Grantwriting 101
Fundamentals of a Winning Grant

I. Cover Letter:

The **Cover Letter** serves as an introduction to you and your organization, as well as setting the stage from which you may market your project and/or present your viewpoint.

Guidelines:
- Who are you and your organization
- Why you are submitting the proposal
- A description of your service area
- Appreciation
- One Page Maximum
- Best Grammar and Wordsmithing
- Current Business style format
- Create a good visual Impression

   Suggested Contents:
   - School or school district
   - Date
   - Contact Name
   - Contact Organization
   - Reference Introduction
   - Brief Census Data
   - Project Sketch
   - What you want
   - Appreciation
   - Closure

- See Sample of a COVER Letter

Art Independent School District
Superintendents Office
Dreamville Road
Sugar Land, Texas 77098

November 9, 2011

Joan Maresh Hansen,
Art & Electronic Media Instructor
Fantastic High School
2100 Another Victory Drive
Sugar Land, Texas 77088
Dear Mr. Smith (Contact Person)
Re: Program Solicitation Number NOCI 89-9

(1st paragraph tells who you are and why you deserve the grant)

Art Independent School District, Sugar Land, Texas is pleased to submit a proposal in response to your RFP NOCI 89-9. Art Independent School District in one of the largest Public school districts in the state, serving over 12,000 students and 4,500 families. Home Sweet Home is our surrounding community and is located in the northern portion of the greater Houston area. Carver is nestled in an older community with most of our work force consisting of blue collar workers and unskilled laborers. Family support and educational resources are highly limited; however technical assets are available in abundance.

(2nd paragraph tells the purpose of the project and your partners)

Our proposed project is designed to make use of local technical resources to raise the basic reading levels in our district. Over 75 university, business and industry leaders have joined with us in partnership to support this effort to provide new, applications oriented opportunities to improve reading skills through a progressive online delivery system.

(3rd paragraph tells about what you are asking)

We are requesting supplementary funding and support from the National On-line Communications Institute to provide software, training, equipment, and personnel to insure successful development of a model program that can be duplicated in school districts throughout the United States,continent,world and planet.

(4rth paragraph confirms compatible match of giver/receiver expresses gratitude)

Having studied the mission and goals of your Institute, we are impressed with your progressiveness and quality of service to the educational community. The Art Independent School District appreciates the opportunity you have given us to propose a project with potential long-reaching effects.

Sincerely,
Joan Maresh Hansen

II. The Title Page

The Title Page serves an an introduction to your project or program. Remember that this is the first impression that your project will offer the funding source. Due thought should go into the title page.

Guidelines:

- The Title Must be descriptive of the Project
- Try to make the name of your project exciting (8 words max)
- Stay within expressed limits of the RFP (Request for Proposal)
- Must create a good visual impression
- RFP number (if response)
- Granting Agency and contact name
- Project Name
- Submitted by
  ### Suggested Contents:
    - RFP Number or Title
    - Funding Organization
    - Contact Name
    - Date
    - Project Name
    - Submitted by
    - Contact Name

III The Table of Contents

The Table of Contents shows the shape of your proposal. It should clearly indicate to the reviewer where pertinent material is indexed.

Guidelines:
  - Graphically illustrate all sections of the proposal
  - TOC should be easily read by the reviewers
  - Check the RFP for restrictions to the RFP
  ### Suggested Content:
    - Proposal Parts

IV: Proposal Summary:

This component is normally sent with a cover letter to a prospective funding source as an unsolicitated proposal. It is used only in response to an RFP if requested.

Guidelines:

- Keep it short—limit the summary to 1 or 2 pages if possible
- Within the length restrictions, try to state as clearly as possible what the project will accomplish and how it will accomplish it.
- Consider the summary as a one page "sales brochure" for your project.

Suggested Content:
- A brief description of the problem that you are addressing
- A brief overview of the project
- Expected results of the project
- The funding and support needed to implement the project

V. Introduction

This section gives background information on your organization and service area, the persons involved in the project and your track record.

Guidelines:
- Be concise
- Assume the reader knows nothing about you or your service area
- Observe the RFP limits (in the response)
- Show confidence in your service area

Suggested Content:
- Who you are
- Location of your organization
- Number and types of persons served (population served)
- Staff size
- Awards and Special Programs

VI. Problem Statement

Reviewers consider this with special care because it identifies the nature, severity and scope of the problem that the project will address.

Guidelines:
- Stick to the subject
- Justify your viewpoint with solid data
- Show the impact of the problem (locally, statewide and nationally)
- State all information accurately (don't embellish the facts)

Suggested Contents
- State the problem
- Give perspective
- Show rationale
- Show connection
- Global Impact

VIII: Goals and Objectives

This section shows the reviewers the amount of realistic thought that has gone into the development of your project and the expected results of your successful project.

Guidelines:

- In order to write realistic goals and objectives, the expected benefits to your target group must be clearly in mind.

Suggested Contents:

- Goals—the end result toward which your efforts are directed.
- Objectives—the measurable steps taken to achieve the goal
- Major tasks the principle tasks needed to complete an objective
- IMPORTANT NOTE: Link each task to a budget line item.

IX: PEM's Performance Evaluation Measures

These serve to insure the grantor that the money invested in your project is being effectively used.

Guidelines:

- Remember that you must keep the grantor informed of progress after you have been successfully funded. Grantors do not give funds and forget about them. They, like you, want to see results. Consider the PEMs as the "Strings" attached to your funding.

Suggested Content:

- A scientific means of measuring the progress of the project. A schedule of progress reports to be sent to the funding source.
- Evaluation Process
- Reports generated
- Report frequency

X: Project Description:

This section causes the most problems in the review process. Be sure that your description is completed in a logical, easy-to-read, step-by-step order.

Guidelines:

- Use step by step descriptions
- Be specific—pay close attention to detail
- Justify (where possible) all decisions made in developing the project
- Think about what would make the project more attractive to the grantor.

Suggested Content

- What will you do-what will the project accomplish

- When it will be done—when the project will be carried out
- Who will do it—
- Process Steps: How it will be done
- Location: Where will the project be carried out
- Performance
- Who is effected by the project
- Justification

- Anatomy of a Winning Grant

- (to be added)

N*eeds* O*ur* H*ands* O*n* *Technology*

Our responsibility as classroom educators continues to be the preparation of skilled workers that can step into the field of choice for their livelihoods with success. More than 95% of jobs use some kind of technology in the work place.

My first experience with technology almost twenty years ago was a workshop at the University of Houston with Apple II Es where painting an apple red required plotting colors five down and eight across. That was a bit too left brained for my creative mind.

A person's ability to communicate is the most significant skill to be taught in schools. The ability to communicate in the written word, orally and in the types of documents designed to communicate intended messages. Technology offers us an opportunity to provide our students with several kinds of problem solving capabilities which includes the effective design of word processed documents, well designed visually enhanced desktop published flyers, posters, books and electronically created presentations and web sites with sound, animation and video clips to profoundly communicate ideas.

Technology is here to stay. The computer is without fail the coolest tool of the times. Schools have experienced that the effective implementation of technology into classrooms has transformational effects. In such schools, students arrive early and stay late having to be pushed out of the building at night. Schools like this exist in contrast to the practically being trampled at the onset of the bells in traditional classrooms. All areas of study reap tremendous benefits from the effective implementation of technology.

Changes in my attitude toward computers occurred with the introduction of the first Apple Macintosh SE computer. My personal experience was a positive life altering one which was the elimination of my writer's block. It was then that I realized that the nationally recognized art portfolios of my students were not enough to prepare them for the kinds of careers they aspired to. It became my commitment to make the computer as familiar a tool as the pencil to educators and their students. It had to became another tool in which they could enhance their communication skills.

Thirteen consecutive years were spent with the intention of placing computers in the hands of my art students. Finally after submitting an electronic media course proposal to the state of Texas, my dream was realized. I had the privilege of becoming the first electronic media instructor in Texas and then being recruited to began an electronic media component in a magnificent Aldine art magnet school. During the last eight years, the art students continued to amaze me with their increased confidences and their intuitive abilities to combine disciplined creativity with intelligence to bring about incredible results.

My Macintosh lab began with computers that other instructors had discarded. We had old machines, old printers, scanners, cameras and this really made very little

difference. The result was engaged learners, more effective communicators and students, who were gaining confidences with regards to technology. Students were learning to paint and draw, compose profound artist's statements and introspective dialogue for their scholarship applications. They enhanced photos, manipulated images, and then the magic really began. Each year the students' products; from simple artist statements to complex marketing campaigns for their senior art shows, or desktop published books they made and bound, the presentations— all products improved expotentially.

Students began teaching students as my position changed to facilitator. Then the world began to take notice, my students had participated in UIL competition when the judge found me to tell me that not only was the student work phenomenal, the other clear indication that learning had taken place was how articulately the students could describe to the judges how they did these incredible products on the computers.100 % of my students received the highest possible scores.

Computers allow this unique collaboration between students and their instructors, in addition to their increased ability to encourage work in teams where students assist each other in their preparation of a more professional combination of their works, words or message in dynamic presentations.

I share this history along with an analogy that has inspired action because I feel it is important to realize that throughout history, we stand on the shoulders of those before us and their accomplishments. Being able to fast forward an intention by using a successful strategy to excellerate a series of events enables one to step out of the past into an innovative future goal. Today a classroom without technology is like stepping into a cave and interpreting the writing on the cave walls as today's rules to live by.

It has been many years ago, that my battle for technology in my art room was won. In my previous classrooms, we had the best of both worlds working in both traditional and digital media. **My commitment remains to facilitate positive change to impact our youth in classrooms at Northbrook High School.** It is my belief that schools should be DRESS REHEARSALS for the real world. Increased confidences coupled with mastery of skill sets prepare students for life beyond high school. Students actually can imagine the possibility of their own futures. It really is life altering when schools coach" students on a career choice that matches their talents and interests so they could love their jobs all the while positively contributing to society.

Classrooms must effectively embrace and implement effective technologies. It is my belief that as we share strategies and methodologies that promote growth in ourselves and others—it creates a ripple effect on the waters of humanity. Herman Melville said, **" Each time we extend ourselves to another—we are reminded how inextricably linked we are to others. We cannot live only for ourselves. A thousand fibers connect us to our fellow man, among those fibers as sympathetic threads, our actions run as causes, and they come back to us as effects."**

This kind of project cannot be achieved alone, the partnership of the districts' administration and those who oversee technology is needed to bring about this positive life altering action at Northbrook High School. However, we could present this model to other

schools allowing its replication and therefore positively impacting other school districts who have chosen to employ it**.**

My students at Northbrook High School deserve the same advantages as students in other technologically advanced schools. My requests is to use discarded machines to create this kind of positive effect. In their goals, my NBHS students wrote 80% of them intended to finish high school to pursue college and then find jobs that would support their families. Many of these written goals had errors in spelling and grammer. My intent is to employ the technologies to give them the same benefit of increased and improved communication skills.

Other positive effects intended are increased attendance, a decrease in student drop out, and a decrease in discipline problems as well as tardies. Students rush to classes in which they are learning something that supports their future goals.

This is not a request for any budgetary allocations. If anything else is needed, my intent is to provide funding by securing grant monies. ***Beginning a program with machines that are being discarded somewhere else is a cost effective measure which doubles the life of that investment.*** The machines being requested are G3s and any other Macintosh computers which have been discarded, scanners, cameras or printers. Some machines are being replaced in the NBHS journalism department. Some of the startup softwares which would benefit us include: Adobe Photoshop, Illustrator, Pagemaker, Appleworks, and Painter,— any portion of these or others would be greatly appreciated and would begin the facilitation of this NBHS vision.

My previous lab had seven or more kinds of Macintosh computers which included new IMACs, G3s, G4s, and PowerMac 5200s, 5300, ,Quadra 700, PowerMac 8600 and 9600s. We used them all even if some machines were used just as appliances for scanning or image capture. Some machines were networked while others were not.We canniba-lized other machines for memory chips. We learned to use what we had with incredible results. Students assisted me in maintaining and troubleshooting the lab. It made very little difference as to how old the machines were. However, the newer machines assisted me in the elimination of my tardies as student rushed to class to gain access to the newer technologies. We also used many industry standard softwares with several different versions of those as well as different operating systems. It did not matter as we were appreciative and happy to have anything we could get our hands on. We used what we had.

The quality of student work continued to improve. Last spring, my former students and my electronic media examples won third place in the nation in the 2004 Xerox Corporation's Strut Your Stuff Competition. The amazing thing was that the first, second, fourth and fifth place winners were major graphic design companies.

In addition, local, national and state competitions recognized them with top honors, in addition to well designed scholarship applications, senior exhibition marketing campaigns, and much more.

The school district called upon these same students to design billboards and programs for the National Magnet School conference held in Houston. Cynthia Woods Mitchell Pavillion requested for three consecutive years that these students design the

programs, t-shirts and lanyards for three major events.The students were so empowered to see their art work professionally reproduced for use in the world. The NBHS students deserve this same kind of acknowledgment of their talents and abilities.

Students confidently collaborated in several publishing ventures including eighteen feature articles in the 2004-2005 upcoming editions of the national *School Arts* magazine. A 2005, McGraw Hill/Glencoe publication entitled, *Digital Studio Projects* will feature twenty lessons with digital works done collaboratively between myself and my students.

The four year electronic media curriculum allowed first year students who were being introduced to the computer an opportunity to build multimedia presentations with an introduction to animation. Second year students worked to combine traditional and digital media in what were called,"tradigital works." Third year students designed desktop published original bound books. Fourth year students prepared electronic portfolios of their work in addition to an entire marketing campaign which advertised their end of the year Senior exhibitions. This campaign included post cards, flyers, posters, artist tags with artist statements, sign in books and art show catalogues. This incredible culminating event had these students selling themselves to the world as artists in powerful visual and verbal communications. Many students secured scholarships to outstanding universities across the nation.

College representatives visited our campus from Milwaukee, Kansas City, Boston, Savannah, and New York to view senior portfolios. Students had designed one page flyers which contained samples of their art work, an artist statement as well as the contents of their resumes. These paper portfolios are called "leave behinds." Upon the return to their prospective college campuses, the representative informed us that they still had a clear impression of who my students were as artists as they held the visual evidence in their hands. They had met hundreds of students since leaving. Several of these art students were offered and became benefactors of full paid scholarships to those same universities.

Advanced placement students did all of their written work on the computer in preparation for the submission of their Studio Art AP portfolios. This last year, the students created a 12-month "Friends of the Arts" calendar which had them using Photoshop to their advantage. The students alongwith their art were televised, and then recognized at the state and national conference. More importantly, these students became more effective, more confident, computer users. All students deserve the opportunity of an education that provides a sound foundation in these skills that will encourage and empower them to pursue careers that have their dreams realized. Walt Disney said, "the only way to predict the future is to invent it."

The proposal's intent is a Macintosh lab composed of repurposed machines to be placed in Northbrook's art department. The Northbrook High School Art Department: **NOHO: Needs Our Hands On Technology**! Your decision to facilitate this action will positively impact many students insuring them a brighter future. It is my belief that it is the responsibility of the educational system to prepare our youth for the work place of the future by assisting them in understanding skill sets that are simultaneously being used in careers in which they intend to pursue. Can we count on you as our partner? Respectfully Submitted,Joan Maresh, Instructor, Northbrook High School Art Department

Examples of Winning Grant Applications

Mini GrantsApplication
PROJECT TITLE: IDEA INSTITUTES: GOT GUTTENBERG?

GRADE LEVEL(S):   9-12   **NO. OF STUDENTS:** _____   **NO. OF CLASSES:** _____

SUBJECT AREA(S)   Art 1 and 2

I.   PROJECT OBJECTIVES:
(What do you expect the students to accomplish because of the project? Be specific.)

The objective is to use visually stimulating desktop published handouts, teaching materials, and printed materials along with multimedia presentations to increase the motivational impact on all learners, especiall the at-risk and "reluctant" which will be seen in increased attention (and attendance). The effective use of computers is a necessary part of a student's learning in preparation for the future work force. Electronically archived evidences of past student successes will be shared complimented by those student's effective articulation of their intentions.Students/teachers should be scribes of their own life experiences relating subject matter to life by demonstrating increased abilities to communicate these ideas/insights effectively. Today's work force requires employees who can express their intended message in the written and spoken word and NOW even in electronic formats. Increasing the modalities for presented ideas are more likely t increase student's understanding of how they too may communicate ideas. GUTTENBERG INVENTED THE PRINTING PRESS, to have had advanced technologies for use in the classroom and now not to have feels like pre-press time. From my own life experiences, whenever visual reinforcement is provided for the intended message, a clearer understanding follows. Students have responded the same and my goal is to provide the clearest message possible each day to engage my students in the full expression of themselves.

II.   LIST TEKS ADDRESSED BY THIS PROJECT AND METHOD USED TO ACCOMPLISH MEETING THE INDIVIDUAL TEKS. (attachments with additional details are acceptable):

The TEKS provide a framework for teachers to build intrinsic motivation. It is suggested that we emphasiz the value of an assignment and give the reasons for it in order to help students see connections between the current assignment, past ones and a broader range of study.Learner's attention can be gained by having a naturally active learning environment.

This project's focus is on three TEKS objectives which include first and foremost CREATIVE EXPRESSIC Handouts and visual reinforcement provide more clearly the perimeters of an assignment as well as show ho other students solved the creative problems. This kind of saturation of possibility gives present students permission to act upon their own creative impulses. This approach can assist students in developing their abilities to express their own ideas in original works of art.

Secondly, PERCEPTION is challenged as they compare the works of former students, they can then begin t organize ideas from their environment. Third, this project provides students with increased opportunities for RESPONSE and EVALUATION with increased opportunities for making judgements both about their artwork and the artwork of others**. (See TEKS appendix for further explaination)**

III.   PROJECT DESCRIPTION/ACTIVITIES:
(Outline the action steps, describing student activities, time line, resources or materials involved. Note any unique and innovative aspects.)

IDEAS Institutes is about inspiring present students toward their own successes through a series of lessons/presentations standing on the shoulders of previous student's accomplishments. Completing my 31st of many phenomenal years, samples of student work which were previously in file cabinets and slide trays are now being burned to DVD/CDroms..

1. Already completed are storyboards for classroom presentations. Each concept taught will be introduced in a presentation. Each lesson, level of art, and student portfolio will all have buttons (hot links) from IDEAS INSTITUTES main menu.

2. Already completed: Many student works have been photographed with a Koolpix 775 digital camera (won with grant) or by scanning the slides of the student work in bulk with a newly purchased slide scanne

3. First month: These newly scanned images must next be imported into the handouts and presentations. Test prints need to be done to determine how many DPI must be used to scan for good print quality.

3. Already completed are desktop published handouts in both flyer /newsletter format(s) generated to accompany the upcoming state conference series. Done in a desktop publishing software-PageMaker, when printer becomes available, the other handouts would be completed, proofed, edited, printed then GBC bound as rich colorful resource manuals for use in classroom and in teacher sharing sessions.

6. Already completed: electronic presentations are built and have been burned to a CD-Rom.

7. Organize all data on zips/Cds and DVDs for easy access and printing.

8. Print and begin using immediately in my classroom.

9. Plan dates/locations for Summer IDEA INSTITUTE sessions to share these concepts with SBISD teachers. These institutes would be continued in the fall (pending approval from Gloria McCoy) with program entitled "Cooking Up Some Good Ideas." Themes (drawing, painting, etc) would be predetermine so those participants could bring samples of student work and a hard copy lesson plan. Time would be allocated for sharing. Three ring binders would be issued with dividers to keep all lessons organized and accessible for easy reference. Locations would be rotated throughout the district so classroom organizatio and management strategies could be seen and shared at each site.

IV.PROJECT CREATIVITY:
(Please describe how your project embodies creativity, be it an original idea or previous concept.)

It is important that as we encourage our students to grow and change that we also investigate new venues

of creativity and self-expression. As an art educator in my 32nd year of teaching, it has always been a

goal to present material using an assortment of teaching strategies.   At first, these included just lectures &

demonstrations–similar to what many other teachers used in their classes. Then for many years, my lesson

were introduced with slide-sound shows and eventually the use of manipulated video clips. At present my

curiosity involves learning more about the use of artistic images in combination with creative writing as it relates to desktop publishing, web design and presentations—all pertaining to the well designed creative combination of words and images. Sharing is a gift/connection between people that inspires others into action.

V. PROJECT EVALUATION:
(How will you determine if the project is successful? Describe specific evaluation methods or procedures.)

Observe the motivational impact on all learners, especially the at-risk and "reluctant" which will be seen in increased attention (and attendance) and productivity.

Decline in discipline related problems as a result of a more positive and engaged learner

Number of art projects attempted and number of products completed

Interview administrators regarding change in decreased disciplinary infractions, improved attendance, punctuality, increased enthusiasm in classes

Evaluate electronic copies and handouts. Evaluation instruments would be completed at the end of the year with

students and at the end of teacher sessions. In order to know how to get better, you first must know where to begin.

VI. BUDGET REQUEST (not to exceed $500):
(List specific materials, equipment, outside experts, transportation, etc. Estimate costs where not known. NOTE: Do not include items available from the school or school district.)

ITEM	COST
HP color laser printer	**$500.00**
Koolpix digital camera	$399.00-already secured through AISD grant
CD ROM's, DVDs of student work burned from archive of Zip and jazz drives, GBC binding machine, cones, paper	**$300.00-already secured through 2003 TAEA grant**
School Arts Magazine-2003-04(featuring 18 feature articles of former students with their portfolios/artist's statements	**Already secured through budgetary allocations**

NOTE: Please limit attachments to those that can be copied for the judges

Two passions exist among many in my blessed life; sharing exemplary student work in presentations coupled with teaching with the use of new/innovative technologies to inspire my audience to grow themselves. A student seeing another student's success makes the accomplishment more reachable for them. These inspirational student works have sparked several publishing ventures. Sharing just such successes creates a ripple effect on the waters of education. Herman Melville said,

" Each time we extend ourselves to another—we are reminded how inextricably linked we are to others. We cannot live only for ourselves. A thousand fibers connect us to our fellow men, among those fibers as sympathetic threads, our actions run as causes, and they come back to us as effects."
TEKS ADDRESSED:

1.Perception.
The student develops and organizes ideas from the environment. The student is expected to:
B.) compare suitability of art materials and processes to express specific ideas relating to

visual themes, using precise vocabulary.

By providing CHOICE CENTERS, students will be able to develop strengths in selecting suitable materials. In other words, all students may have completed a line drawing. The choice center may communicate the step by step approach to the use of colored pencils or oil pastels or other media from which they would choose.
Presently, my student work examples are hanging without written descriptions, a printer would allow me to access electronic files to print them for student use and increased understanding,

Students will be expected to articulate their intentions in a work of art and then print these artists's statements for others to see and appreciate. They would be using precise vocabulary as it pertains to the work or media processes.
2.) Creative Expression.
The student expresses ideas through original artworks, using a variety of media with appropriate skill.
The student is expected to:
A.) formulate multiple solutions to expand personal themes that demonstrate intent.
By showing present students areas of concentration in former students' portfolios they can begin to understand the possibility that the study of art is by being inspired to begin telling their story in many ways with different media.

B.) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking, and electronic media generated art.
The CHOICE CENTERS provide students with the opportunity to select the media intended to communicate their original ideas. By having former student's works, many more options are seen before they select the one that they decide to try.

4.) Response/evaluation.
The students make informed judgements about personal artworks and the artworks of others. The student is expected to:
A.) select and critique artworks in progress, making decisions about future directions in personal work: and
B.) Select and critique original artworks, portfolios, and exhibitions by peers or others.
Students must involve themselves in two aspects of art, which this addresses. When they are making art, they are the artist-makers, deeply involved in the process. In order to complete quality works, they must step away and therefore become the "Critic-viewer" of their own work. This ability to see how a work can improve is necessary to the

completion of a work. The more exposure the students have to their own and others art, they strengthen their muscles in being able to talk about and make informed decisions throughout the process. Student handouts with other pieces of art as well as narrative expands their experiences through the eyes and experiences of their peers.

In conclusion, a goal of schooling is for all students to become lifelong learners to be motivated by internal drives to know, do, and accomplish. The right kind of motivation in schools greatly influences student's desires to be self directed learners while they are in school and when they leave. My intent is to inspire my students with a quality of instruction, which includes visually, saturated handouts enhanced with student work. Intrinsic motivation as fostered by student choice, collaboration, and meaningful content, has long term positive effects on self-directed lifelong learning.

"Again and again, step by step, intuition opened the doors that lead to man's designing." *R. Buckminister Full*

We must keep the passion alive in ourselves and in our peers. Passing on successes like this for replication impacts others to ensure the same degree of success in their classrooms. Eight such presentations at the November 3-9,2004 Texas Art Education Association conference in Galveston will address these same issues.

Other projects sparked by student work involves twenty plus pieces of student art work scheduled to be released in a McGraw Hill book, entitled," Digital Studio Projects" to be released in 2005. Also School Arts Magazine features 18 total articles with incredible student portfolios with their accompanying artist's statements.

Someone said that, "Our own life lives on the acts of other people." How true that each of us has been directed to this place in our lives as a result of someone's guidance or inspiration. The late Janet Fox, an incredible influence to Texas art educators made her transition recently in her late nineties. She continued to keep going and going, as she continued to give others what she knew. She's one of my heroes! There comes a time in our life— this is mine that we must do some things in spite of the discomfort and the fear. We are all creatures of habit enjoying life in the comfort zone surrounded by what we know very well. Growth requires that we walk through unfamiliar territory to learn, in order to share and possibly inspire others into action.

Our minister asks one morning, " Are you a hammer or a nail?" (He also sang part of "If I had a Hammer."). The analogy he used was that nails are beat down in life by circumstances, while the person who represents a hammer is like a powerful tool in the world building and creating new thoughts, new ideals-in this case new methods and approaches for teaching art and impacting education. I am a hammer in the matter of building into the art programs a new set of skills to master, new strategies for designing, new ways to use old techniques, while introducing another tool in which to harness the keen powers of our imaginations.

Pioneers are the people to discover new vistas. It is my hope that you can see the vision of what is possible within the realm of discovering new and innovative approaches

to the teaching and making of art. Each of us must know how to find and to research and gather information. New sources are available technologically. It is equally as important to model contemporary methods of presenting this culmination of information into powerfully effective tools that communicate whatever the message is we hope to convey.

The Arts will continue to be a means of communication, the more skills, media familiarity, and Opportunity to gain mastery-the more powerful the artist becomes in the full expression of their self. SBISD grant support will open the doors of opportunity insuring a brighter future for educators, our youth as well as impacting the future of education.

Respectfully Submitted, Joan Maresh Hansen
Art Instructor @ Anywhere High School

Winning Grants of great benefit:
Annenburg Grant (for 3 consecutive years) $160,000
Magnet School Grant (many years in a row) $50,000-for Mac Lab/copier
Fulbright: All Expense Paid Three Weeks in Japan $25,000
FBISD: Bootcamp for 21st Century Classrooms: $3500
Target Grant: $1,000
Xerox Strut Your Stuff: Won 3rd in the Nation $500 in gift certificates
TAEA: $300
SBISD: Letter won 14 repurposed loaded PCs

Other Grants submitted:
Fund for Teachers
Innovative Teachers
Walmart
TIE Grant
Now seeking grants funding for Individuals for following projects:
- **ArtWorkBook Bootcamp**: grants/sponsors to fund marketing, travel and expenses to host bootcamps across the USA.
- Expanding the offerings of all ART sites with MEMBERS ONLY areas.
- Mobile Apps for teaching art and Positive Podcasts
- Grantwriting Course-to expand skills
- More training in web 2.0 technologies

Thanks for joining me in the Grantwriting 101.
Let me know what you are currently working on so that if I find something I can send it to you. Please extend the same courtesy to me if you find any grants for individuals.
Thanks!
Joan Maresh Hansen,
jmh5@mac.com
111 Main Street, Sugar Land, Texas 77498   281-494-2678

Note: Will add material to the sites as it is found. Have to find Grant Resources Files.

Art WorkBook BootCamp
Resource-FULL Checklist

_____Subscribe to: Artwork on the Web
http://www.artworkontheweb.com
Get FREE *Notes in Painting in Watercolor* **E-book.**

See exemplary portfolios of 250 pieces of art in the gallery @
http://www.artworkontheweb.com/gallery/

 Join The Artful Life Blog, (Members ONLY):
http://www.artworkontheweb.com/artful-life
Subscribe to VISIT other pages:
_____VASE 101: VASE Slide Shows #1-5 (189 images)
_____Vu Pham's electronic Senior Portfolio (33 Images)

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Flickr Photo Sets (User: jmh5)
 ArtWorkBook Series (65):
http://www.flickr.com/photos/coolartwork/sets/72157604039005495/
Successful projects of my former art students with lessons in The Art Work Book Series

Carver Crew (64 photos):
http://www.flickr.com/photos/coolartwork/sets/72157604109414140/
Four of my Carver kid's incredible work. Meet Tina Trang, Rebecca Ramirez, Jessica Donaldson, and Jorge Ochoa. Thanks! Blessings, Joan

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