



# GRANTS GAZETTE

Vol. 11, Issue 17  
December 2020



## GRANT AWARD ANNOUNCEMENTS

| Applicant & Location                              | Grant Name   | Award Amount | Grant Funder/Agency                 |
|---|--|--------------|-------------------------------------|
| Christine Weatherholtz<br>Food Service Production | Linden-McKinley Agricultural Career Pathway<br>Community Gardens | \$ 3,000.00  | The Columbus Foundation             |
| Ed O'Reilly - Adult and<br>Community Education    | CARES Act Ohio Higher Education                                  | \$ 15,084.00 | Ohio Department of Higher Education |
| Irish Dorris -<br>Eastmoor Academy                | Urban Garden Grant   | \$ 3,000.00  | Scotts Miracle Grow Foundation      |
| Christina Ifill -<br>West Broad ES                | Columbus Foundation/Rotary                                       | \$ 27,360.00 | The Columbus Foundation             |
| Allison Volz -<br>Highland ES                     | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |
| Lisa Brandt -<br>Cols. North International        | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |
| Erin Peebles -<br>Linden Park ECE                 | Racial Justice Initiative Grant                                  | \$ 1,010.00  | The Columbus Foundation             |
| Jocelyn Reedus -<br>Weinland Park ES              | Racial Justice Initiative Grant                                  | \$ 559.30    | The Columbus Foundation             |
| Brittany Sherman -<br>Cols Downtown HS            | Racial Justice Initiative Grant                                  | \$ 1,200.00  | The Columbus Foundation             |
| Ross Shirley -<br>Cols Alternative HS             | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |
| Leah Turner -<br>Fairmoor ES                      | Racial Justice Initiative Grant                                  | \$ 1,500.00  | The Columbus Foundation             |
| Merele Wilder -<br>Cedarwood ES                   | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |
| Anita Cornell -<br>Mifflin MS                     | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |
| Patricia Vazquez -<br>CSIA                        | Racial Justice Initiative Grant                                  | \$ 2,500.00  | The Columbus Foundation             |

### NEW GRANT OPPORTUNITIES ...

#### The Mockingbird Foundation Grant

**Funding Source:** The Mockingbird Foundation

**Deadline:** 4/15/21

**Description:** Grants of up to \$10,000 to USA nonprofit organizations and schools for programs that provide music education to children and youth. Applicants must submit a letter of inquiry prior to applying. Particular interest is given to programs serving disenfranchised groups, including those with disabilities or terminal illnesses; low-skilled, low-income, and low-education populations; and those in foster homes, shelters, hospitals, prisons, or other remote or isolated situations.

<https://mbird.org/grants/apply/>

### WE'VE MOVED!!!

State and Federal Programs and Nonpublic Support Services has moved to our new location. The new address for both departments is:

Columbus City Schools  
State and Federal Programs  
Nonpublic Support Services  
3700 South High Street,  
Suite 95  
Columbus, Ohio 43207

## DECEMBER CALENDAR

- December 9 - Grant Committee Review Meeting
- December 9 - Title I Crate Webinar
- December 25 - Christmas - CCS Offices Closed

### WELCOME!

**Felicia Hayes -**  
*Federal Programs Case Manager*  
State & Federal Programs

Felicia Hayes is a licensed social worker in the State of Ohio. She has over 26 years in the social services and criminal justice field. Her educational background includes a Bachelor Degree in Social Work, a Master Degree in Human Service Management, and a Master's Degree in Social Science Administration

**Mareme Anne -** *Grant Specialist*  
State & Federal Programs

Mareme Anne is an Accountant by profession, worked for eight years with the State of Ohio and two years in the private sector. She is specialized in federal and state funds and grants management. Graduated from DeVry University with a Bachelor in Accounting, she is also certified in Public and Nonprofit Organization Management from OSU John Glenn College and is bilingual in French.



### Federal Grant One on One Consultation

To sign up for a One on One Federal Grant Consultation with Lisa Stotz, please use the link below:

<https://www.signupgenius.com/go/20F0F4BA8AC2EA0F49-federal1>



## RESOURCES

### FREE TITLE 1 Crate

Monthly Title1Crate Campus and District navigation webinars begin on November 11th.

Campus user training webinars will be at 12:00 eastern on the second Wednesday of each month.

[https://806technologies.zoom.us/meeting/register/tZUpf-yqqTMpHNwlyriDf5hA3-2VDVJGCU4R](https://806technologies.zoom.us/j/806technologies.zoom.us/meeting/register/tZUpf-yqqTMpHNwlyriDf5hA3-2VDVJGCU4R)

### Can We Order Pizza?

#### Spending Title I Funds on Family Engagement

**CHECKLIST:** Guiding questions to ask before spending Title I funds

- ♦ Is the cost "**necessary and reasonable**" for the federal program? *"A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost."*
- ♦ Is it **allocable** or related to the objectives of increasing student achievement? Is the cost consistent with the federal program? Would the federal program benefit from the expense?
- ♦ Is spending federal funds consistent with local policies for spending local and state funds? Don't use federal funds for something otherwise not allowable under local or state rules.
- ♦ Are the costs adequately supported with documentation?
- ♦ Is the expense in compliance with laws, regulations, and grant terms?
- ♦ Is there support from the federal agency or pass-through entity, such as the state educational agency?
- ♦ Is there a compelling reason for the expense?

**Contact Us: State & Federal Programs**  
**3700 S. High St. - Columbus, OH 43207**



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|----------------------------|-------------------------------------|
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## NEW GRANT OPPORTUNITIES ...

### Enhancing Student Mathematics Learning Through the Use of Tools and Technology

**Funding Source:** Isabelle P. Rucker Fund and NCTM

**Description:** The purpose of this grant is to encourage the innovative use of technology and other tools to help teachers and students visualize and concretize mathematics abstractions.

**Grade:** PreK-5, 6-8, 9-12

**Opens:** February 1, 2021

**Deadline:** May 1, 2021

Maximum of \$3,000

**Scoring Rubric:**

[https://www.nctm.org/uploadedFiles/Grants\\_and\\_Awards/grants/School-Inservice-Training-Grants-PK-5-Scoring-Rubric.pdf](https://www.nctm.org/uploadedFiles/Grants_and_Awards/grants/School-Inservice-Training-Grants-PK-5-Scoring-Rubric.pdf)

**Application Information:**

[https://www.nctm.org/uploadedFiles/Grants\\_and\\_Awards/grants/Pre-K-8-Preservice-Teacher-Action-Research-Grants-Application-Information\(1\).pdf](https://www.nctm.org/uploadedFiles/Grants_and_Awards/grants/Pre-K-8-Preservice-Teacher-Action-Research-Grants-Application-Information(1).pdf)

### Grants to USA Nonprofits and Agencies for Education Programs for Underprivileged Children

**Funding Source:** Charles Stewart Mott Foundation

**Deadline:** Ongoing

**Description:** Grants to USA charitable, educational, and governmental organizations for programs and projects that promote education. Funding is intended to support efforts to expand learning opportunities and supports for children, particularly those from low-and-moderate-income communities.

<https://www.mott.org/work/education/>

### Fund For Teachers (FFT) Fellowship Grant—Professional Development Projects

**Deadline:** January 21, 2021

**Description:** Fellowships of up to \$5,000 to USA PreK-12th grade educators and up to \$10,000 to educator teams for projects that support professional growth and development. Funding is intended to offer educators the tools required to pursue self-designed professional learning experiences. All applicants must apply online between November 1, 2020 and January 21, 2021 with final submission made by 5 pm CST on January 21, 2021.

Application guidelines:

[https://fft.fundforteachers.org/applications/guideline/program\\_id:169/step:coversheet](https://fft.fundforteachers.org/applications/guideline/program_id:169/step:coversheet)

## “What does it mean to ask authentic questions?”

### One Thing Teachers Can Do to Make Remote Learning More Effective

#### What can I do to make sure students are learning?

It's so difficult to tell—especially when students are remote.

This is the problem: *You can't listen and talk at the same time.*

This is my problem: *I talk too much.*

For instance, each week when I prepare to teach my undergraduate class, my slides and the notes that go with them grow longer and longer as I think of more and more ideas it feels urgent to share.

By the time I meet with my students, I'm a fire hydrant of facts. Nervously, I glance at the ticking clock, talking faster and faster in an attempt not to leave anything out. At the end of class, if I've delivered everything planned, it feels like a small victory.

But even so, in that scenario, it's not the students who triumph. Because talking too much means I'm not listening to what they have to say.

My goal this year is to ask my students what education researchers call “authentic questions.” That is to say, I want to pose questions for which there is no single simple answer.

For instance, rather than launching directly into a soliloquy at the start of my next lecture, I will instead ask students to ponder this authentic question: “How do you cope with failure?” Of course, I'll also prepare slides that address that question, review recent research on the topic, and in other ways be the teacher.

Skipping authentic questions may feel more efficient, and perhaps this is why, in a typical **classroom**, most of the questions teachers ask are not authentic ones. But the truism holds: You haven't taught until they've learned. What matters isn't the volume of information I dispense but rather the quality of the insights in the hungry, active, and independent minds of my students.

*Don't* talk too much. The young people in your life are spending hours and hours on Zoom calls where, by logistical necessity, they're on mute. The more we can let them unmute themselves, express themselves, and actively engage rather than passively receive, the better.

*Do* ask authentic questions. Begin with “Why do you think that ...” or “How do you feel about ...” and then listen. Even if you aren't a classroom teacher, you teach the young people in your life so much.