davis products and services, please contact your local Davis Representative or Scott Benson, our National Sales Manager. We are happy to assist you with Davis specific content, implementation details, and budget information.

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Grant Planner: FAQ

What is in the Planner?

The Planner provides resources, tips, and snippets of a sample narrative that an applicant can use in completing a grant application. Therefore, this document should not be viewed as a template, but as a resource to assist an applicant in developing their grant application/proposal. The narrative models best practices in grant writing and includes research rationales for implementing art education instruction.

How do I use the Planner?

Think of the Planner as a model that provides an example of how Davis resources support your art education programs. The example included in the Planner should be customized to reflect your unique needs, target population, and the grant activities laid out in your application to achieve your stated outcomes.

What are the steps in the grant-writing process?

Effective grant writing and planning involves many steps including reading the grant application, gathering research support, collecting student data, and writing the narrative. Review the grant preparation tips on pages 5–6 of the Planner for helpful hints about completing a grant application.

How do I use the research described in the Planner?

As you are preparing your grant narrative, consider using research rationale to support your project. The research found in the Planner is a sampling that supports the inclusion of art in well-rounded education.

Should I name Davis in the grant application?

It is always best to minimize vendor presence in preparing a response. Focus primarily on describing the way in which the use of high-quality, peer-reviewed art resources will support and supplement your project goals.

Should my finished application use the styles and heading found in this Planner?

The finished application should reflect formatting requirements outlined in the grant application. The Planner provides some models of best grant writing practices; however, there are many ways to convey your message. Consider using bullets, lists, and tables to help clearly state your project vision for art education.

Grant Preparation Steps

To help you succeed and develop a thorough application, the steps outlined on the next two pages will provide direction. Remember, the steps are just guidelines of best practices in preparing a grant application. Modify the list to include requirements found in the grant request you are addressing.

Step 1: Reading the grant application documents

☐ Download all available documents that are posted on a State, Federal, or Foundation website for the grant initiative.

☐ Identify format requirements such as margin settings, font size, and line spacing.

☐ Identify the number of copies needed to be submitted.

☐ Note the authorized signature(s) needed to submit an application.

☐ Note the dates and times for submitting an application, whether online or by mail. If by mail, make sure that it is mailed or shipped to meet this deadline.

☐ Note all priority requirements.

☐ Identify if multiple-year budgets are needed.

☐ Does the grant application include a scoring rubric? If possible, identify a person who will complete the final application review using the scoring rubric to ensure that you have the potential to receive the maximum points possible.

Step 2: Gathering information and research to support your grant application

Gather the following types of information:

☐ Demographic data for the target population.

☐ Test score data—look for patterns over multiple years.

☐ Research rationale to support the project design.

☐ Consider your District's and/or School's Five-Year Plan to identify areas that should be addressed in the grant application.

Step 3: Writing the project narrative

☐ Include all stakeholders in creating the grant application response. One person may be the lead writer, but all stakeholders should work to see that the best response is crafted for each requirement.

☐ Incorporate relevant demographic and test score data, as well as research, to make your application convincing and informative.

☐ Address all requirements set forth in the grant application.

☐ Use the scoring rubric as you prepare responses and during the proofreading step.

☐ Use headings, tables, and lists to clearly convey the project's focus and to make priority items easy to find.

Step 4: Completing budget narrative and required forms

☐ Develop the budget narrative based on project activities.

☐ Use the Budget form, if provided.

☐ Re-check budget totals for accuracy.

Step 5: Proofread the Application

☐ Tighten the narrative if needed to ensure that you receive the maximum points for each requirement as provided in the scoring rubric.

☐ Ensure that formatting requirements are consistent throughout the application.

☐ Ask a qualified person to review the application (preferably someone who has not worked on the writing): give ample time to review the application and to identify areas that need to be strengthened.

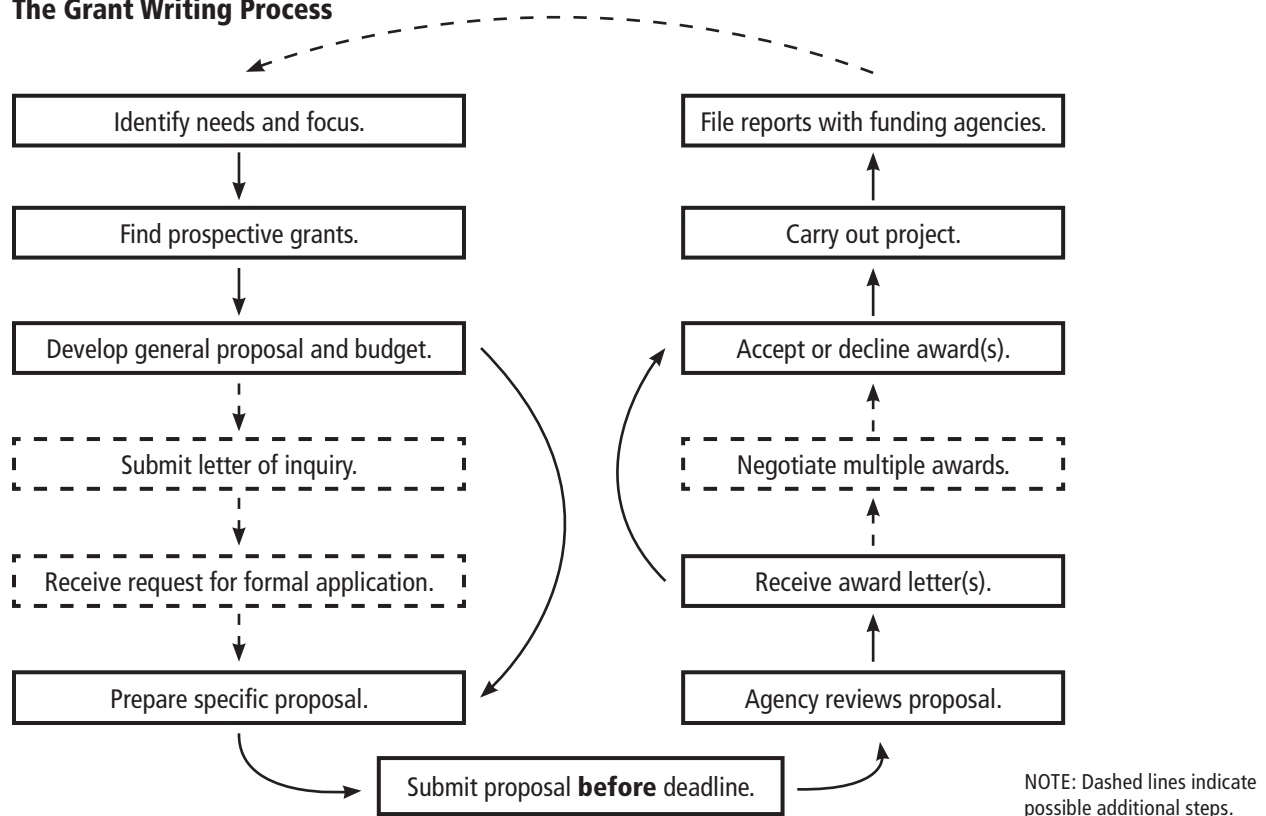☐ Use the reviewer's recommendations to revise the application narrative.

Step 6: Submitting your application on time

☐ Gather all authorized signatures and mail the application.

OR

☐ Complete the online application and mail/fax authorized signature forms (if applicable).

The Grant Writing Process

NOTE: Dashed lines indicate possible additional steps.

Sample Project Narrative

Generally, grant application responses should be organized in a progression from **Needs Statement** to **Goals & Objections** and on to the **Specific Narrative**. This sequence varies based upon the format of each specific grant application, but the following sample language and resources can be used to assist you in building responses to most general grant requirements.

1. STATEMENT OF OBJECTIVES AND RATIONALE

It's important to align the objectives and rationale of your project to BOTH the needs of your unique student community AND the priorities of the grant.

Introduction

Consider giving your project a title and including an introductory statement. These will show that you have given serious thought and effort to the planning process, and most of all, that you have vested ownership in the project.

SAMPLE Introduction

Harnessing the Power of Art Education

Every child deserves a well-rounded education. This is a key tenet of our country's new education law, the Every Student Succeeds Act (ESSA). At the core of a well-rounded education is art, offering enriched curriculum and educational experiences. Art education has the power to fuse connections between content and context, to build social-emotional skills, and to improve academic achievement. When the rich, intertwined relationship between art and the rest of the curriculum is integrated, students unify their learning experiences and their understanding of the world around them.

Needs Statement

The needs statement should clearly identify the problem you are trying to solve. Outline the unique needs of your target population to make a case for why this grant is worthy of consideration. Include data to support your statement and provide context. This data might include a formal needs assessment, standardized assessment scores, demographic information for your school population (have you seen an influx of low-income families? Other enrollment changes?), the availability (or lack thereof) of dedicated art educators, and more. Weave narrative into your data to share the qualitative needs and address the human interest aspect of the project. Once you've identified the need, explain the root causes of the problem. By showing you have a strong understanding of the contributing factors, you demonstrate the ability to develop a sustainable solution.

The following table (Table 1) provides an example for presenting data to strengthen your needs statement.

Table 1

Demographic Information	State Avg.	District Avg.	School #1	School #2
Title I Status				
Highly Qualified Teachers				
Free/Reduced Lunch				
Minority				
Special Needs				
English Language Learners				
Student Achievement Data				
% of Students Below Proficiency				
TBD				

Goals Statement

A brief narrative statement that highlights the goals and objectives should be included. Consider including a table to clearly illustrate project goals. Both the statement and the table should address clear, realistic, measurable goals.

SAMPLE Goals Statement

The following goals and objectives have been established to … *(continue to fill in your goal language).*

The following table (Table 2) provides an example for presenting project goals.

Table 2

Goals	Objectives
Goal 1:	List specific objectives related to how you reach Goal 1.
Goal 2:	List specific objectives related to how you reach Goal 2.
Goal 3:	List specific objectives related to how you reach Goal 3.
Goal 4:	List specific objectives related to how you reach Goal 4.

SAMPLE Narrative Language to Support Project Rationale & Objectives

1. Art Curriculum Example

Because art is so often integrated and intertwined with other content areas, educators who teach art must teach a wide variety of projects and lessons. To address this reality, our project focuses on art curriculum that emphasizes theme-based learning, essential questions, and connections to other subject areas such as language arts, science, and math. The integrated art curriculum includes a wide variety of resources—from textbooks to guides to digital resources—that were created by experienced and certified art educators to enhance not just art instruction, but all instruction.

To ensure flexibility for our teaching staff, this project relies on curriculum and lessons that can be customized to fit the needs of each individual class—and even each individual student. The peer-reviewed art resources utilized for this project are aligned to the National Visual Art Standards. The curriculum and materials are available in both print and digital formats, allowing for ease of access and an enhanced ability to share the educational experience with parents and families.

The curriculum weaves cultural responsiveness into art lessons and creations. Culturally responsive teaching strategies, loosely defined as harnessing a student's cultural background and experiences through education encounters, have the ability to build bridges between students, their teachers, and the broader community. Art instruction offers a powerful way to bring culturally responsive lessons into a classroom and to increase family engagement in school activities. Through art, students are able to reflect upon and honor cultural heritages in a supportive learning environment.

2. Oral Language Curriculum Example

One of the most effective strategies for accelerating students' vocabulary acquisition and comprehension is to expose English learners (EL) to English through real-world contexts. Art offers the ability to introduce EL students to more complex language skills through an engaging lens. Lively discussions about fine art and real-world pictures provide EL students the opportunity to see and hear advanced academic vocabulary in a variety of contexts. By building overall vocabulary knowledge, the program will prepare students to comprehend increasingly challenging cross-curricular vocabulary.

3. Professional Development Example

Professional development, customized to address the specific needs of our school community, will be offered through workshops led by national art experts. The instructors have direct classroom experience and knowledge of successful strategies for integrating art into other content areas. Professional development sessions will provide coaching and mentoring on theory and practice in art education. Specific topics addressed include the process of fostering inquiry, designing studio instruction, and empowering teachers to become more effective through art instruction.

NOTE: For descriptive language around a specific Davis offering or service (e.g. **Davis Digital** *or* **VocabulArte***), please contact your Davis Representative.*

Continue to personalize this section based upon the unique characteristics and objectives of your project.

2. RESEARCH BASIS & RATIONALE

Research to support your project is critical. Consider the inclusion of several studies to demonstrate the academic evidence for your proposed project. See the Research Appendix for additional resources.

SAMPLE Language to support the Research Basis & Rationale

1. *Access to Art Education Linked to Higher Academic Performance, Graduation Rates*

    Research shows that using an integrated arts curriculum reinforces learning in other subject areas and leads to higher academic performance on standardized tests in math, science, and social studies. These findings are particularly pronounced for low-income students, making art an even more powerful tool to help close the achievement gap (Kinney & Forsythe; 2005. *The effects of the arts IMPACT curriculum upon student performance on the Ohio fourth-grade proficiency test*).
    www.artsedsearch.org/summaries/the-effects-of-the-arts-impact-curriculum-upon-student-performance-on-the-ohio-fourth-grade-proficiency-test

    Research also indicates that the arts play a role in keeping students in school. Studies have shown that students identified as at-risk of dropping out choose to stay in school due to arts participation (Taylor, Walls, Wood; 1990. *The role of the fine and performing arts in high school dropout prevention*).
    www.artsedsearch.org/summaries/the-role-of-the-fine-and-performing-arts-in-high-school-dropout-prevention

2. *Art strengthens social-emotional skills*

    Art is a powerful tool in the development of social-emotional learning. Educators have long seen art as a discipline that helps students learn important life skills—from resiliency to problem-solving to critical thinking. Having a strong grasp of social-emotional skills is linked to greater levels of college-and-career-readiness and long-term success for students. A recent study reinforces the role of art in developing empathy – an important life skill—by using art to understand the impact humans have on the environment (Bertling; 2015. The art of empathy: *A mixed methods case study of a critical place-based art education program*). www.artsedsearch.org/summaries/the-art-of-empathy-a-mixed-methods-case-study-of-a-critical-place-based-art-education-program
    Findings revealed that students demonstrated growth in ecological awareness and became more empathetic toward the state of the environment through participation in a place-based art education program.

3. *Art Education accelerates Language Acquisition for English Learners*

    Art curriculum offers an engaging way to support language instruction for English learners (EL) so they can meet state content and achievement standards. Research shows that engaging oral language programs accelerate students' vocabulary acquisition and comprehension. When visual art is integrated into English Language Arts instruction, English learner (EL) students can more deeply understand literature (Carger; 2004. *Art and literacy with bilingual children*).
    www.artsedsearch.org/summaries/art-and-literacy-with-bilingual-children

3. OVERVIEW OF THE PLANNING & IMPLEMENTATION TIMELINE

A planning/implementation calendar will show your commitment to your project. The calendar provided in this grant planner is an example of one way to present how the project will proceed grant funding. *Personalize this section based upon the unique needs of your project and population.*

Month	Activity 1	Activity 2	Activity 3
August	Select Grant Planning Team	Collect Survey Data	Select Target Population
September	Gathering Supporting Research Findings	Identify needs based on survey responses	Identify professional development or resources needed to support the target population
October			
November			
December			
January			
February			
March			
April			
June			

4. OVERVIEW OF THE EVALUATION PROCESS

Demonstrate how you intend to measure the impact of your project. The evaluation process should outline the steps for capturing outcomes.

Consider the use of a logic model, as shown in Figure 1, from the Institute of Education Sciences at the U.S. Department of Education, to visually represent your process.

Figure 1. Sample logic model for a teacher training program on alternative reading strategies
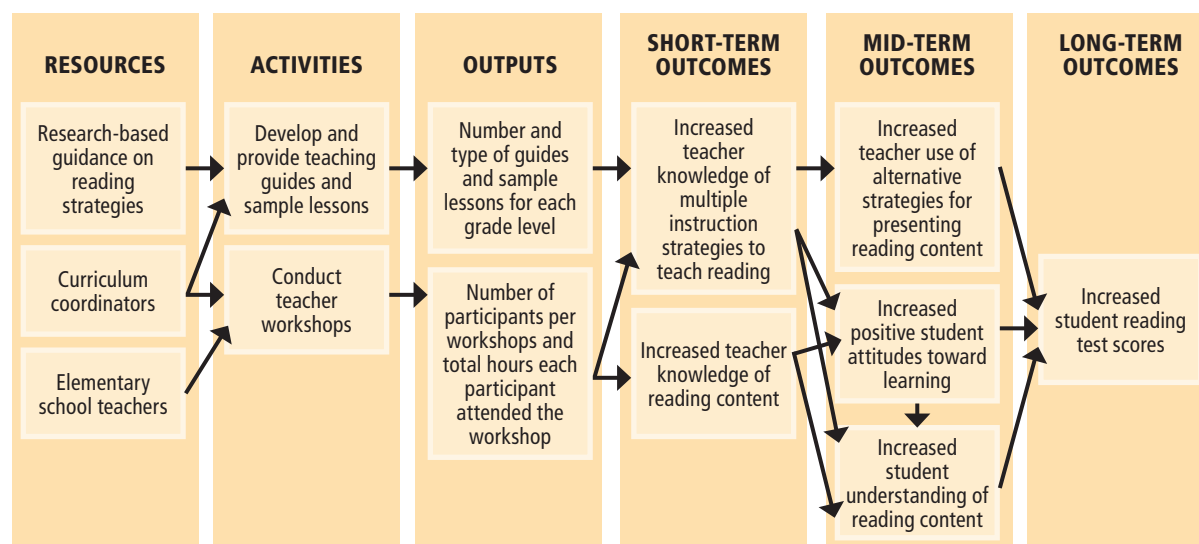
Image source: Institute of Education Sciences, U.S. Department of Education

Appendix A: Research Resources

Because of the growing importance of research-based instructional methods, many grant applications ask grant seekers to provide evidence of strong research to support the project. Listed here are organizations/resources that offer research and findings for art instruction.

ART EDUCATION RESEARCH

1. AEP-arts.org - www.aep-arts.org

    a. Artscan - www.aep-arts.org/research-policy/artscan/
A searchable clearinghouse of the latest state policies supporting education in and through the arts from all 50 states and DC. This Artscan site includes:

      i. State Profiles - www.aep-arts.org/artscan-state-profiles/

      ii. State Comparisons - www.aep-arts.org/artscan-state-profiles-reports/

      iii. State Reports on arts education

          a. Arts Education in the South - programs.ccsso.org/link/aep/SouthArtsReport2014ALFLGAKYLAMSNCSCTN.pdf

          b. Arts Education for every child, NJ - programs.ccsso.org/link/aep/NJ2012.pdf

    b. Artsedsearch - www.artsedsearch.org/browse-research - This education clearinghouse is focused entirely on educator ad student outcomes associated with arts learning in and out of school. Below is a sampling of the MANY research studies. Note that not all studies on this site have a positive or definitive outcome about the arts in schools.

      i. OK A+ Schools and Arts Integration - www.artsedsearch.org/summaries/oklahoma-a-schools-what-the-research-tells-us-2002-2007-volume-three-quantitative-measures

      ii. The role of fine and performing arts on dropout rates - www.artsedsearch.org/summaries/the-role-of-the-fine-and-performing-arts-in-high-school-dropout-prevention

      iii. Relevance from the field. Teachers' views on arts integration - www.artsedsearch.org/study/voices-from-the-field-teachers-views-on-the-relevance-of-arts-integration/

      iv. The art of empathy - www.artsedsearch.org/summaries/the-art-of-empathy-a-mixed-methods-case-study-of-a-critical-place-based-art-education-program

      v. Learning to think critically - www.artsedsearch.org/summaries/learning-to-think-critically-a-visual-art-experiment

      vi. Art and literacy with bilingual children - www.artsedsearch.org/summaries/art-and-literacy-with-bilingual-children

      vii. Visual Arts and the world views of young children - www.artsedsearch.org/summaries/learning-in-the-visual-arts-and-the-worldviews-of-young-children

      viii. The effects of the visual arts on achievements and values of young adults - www.artsedsearch.org/summaries/doing-well-and-doing-good-by-doing-art-the-effects-of-education-in-the-visual-and-performing-arts-on-the-achievements-and-values-of-young-adults

      ix. Arts education and positive youth development - www.artsedsearch.org/summaries/arts-education-and-positive-youth-development-cognitive-behavioral-and-social-outcomes-of-adolescents-who-study-the-arts

      x. Effects of art IMPACT curriculum on student performance on the OH 4th grade proficiency test - www.artsedsearch.org/summaries/the-effects-of-the-arts-impact-curriculum-upon-student-performance-on-the-ohio-fourth-grade-proficiency-test

2. Americans for the Arts
   Arts Education Field Guide - **www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/arts-education-field-guide**

3. National Endowment for the Arts – **www.arts.gov**

These results came from a search on the site for "arts education":

a. A Look at Arts Education (video) - **www.arts.gov/video/look-arts-education**

b. A Look at the Future of Arts and Creativity in America (video) - **www.arts.gov/video/look-future-arts-and-creativity-america**

c. Measuring Youth Development Outcomes in Arts Education (webinar) - **www.arts.gov/video/arts-education-webinar-past-current-and-future-needs-youth-arts-organizations-using-data**

d. Interagency Task Force on the Arts and Human Development – research to understand how K–12 arts programs and policy improve education outcomes (webinar) - **www.arts.gov/video/arts-human-development-task-force-may-2016-webinar**

e. Why the Arts Matter (blog post) - **www.arts.gov/art-works/2015/why-arts-matter**

f. Arts and early childhood development (article) - **www.arts.gov/news/2015/arts-and-early-childhood-development-focus-new-nea-research**

g. A Perfect place to start – Arts in Education (blog post) - **www.arts.gov/art-works/2016/top-5-blog-posts-2015-perfect-place-start-arts-education**

4. The Kennedy Center
   Any Given Child Initiative - **www.kennedy-center.org/education/networks-conferences-and-research/networks-and-strategic-leadership/any-given-child**

5. The Right Brain Initiative - **therightbraininitiative.org/**

a. Portland, OR organization promoting and offering training in arts integration

b. Resources including progress reports - **therightbraininitiative.org/right-brain-resources/**

6. Education Commission – State Legislation – Arts Education
   b5.caspio.com/dp.asp?AppKey=b7f93000695b3d0d5abb4b68bd14&id=a0y70000000CbmsAAC

Notes