

Strengthening Schools Through Arts Partnerships Guidelines: Fiscal Year 2019

Program Description

Strengthening Schools Through Arts Partnerships grants (SSTAP) support substantive school/community partnerships that strengthen teaching and learning in arts education and/or arts integration in Arizona Title I schools.

A tremendous body of research stands behind the benefits of arts education for students, including improved academic performance, greater leadership and social skills, advanced creative problem-solving skills, and overall enhanced ability to compete in a 21st Century workforce. In addition, there is significant evidence supporting the positive effects of arts programs on a school community, such as improved student attendance and motivation, higher graduation rates, and a child's enhanced sense of belonging.

Research and case studies also show the transformative effects that leveraging community resources can have, providing schools with the support they need to implement new (or to grow existing) programs. A strong partnership with an arts or cultural organization can provide improved infrastructure and access to additional qualified personnel, support teacher professional development, expand funding sources, and more. However, the ability of schools to offer arts education and to partner with community entities is often significantly impacted when resources are lacking.

Between 2014 and 2017, the Arizona Commission on the Arts developed and piloted the Strengthening Schools Through Arts Partnerships program in Arizona "D" and "F" label schools. [Findings](#) from the first two years of funded partnerships confirmed that across school type, grade level and arts discipline, arts programs connected to a school's school improvement plan or capacity building efforts had a significant impact on academic achievement, student engagement, and student self-efficacy.

The current Strengthening Schools Through Arts Partnerships grant program builds on these findings by expanding eligibility to all Arizona Title I schools.

Deadline & Grant Cycle

Deadline: 11:59 pm Friday, June 1, 2018

For the funding period of July 1, 2018 – June 30, 2019.

Primary Staff Contact

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Arts Learning Manager

(602) 771-6528

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For questions regarding the Submittable online submission platform:

Submittable Technical Support

Email: support@submittable.com

Phone: (855) 467-8264, ext. 2

Web: help.submittable.com

Applications may focus on any number of effective models, but must utilize the proposed arts education and/or arts integration programming to address desired goals and outcomes aligned with at least one of the six principles in the school's Comprehensive Needs Assessment, as developed by the Arizona Department of Education:

- 1) Effective Leadership
- 2) Effective Teachers and Instruction
- 3) Effective Organization of Time
- 4) Effective Curriculum
- 5) Conditions, Climate, and Culture
- 6) Family and Community Engagement

As such, outcomes could be related to several efforts, including student learning, teacher professional development, classroom instruction, parent engagement, student support strategies, and more.

Further information about the Comprehensive Needs Assessment and the six principles can be found online at <http://www.azed.gov/cna/>.

Applicant Eligibility

Partnerships must include at least one school and one nonprofit arts organization or governmental entity; eligible schools must be an Arizona Title I school (both Schoolwide and Targeted Assistance programs are eligible). The school partner must serve as the primary applicant. Proposed programming must take place in Fiscal Year 2019 (July 1, 2018 - June 30, 2019).

Review Criteria

Impact: Proposed activities are aligned with school's Comprehensive Needs Assessment and suggest potential to strengthen teaching and learning in arts education and/or arts integration.

Quality of Programming/Outcomes: Proposal describes quality, school-based arts programming designed to address clearly articulated outcomes that are appropriate for the partners.

Viability: Proposal demonstrates viability of programming and capacity of the partners to manage the project to successful completion.

Applications will be reviewed holistically, according to all of the published criteria.

Funding Restrictions

This grant program does not fund the following:

- Organizations and schools that received Arts Commission funding in Fiscal Year 2017, but failed to file a final report by Monday, September 11, 2017.
- Applications submitted by for-profit organizations.
- Support for teacher or staff salaries (*stipends for professional development or supplemental activities beyond the teacher contract are eligible for support through this grant*).
- Funding for insurance.

- Food and beverages for any purpose.
- Fundraising projects.
- Scholarships, awards, and competitions.
- Religious institution-led or religious group-sponsored projects not open to participation by non-congregants.
- Religious institution-led or religious group-sponsored projects whose primary purpose is the religious socialization of individuals, or which exist as parts of religious sermons or services.
- Indirect costs.
- Grant administration, overhead or processing fees taken by an umbrella/parent organization as a percentage of the total award, with the exception of fiscal sponsors.

This list is not comprehensive. Contact Arts Commission staff with specific questions.

Award Amount

Applicants may request a minimum of \$10,000 and a maximum of \$20,000. The grant amount requested is determined by the total project budget. Applicants can request up to half of the total project budget in grant support. Up to 5 grants will be awarded.

Additional project funding may come from any combination of other school funding sources (*see FAQ #7 for additional information*). In addition, up to 25% of the project budget can be made up of in-kind support. For example, to request a \$10,000 grant, the minimum project budget must be \$20,000, and up to \$5,000 of the project budget may be made up of in-kind support.

Grantees may also receive financial support, beyond the grant award, to support their evaluation plans, and may be eligible for a second year of funding, dependent on successful completion of Fiscal Year 19 requirements and availability of Arts Commission funding.

Grantee Cohort Evaluation Requirements and Support

Strengthening Schools Through Arts Partnerships grantees will participate in a comprehensive evaluation process, which includes the following requirements:

- Develop an evaluation plan for the proposal.
- Meet with evaluators and grantee cohort at various points throughout the funding period (*see below for more information*).
- Produce a high-quality, formative program evaluation report at the end of the funding period.

Grantees will receive support in the evaluation process, provided by consultants with *Program Evaluation and Data Literacy Support (PEDLS)*.

In addition, the Arts Commission knows that the development process of Comprehensive Needs Assessments and related Integrated Action Plans will take place in schools during the proposal and review period, and potentially into the beginning of the funding period as well. **A complete CNA is not a requirement of this application;** the Arts Commission fully expects that successful proposals may further develop after they are awarded and will work with grantees through that process.

The tentative timeline for grantee support in this program is as follows:

- July 1, 2018 – Grantees notified.
- July – October 2018 – Grantees:
 - Revise their Comprehensive Needs Assessment and Integrated Action Plan.
 - Meet with Arts Commission staff to finalize their proposal plan.
 - Meet with evaluation consultants to set up their evaluation plan.
 - Begin implementing their programs.
- November 2018 – First evaluation update meeting with consultants.
- January 2019 – Mid-point meeting of the full grantee cohort.
- March 2019 – Second evaluation update meeting with consultants.
- May 2019 – Grantees:
 - Wrap up their programs.
 - Final consultant meeting to aid in development of final evaluation reports.
- June 2019 – End of year meeting of the full grantee cohort.
- August 2019 – Formative Evaluation Reports due.

Resources for Applicants

Evaluation Consultations

To aid in proposal development, evaluation consultants are available to provide a free one-hour consultation session to any applicant. All applicants are highly encouraged to take advantage of this guidance in articulating appropriate potential outcomes and measurements in their application narrative. To set up a consultation, contact Elisa Radcliffe, Arts Learning Manager, at eradcliffe@azarts.gov.

Program Models

Applicants looking for program examples and other planning tools, including program evaluation reports from past Strengthening Schools Through Arts Partnerships grantees, will find a wealth of information at <http://www.arizonatitle1arts.org/library>.

Arts Ed Search

An online clearinghouse that collects and summarizes high quality arts education research studies and analyzes their implications for educational policy and practice. <http://www.artsedsearch.org/>

How to Apply

All applications must be submitted through Submittable, an online submission platform. A link to the grant application can be found on the Arts Commission's website at <http://azarts.gov/grant/strengthening-schools-through-arts-partnerships/>. The Arts Commission will not accept applications by means other than Submittable. If extenuating circumstances prohibit applicants from using Submittable, they are advised to contact the Arts Commission **at least one month** before the application deadline to make reasonable accommodations for application submission. **Late or incomplete applications will be ineligible for review or funding.**

General Instructions for Completing an Application in Submittable

Applicants are encouraged to develop responses to all application questions and information requests (including budget information) using word processing software, wherein applicants can spell-check, save, and back up their work. Once responses are complete and edited, applicants should copy and paste responses into the Submittable application.

Narrative responses are limited to a maximum word (not character) count. Composing responses in a separate document allows an applicant to monitor the word counts set for each question. Note that Submittable will not display the number of words in each response, and will only alert the applicant if the maximum word count has been exceeded.

These questions require time and editing to prepare thoughtful and complete responses.

Below are some additional general suggestions to help applicants navigate the Submittable application process:

- For narrative responses, applicants should use upper/lower case letters (not all caps).
- Formatted text is not accepted by Submittable; applicants cannot bold, italicize or underline text, or change font style or size.
- For numeric amount responses, enter only whole numbers (no decimals, commas, or dollar signs).
- Once submitted, applicants can no longer make changes to their grant application(s).

User Account

If you are a new applicant, Submittable will prompt you to create an account. If you have previously created a Submittable account to apply for a grant from the Arts Commission or another entity, you may log in using your existing user name and password.

After creating or logging in to a Submittable account, applicants will be prompted to confirm their contact information before proceeding to the application. **All official Arts Commission correspondence will be sent to the contact information associated with the applicant's Submittable account, so it is imperative that this contact information is accurate and kept up to date.**

Applicant Information

In this section applicants will provide basic information about the primary applicant, such as school district, mailing address, etc. Information collected in this section of the application is used solely for internal and reporting purposes and will not be considered during the application review.

Project Overview

In this section, applicants will provide the following:

- Community Partner Name.
- Proposal Title (a brief, descriptive title for the proposal).
- One Sentence Description (a brief, one sentence description of the initiative; consider this your proposal's elevator pitch). (70 word limit)

Narrative Questions

Section 1: Proposal Background

- **School Mission/Vision:** Briefly summarize the mission or vision of the school. (150 word limit)
- **School Overview:** Provide a brief, big picture overview of the school. Include information about the size of the school (number of students, teachers, etc.), general demographics of the school population, and any other relevant background information that you think the panel should know. (200 word limit)
- **Community Partner Mission/Vision:** Briefly summarize the mission or vision of the community partner. (150 word limit)
- **Community Partner Overview:** Provide a brief, big picture overview of the community partner. Include information about the size of the community partner (number of staff, teaching artists, etc.) and any other relevant background information that you think the panel should know. (200 word limit)
- **Comprehensive Needs Assessment Status:** Briefly describe the current status of the development process of the school's Comprehensive Needs Assessment and Integrated Action Plan. (100 word limit)
- **Partner Connection:** Describe why the two primary partners chose to work together. Why did the school partner identify this community partner as a viable collaborator for addressing needs at the school, and why did the community partner believe they could positively impact those school needs? Why are these partners well-positioned to see the proposal through to success? Provide any other relevant information which speaks to the partners' capacity to manage the initiative. (200 word limit)

If your proposal includes additional partners of any type, you may include no more than one additional page providing their mission/vision and their role(s) in the initiative. (200 word limit)

Section 2: Proposal Details

- **CNA Principle(s):** Acknowledging that the school's Comprehensive Needs Assessment (CNA) may still be underway, identify which CNA principle(s) this initiative will likely address. Describe why the partners have selected the principle(s) and 3-5 key background facts a panelist would need to understand in order to appreciate the context and relevance of your proposal. (250 word limit)
- **Initiative Description:** Describe your initiative in detail, explaining what you propose to do, how you plan to do it, and who will do it. Be as specific as possible about the various activities involved with the initiative. Include information about the number and types of participants (students, teachers, artists, grade levels, community members, etc.). Describe the specific roles of each partner and the initiative's key leaders who will be accountable for the success of this effort. (400 word limit)

- **Timeline:** Provide a detailed timeline for the initiative including information on the dosage of the key activities (how frequently and for how long will the service be provided). If appropriate, structure the timeline in a table format. (300 word limit)
- **Impact:** Describe the reasons you think your initiative will work, and why you have chosen this particular approach or strategy to address the selected Comprehensive Needs Assessment principle(s) for the partnering school. Include information on how the initiative strengthens teaching and learning in arts education and/or arts integration; supports, enhances, or is connected to existing arts programs at the school site; or builds school capacity if arts programs do not currently exist at the school site. (400 word limit)
- **Outcomes:** Describe the realistic outcomes that you will use to measure the desired impact of the initiative. Knowing that, if selected, you will further develop your evaluation plan with support through the program, what metrics do you anticipate will be used throughout the program to monitor progress of these outcomes? (400 word limit)

If this is an ongoing initiative, include any available baseline information and describe how this proposal aims to build upon prior work. (200 word limit)

Budget

All applicants must enter the following information related to their project's budget using the provided boxes and tables in the application.

- **Expenses and Sources List:** List all project expenses. Provide a short explanation of the expense and list its funding source (the Arts Commission grant, various cash match sources, and/or in-kind). Estimate a dollar amount for in-kind services. *Please remember: up to half of the total project budget can be requested in grant support. Additional project funding may come from any combination of other school funding sources, such as Title I-A, Title II-A, Title IV-A, etc. In addition, up to 25% of the project budget can be made up of in-kind support.*
- **Grant Amount Requested:** Enter the grant amount you are requesting for your proposal.
- **Budget Narrative:** Provide a detailed budget narrative. Be as specific as possible about how you will use the grant funds, and the project's various fees and costs. This is your opportunity to bring your project's budget to life, as if you were explaining it to the grant review panel. (300 word limit)

Frequently Asked Questions

1. **I represent a Title I school and would like to apply. How can I find a nonprofit arts organization or governmental entity which might be an appropriate partner?**

We encourage you to contact Arts Commission staff, who can assist in connecting you with potential partner organizations.

2. **I represent a nonprofit arts organization or a governmental entity and would like to apply. What is the best way to determine which school might be an appropriate partner?**

We encourage you to contact Arts Commission staff, who can assist in connecting you with potential partner schools.

3. Can I apply without having an established partner/partnership in place?

No. While the school will serve as the applicant of record, applications must be submitted jointly by the school and the nonprofit arts organization or governmental entity, indicating agreement on and commitment to the proposed programming.

4. Can a school district apply?

A school district cannot fill the role of the school partner in the project, but a school district can serve as the applicant on behalf of a Title I school in the district.

5. What if we have more than two partners?

To be eligible to apply, one partner must be an Arizona Title I school and one must be a nonprofit arts organization or governmental entity, but additional partners of any type may be included in the proposal.

6. Do the proposed program outcomes have to be student outcomes?

The goal of this funding initiative is to support arts education and/or arts integration programming which addresses outcomes that are appropriate and timely for a school, as determined by the partner organizations. Outcomes could be related to several efforts, including student learning, teacher professional development, classroom instruction, parent engagement, student support strategies, and more.

7. Where can additional project funds come from?

Additional project funding could come from any combination of school funds, such as district maintenance and operations, Title I-A, Title II-A, Title IV-A, 21st Century Community Learning Centers Grants, other local funds (*e.g., tax credit, PTO/PTA*), or other grants the school has received (excluding other Arts Commission grants), as appropriate.

8. What can be used as in-kind support?

In-kind support could include teacher salaries for time spent on the project, staff time in support of the project from the partner organizations (this can include administrative support from either partner), evaluation support at the local/partnership level, supplies provided for the project, etc. Contact Arts Commission staff for questions related to other possible in-kind support.

9. We would like to include a reception or other kind of event for which we would purchase food/drinks. How can we fund this without violating the funding restrictions?

Receptions or similar events can be part of the proposed programming, but food and beverage items for those types of events must be purchased with funds other than the grant funds.



One of 56 state and jurisdictional arts agencies across the United States, the Arizona Commission on the Arts is a 51-year-old agency of the State of Arizona and a leading force in the creative and professional development of Arizona's arts sector. Through robust programs, research initiatives and strategic grantmaking, the Arts Commission catalyzes arts-based partnerships that strengthen Arizona communities through the arts.



We imagine an Arizona where everyone can participate in and experience the arts.

For more information, contact us at (602) 771-6501 or email info@azarts.gov or visit www.azarts.gov. To request this or any other publication in an alternate format, contact the Arts Commission offices. An equal employment opportunity agency.