

Art in Education Nonprofit

████████ Foundation | Arts-Integrated Teaching Initiative

Request: \$75,000 | Total Project Budget: \$150,000 | Grant Period: 12 months

Statement of Need

Chicago educators are charged with engaging students with diverse learning needs while addressing persistent educational inequities and delivering rigorous academic instruction. Yet teachers do not always have access to sustained professional learning that equips them with practical, creative strategies they can integrate into daily classroom instruction.

████████ offers one such strategy. Rather than treating the arts as separate from academic learning, arts-integrated instruction uses creative processes - including visual art, music, movement, theater, and other disciplines - to help students explore and demonstrate understanding of academic content. For students who may not thrive through traditional modes of instruction alone, these approaches can provide additional ways to participate, communicate, and engage in learning.

████████ has decades of experience partnering with professional artists, educators, and schools to bring arts-integrated learning into Chicago classrooms. The organization currently reaches more than 140,000 students and 9,500 educators annually. Through this work, ██████████ has identified an opportunity to deepen its impact: moving beyond episodic professional development to sustained support that helps classroom teachers incorporate arts integration into their own ongoing instructional practice.

The Arts-Integrated Teaching Initiative will address this opportunity by partnering with five Chicago public schools serving communities with limited access to arts-learning resources. Fifty classroom educators will participate in a year-long sequence of professional development, collaborative planning, classroom implementation, and individualized coaching, ultimately bringing arts-integrated instruction to approximately 1,000 students.

Project Description

The Arts-Integrated Teaching Initiative will provide 50 educators across five Chicago public schools with sustained professional learning designed to move teachers from exposure to arts integration to confident, regular classroom implementation.

Professional Learning. Participating educators will complete 12 hours of structured professional development focused on the principles of arts integration, practical instructional strategies, lesson design, and adapting arts-integrated approaches to different academic subjects and student needs.

Collaborative Planning. ██████████ teaching artists and instructional staff will work alongside participating educators to identify curricular priorities and develop arts-integrated lessons aligned with classroom learning goals.

Classroom Implementation and Coaching. Each educator will receive up to 10 hours of individualized coaching and co-planning support while implementing arts-integrated strategies in the classroom. Coaching will allow teachers to troubleshoot challenges, refine instruction, and move from supported practice toward independent implementation.

Reflection and Evaluation. Educators will document implementation, participate in classroom observations and assessments, and reflect on which strategies are most effective for their students. ██████████ will use findings across the five schools to refine its professional-learning model and identify practices that can inform future expansion.

The initiative is intentionally designed as sustained professional learning rather than a one-time workshop. By combining training with implementation and coaching, ██████████ will support educators through the more difficult step of translating new knowledge into changed classroom practice.

Goals, Objectives, and Expected Outcomes

The initiative's overarching goal is to build lasting instructional capacity within Chicago schools by equipping classroom educators to independently incorporate high-quality arts-integrated strategies into regular instruction.

- Engage 50 educators across five Chicago public schools.
- Provide each participating educator with 12 hours of formal professional learning and up to 10 hours of individualized coaching and collaborative planning.
- Reach approximately 1,000 students through participating educators' classroom implementation.
- At least 80% of participating educators will demonstrate increased competency in designing and implementing arts-integrated instruction.
- At least 75% of participating educators will regularly implement two or more arts-integrated strategies per month by the end of the project.
- At least 70% of students observed during arts-integrated instruction will demonstrate increased engagement with classroom learning.

Evaluation and Learning

██████████ will evaluate both the implementation of the initiative and changes in educator practice and student engagement.

Participating educators will complete pre- and post-program assessments measuring their knowledge of arts-integration principles, confidence in applying them, and competency in developing arts-integrated lessons. Staff will use a standardized lesson-design rubric and classroom observations to assess educators' ability to translate training into practice.

Teachers will maintain brief implementation logs documenting the frequency and types of arts-integrated strategies used in their classrooms. These data will allow ██████████ to distinguish between educators who complete professional development and those who meaningfully incorporate new strategies into regular instruction.

Student engagement will be assessed through a consistent observation rubric used during selected arts-integrated lessons. Rather than attempting to attribute broad academic achievement measures to a single instructional intervention, the evaluation will focus on outcomes the initiative can reasonably influence and measure: participation, engagement, educator practice, and implementation.

██████████ will review findings across participating schools to identify effective practices, implementation barriers, and opportunities to strengthen its professional-learning model. Findings will inform future expansion and contribute to the organization's ongoing work to build evidence around arts-integrated instruction.

School Partnership and Educator Voice

The initiative will be implemented in partnership with participating school leaders and educators rather than delivered as a predetermined professional-development package.

██████████ staff will work with school leadership to identify participating educators and establish instructional priorities for each school. At the beginning of the initiative, teachers will identify curricular needs, student-learning challenges, and areas in which arts-integrated strategies may be most useful. Teaching artists and instructional staff will use that information to shape collaborative planning and coaching throughout the year.

Educator feedback will continue throughout implementation. Teachers will reflect on the usefulness of specific strategies, barriers to classroom implementation, and adaptations required for different students

and subject areas. This feedback will inform both individual coaching and refinement of [REDACTED] broader professional-learning model.

Organizational Capacity

Founded in Chicago in 1950, [REDACTED] has more than seven decades of experience connecting professional artists and educators to strengthen student learning. Today, the organization works at a significant scale, engaging more than 140,000 students, 9,500 educators, nearly 400 school and community partners, and hundreds of professional teaching artists annually.

[REDACTED] experience extends beyond delivering arts experiences to students. The organization trains educators and educational leaders in arts integration, supports collaboration between classroom teachers and teaching artists, and has invested in research and evaluation designed to strengthen its model and expand the role of arts-integrated instruction within schools.

The proposed initiative therefore does not require [REDACTED] to build a new instructional model or delivery infrastructure. It concentrates existing expertise - professional learning, teaching-artist collaboration, coaching, arts integration, and evaluation - into a sustained school-based model designed to produce lasting changes in educator practice.

Sustainability

The Arts-Integrated Teaching Initiative is designed to create capacity that remains within participating schools after the grant period ends.

Unlike a model in which external teaching artists are solely responsible for delivering arts programming, this initiative invests directly in classroom educators. Participating teachers will retain the instructional strategies, lesson-development skills, and practical experience gained through the project and can continue applying them with future students without requiring the same level of external support.

[REDACTED] will also retain the professional-development curriculum, implementation findings, evaluation data, and lessons generated through the five-school cohort. These assets will allow the organization to refine the model, demonstrate results to school-system and philanthropic partners, and pursue additional investment for expansion.

During the grant period, [REDACTED] will continue developing a diversified funding base for the initiative through foundation, public, corporate, and organizational support, reducing reliance on any single funder as the model grows.

Request for Support

[REDACTED] requests \$75,000 from [REDACTED] Foundation toward the \$150,000 cost of implementing the Arts-Integrated Teaching Initiative over 12 months.

[REDACTED] investment will help [REDACTED] move 50 Chicago educators beyond one-time exposure to arts integration and into sustained classroom practice through professional learning, collaborative planning, implementation, and coaching. In turn, approximately 1,000 students will gain greater access to engaging, experiential instruction during the regular school day.

Most importantly, the investment will build capacity that extends beyond the grant period: educators equipped to continue using arts-integrated strategies, a stronger evidence base for [REDACTED] professional-learning model, and a framework that can inform future expansion across Chicago schools.

Project Budget

Expense	Total Project	Abell	Other Funding
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Teaching artists / instructional coaches	\$55,000	\$35,000	\$20,000
Program director & project management	\$27,000	\$12,000	\$15,000
Professional-development curriculum & materials	\$12,000	\$7,000	\$5,000
Evaluation & data collection	\$18,000	\$10,000	\$8,000
School-based implementation supplies	\$10,000	\$5,000	\$5,000
Teacher stipends	\$10,000	\$6,000	\$4,000
Administrative / indirect costs	\$18,000	\$0	\$18,000
TOTAL	\$150,000	\$75,000	\$75,000

Budget Narrative

The total cost of the 12-month Arts-Integrated Teaching Initiative is \$150,000. [REDACTED] requests \$75,000 from [REDACTED] Foundation, representing 50 percent of total project costs. The remaining \$75,000 will be supported through other philanthropic, public, and organizational resources.

Teaching Artists / Instructional Coaches - \$55,000

This allocation supports teaching artists and instructional coaches who will deliver professional development, collaborate with educators on lesson planning, provide individualized coaching, support classroom implementation, and participate in project reflection and evaluation. Because sustained coaching is central to moving educators from training to independent classroom practice, teaching-artist and coaching costs represent the project's largest direct expense.

Program Director and Project Management - \$27,000

A portion of program leadership and staff time will support school recruitment and coordination, educator scheduling, teaching-artist supervision, partner communication, implementation monitoring, and overall project management across the five participating schools.

Professional-Development Curriculum and Materials - \$12,000

Funds will support preparation and adaptation of professional-learning content, instructional resources, lesson-development tools, and materials used during the initiative's 12 hours of formal professional development.

Evaluation and Data Collection - \$18,000

Evaluation costs will support administration and analysis of pre- and post-program educator assessments, lesson-design rubrics, classroom observations, implementation tracking, and student-engagement measures. Findings will be used both to assess project outcomes and to refine [REDACTED] professional-learning model for future implementation.

School-Based Implementation Supplies - \$10,000

Approximately \$2,000 per participating school will support arts and instructional materials required for educators to implement arts-integrated lessons with students. Providing implementation resources helps ensure that educators can immediately put newly developed strategies into practice regardless of individual school resources.

Teacher Stipends - \$10,000

Funds will provide \$200 stipends to each of the 50 participating educators in recognition of professional-learning, planning, reflection, and evaluation responsibilities that occur outside regular instructional duties.

Administrative / Indirect Costs - \$18,000

This allocation supports the organizational infrastructure necessary to administer the project, including financial management, technology, facilities, human resources, insurance, and other shared operating costs.