

Beverley Taylor Sorenson Arts Learning Program Research Grant Application

Grant applications due August 25, 2023

Introduction

The Beverley Taylor Sorenson Arts Learning Program (BTS Arts) provides arts-integrated instruction to thousands of elementary students across the state of Utah, effectively increasing student performance in every subject--from language arts and social studies to math and science. At this time, approximately 478 elementary schools across the state of Utah possess a BTS program serving their elementary students. To achieve the goal of providing high quality BTS Arts Learning Programs in every Utah elementary, the Utah State Board of Education is seeking proposals from the higher education institutions with a BTS endowed chair to conduct research to answer the following questions:

Effective Practices Analysis

- 1) How does a school-wide or district-wide BTS Arts Integration program impact elementary students' learning of educational aspirations found in [Utah's Portrait of a Graduate](#)?
- 2) Which BTS implementation models most effectively support student learning of the educational aspirations found in Utah's Portrait of a Graduate?
- 3) What instructional and collaborative planning strategies/methods are used to implement a school-wide or district-wide BTS Arts integration program in participating LEAs? Which ones are yielding the most impact on student learning through arts integration?

Barriers to Participation

- 1) For schools who are not currently participating, ask:
 - a. Why has your school/LEA chosen to not participate in the BTS Arts Learning program (e.g., lack of qualified personnel, part-time staffing model, education resources or supports, unaware or misconceptions of what BTS is)?
 - b. What would need to change for your school or LEA to choose to participate in the BTS Arts Learning Program? (e.g., 80/20 match, part-time staffing).

General Information

Applications for this grant program will be initially scored by USBE staff and other stakeholders with related expertise (e.g., research design, arts education). The highest

scoring application is expected to be awarded funds in early September to begin research process.

Award Information

Estimated number of awards: one institution of higher education with a BTS Endowed Chair

Estimated initial project period: September 2023 through June 30, 2024

Note: USBE is not bound by any estimates in this application.

Allowable Costs and Payments

The available funds for this grant may be used for any aspect necessary to conduct the research to answer the requested research questions for effective practice analysis and barriers to participation listed above. This may include time, effort and related costs to conducting focus groups, analysis qualitative and quantitative data, producing a written report of the research findings including recommendations. USBE reserves the right to question or seek clarification for any cost invoiced if the invoice is not supported by proper documentation.

Eligible Applicants

Applicants for this grant must be an eligible institution of higher education with a BTS endowed chair. This funding is intended to improve the instructional quality of the BTS arts Learning Program as well as to identify solutions to perceived barriers to achieving statewide implementation status.

Application and Submission Information

1. The application narrative is where the applicant addresses the selection criteria that reviewers will use to evaluate the application. The application narrative is limited to no more than **15** pages, using the following standards:
 - A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
 - Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions. Double space is optional for the text in charts, tables, figures, and graphs.
 - Use a font that is either 12 point or larger.
 - Use one of the following fonts: Open Sans or Montserrat.
 - The page limit does not apply to the cover sheet; the budget section, including the narrative budget justification. However, the page limit does apply to all of the application narrative section. Our reviewers will not read any pages of an

application that exceed the page limit.

2. A letter of intent is requested no later than Friday, **August 11**. The letter of intent must state the organizations interest in applying for the program in the 2023 application window. It must be emailed to jennifer.thronsen@schools.utah.gov. Include the name of the Institution and "Letter of Intent" (e.g., "*Charter or District*" Letter of Intent) in the subject line.
3. The application must be received electronically no later than **August 25, 2023**. The application must be submitted in PDF format. The entire application must be attached in Utah Grants with all documents attached. The USBE will not consider applications that do not meet the submission deadline. An email of receipt will be sent to confirm that the application has been received by August 28, 2023.

Part I: Applicant Information and Assurances

Name of Institution of Higher Education with BTS Endowed Chair	
Address:	
Street 1:	
Street 2:	
City:	
Zip:	
Name and contact information of person to be contacted on matters involving this application:	
Name:	
Title:	
Phone:	
Email:	
Name and contact information of person authorized to sign application on behalf of the IHE:	
Name:	
Title:	
Phone:	
Email:	

Signature of Applicant's Supervisor

Date

Title

Signature of Applicant's Business Administrator

Date

Title

Part II: Program Narrative

1. **Applicant Information** (10 points)
 - a. Description of the IHE's research team, including the project manager, any educational or research partners, as well as the technical support personnel for the project.
2. **Research Proposal** (50 points)
 - a. Describe how the research design will answer the requested research questions:

Effective Practices Analysis

- i) How does a school-wide or district-wide BTS Arts Integration program impact elementary students' learning of educational aspirations found in [Utah's Portrait of a Graduate](#)?
- ii) Which BTS implementation models most effectively support student learning of the educational aspirations found in Utah's Portrait of a Graduate?
- iii) What instructional and collaborative planning strategies/methods are used to implement a school-wide or district-wide BTS Arts integration program in participating LEAs? Which ones are yielding the most impact on student learning through arts integration?

Barriers to Participation

For schools who are not currently participating, ask:

- iv) Why has your school/LEA chosen to not participate in the BTS Arts Learning program (e.g., lack of qualified personnel, part-time staffing model, education resources or supports)?
 - v) What would need to change for your school or LEA to choose to participate in the BTS Arts Learning Program? (e.g., 80/20 match, part-time staffing).
3. **Additional Research Questions** (5 pts.)
 - a. Describe any additional research questions that you would like to investigate.
 4. **Development Plan** (20 points)
 - a. Timeline of research project activities, including responsible staff for the grant funding period.
 - b. Description of the process by which the research will be conducted and documented.

Part III: Budget and Budget Narrative (5 points)

Applicants must include the budget summary (Attachment A) and a budget narrative detailing the costs for the research project. (Please see the *Additional Information* section for a sample Budget Narrative.)

- The budget should reflect anticipated spending for FY24—through June 30, 2024.
- The budget must reflect the research project activities outlined in the narrative section of the application.
- All budget requests must be allowable under State procurement processes.

Attachment A: Budget Summary Form

Name of Institution of Higher Education:				
Category	FY20	FY21	FY22	Total
Salaries				0
Fringe Benefits				0
Travel/ Transportation				0
Equipment				0
Materials and Supplies				0
Other Costs				0
Professional Fees/ Contract Services				0
Administrative/ Indirect (not allowed)				0
TOTAL COSTS	0		0	#REF!

Double-click on cell to open Excel sheet.

Scoring Rubric

Narrative Area	4: High Quality	3: Developing	2: Emerging	1: Insufficient
<p>1. Applicant Information (5 points)</p>				
<p>a) Description of the IHE’s research team, including the project manager, any educational or research partners, as well as the technical support personnel for the project.</p>	<ul style="list-style-type: none"> • Narrative includes the expertise and prior experience of the project team in the research design plan and executing the expected deliverables. • Narrative describes how the institution will leverage educational partners and how they will be selected. • Narrative describes the expertise of the personnel needed for the technical aspects of the project (e.g., focus groups, qualitative/quantitative data analyses and reporting) 	<ul style="list-style-type: none"> • Narrative addresses two of the three elements of quality • Narrative leaves some questions about the expertise of the personnel selected. 	<ul style="list-style-type: none"> • Narrative addresses one of the three elements of quality • Narrative leaves numerous questions about the expertise of the personnel selected 	<ul style="list-style-type: none"> • Narrative addresses none of the elements of quality

Research Proposal (50 points)				
<p>Effective Practices Analysis i) How does a school-wide or district-wide BTS Arts Integration program impact elementary students' learning of educational aspirations found in Utah's Portrait of a Graduate?</p>	<p>The research design plan exceeds expectations for how the question will be investigated and reported.</p>	<p>The research design plan meets expectations for how the question will be investigated and reported.</p>	<p>The research design plan needs minor revisions to meet expectations for how the question will be investigated and reported.</p>	<p>The research design plan does not meet expectations.</p>
<p>Effective Practices Analysis ii) Which BTS implementation models most effectively support student learning of the educational aspirations found in Utah's Portrait of a Graduate?</p>	<p>The research design plan exceeds expectations for how the question will be investigated and reported.</p>	<p>The research design plan meets expectations for how the question will be investigated and reported.</p>	<p>The research design plan needs minor revisions to meet expectations for how the question will be investigated and reported.</p>	<p>The research design plan does not meet expectations.</p>
<p>Effective Practices Analysis iii) What instructional and collaborative planning strategies/methods are used to implement a school-wide or district-wide BTS Arts integration program in participating LEAs? Which ones are yielding the most impact on</p>	<p>The research design plan exceeds expectations for how the question will be investigated and reported.</p>	<p>The research design plan meets expectations for how the question will be investigated and reported.</p>	<p>The research design plan needs minor revisions to meet expectations for how the question will be investigated and reported.</p>	<p>The research design plan does not meet expectations.</p>

<p>student learning through arts integration?</p>				
<p>Barriers to Participation For schools who are not currently participating, ask: iv) Why has your school/LEA chosen to not participate in the BTS Arts Learning program (e.g., lack of qualified personnel, part-time staffing model, education resources or supports, unaware or misconceptions of what BTS is)?</p>	<p>The research design plan exceeds expectations for how the question will be investigated and reported.</p>	<p>The research design plan meets expectations for how the question will be investigated and reported.</p>	<p>The research design plan needs minor revisions to meet expectations for how the question will be investigated and reported.</p>	<p>The research design plan does not meet expectations.</p>
<p>Barriers to Participation For schools who are not currently participating, ask: v) What would need to change for your school or LEA to choose to participate in the BTS Arts Learning Program? (e.g., 80/20 match, part-time staffing).</p>	<p>The research design plan exceeds expectations for how the question will be investigated and reported.</p>	<p>The research design plan meets expectations for how the question will be investigated and reported.</p>	<p>The research design plan needs minor revisions to meet expectations for how the question will be investigated and reported.</p>	<p>The research design plan does not meet expectations.</p>

3. Additional Research Questions (5 points)				
a. Describe any additional research questions that you would like to investigate.	The additional research questions would enhance and add great value to the current research plan.	The additional research questions would enhance the current research plan, but not in significant ways.	Some of the additional research questions would enhance the current research plan.	There are no additional research questions or those proposed would not enhance the current research plan.
4. Development Plan (20 points)				
a. Timeline of research project activities, including responsible staff for the grant funding period.	Timeline provides key details, including the 1) research project activities, 2) the person responsible for each activity, and 3) the timing of each activity.	Timeline provides 2 of the 3 elements of quality	Timeline provides 1 of the 3 elements of quality	Timeline is not provided or does not include any aspect of the elements of quality.
b. Description of the process by which the research will be conducted and documented.	A plan for how the grantee will 1) monitor progress, 2) analyze the deliverables along the way, and 3) adjust plans as needed during implementation to ensure deadlines are met and the research	Timeline provides 2 of the 3 elements of quality	Timeline provides 1 of the 3 elements of quality	Timeline is not provided or does not include any aspect of the elements of quality.

	is conducted as expected.			
5. Budget and Budget Narrative (5 points)				
a) Expenditures are explained and appropriate.	<ul style="list-style-type: none"> • Budget expenditures are complete and accurate. • Budget narrative explains each item completely and gives calculations to support the amount requested. • Costs are detailed and reasonable for the size of the project and quality of the services to be provided. 	<ul style="list-style-type: none"> • Expenditures are explained and align with project goals and activities, but limited details are provided. 	<ul style="list-style-type: none"> • Expenditures are explained, but do not directly support the goals and activities of the project. 	<ul style="list-style-type: none"> • Expenditures are explained. • Budget narrative does not completely justify each expenditure.

Additional Information

1. What is a Budget Narrative?

A budget narrative defines the cost for each item within a budget category. A sample is included below.

Salaries – List each position that pertains to the proposal. The cost calculation should show the employee’s annual salary rate and the percentage of time devoted to the project. Compensation paid for employees engaged in grant activities should be consistent with that paid for similar types of work within the organization.

Fringe Benefits – Fringe benefits are based on the applicant’s established formula and are only for the percentage of time devoted to the project.

Travel/Transportation – Explain the reason for travel expenses for project personnel and show the number of travelers and unit costs involved. Identify the location of travel.

Regional Focus Group Meeting: Three people to conducted focus groups in Southern Utah.

1. 3 people x 2 days x \$40 per diem = \$240
2. 3 people x 1 night x \$100.00 hotel = \$300

Equipment - List non-expendable items to be purchased. Explain how the equipment is necessary for the success of the project.

One iPad will be purchased to use for transcription of focus groups =\$1000

Materials and Supplies - List expendable items by type and show the basis for computation.

Other Costs – List items by major type and show the basis of the computation.

Professional Fees/Contract Services - Provide a description of the product or services to be provided by an educational partner and an estimate of or detailing of exact cost.

Indirect Costs – Indirect costs will be at the unrestricted rate for the state funds associated with this project.

2. What should a research project activities timeline include?

A timeline should include the activities that will occur during each year of the grant. A sample is included below.

Activity	Responsible	J	F	M	A	M	J	J	A	S	O	N	D
Year 1													
<i>Activity Description</i>	<i>Name of Person</i>			x									

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