

## GRANT AWARD ANNOUNCEMENTS

### CONGRATULATIONS

Celeste Lewis, Director  
**Career and Technical Education**  
\$50,000 Career Readiness Program  
JPMorgan Chase Foundation

Rachelle Schott  
**Valleyview ES**  
\$700 Target Field Trip  
Target Corp.

### TEACHERS' DREAM GRANT

Will provide individual grants ranging from \$500 to \$5,000 to Columbus City Schools teachers to assist in improving teaching and learning in CCS. This is an excellent opportunity for interested teachers to acquire resources to support an innovative project to increase student achievement, improve social climate and/or promote social justice.

All applications must be submitted online by 4:00 p.m. on April 24, 2020.

This is a district-sponsored grant; applicants will not need to submit a Grant Endorsement Form to apply but will need their principal's or supervisor's approval.

**NOTE:** A CCS email account is required to submit online. To submit your application, go to <http://www.columbus.k12.oh.us/dreamgrant> and enter your JLead login name and password.



## GRANT OPPORTUNITIES...

*All grant applications must go through the CCS grant endorsement process and be approved by the Grant Review Committee prior to submission.*

The grants listed below and MORE are available on the State and Federal department website.

### 2020 COPS Office School Violence Prevention Program

**Deadline:** April 8, 2020

### Salary Assistance Grant for Japanese-Language Courses

**Deadline:** April 10, 2020

### Teacher Development Grants

**Deadline:** April 15, 2020

### 2020 Possibility Grant Sweepstakes

**Deadline:** April 28, 2020

### Health and Science Innovation Challenge

**Deadline:** April 30, 2020

### Classroom Technology Grant Program

**Deadline:** Ongoing

### Dollar General Youth Literacy

**Deadline:** May 21, 2020

Schools, public libraries, and nonprofit organizations who help students who are below grade level or having trouble reading are eligible to apply. Grant funding is provided to assist in the following areas.

- Implementing new or expanding existing literacy programs
- Purchasing new technology or equipment to support literacy initiatives
- Purchasing books, materials or software for literacy programs

**Requirements:** Target Pre-K—12th grade students who are new readers; Target below grade level readers; Assist readers with learning disabilities

**Eligibility:** Local nonprofit organizations, schools and libraries

**Award Amount:** Maximum is \$4,000

<https://www.dgliteracy.org/grant-programs/>

### Did You Know? ESSA vs. NCLB

#### No Child Left Behind

##### Title V

#### Promoting Informed Parental Choice and Innovative Programs

- Part A Innovative Programs
- Part B Public Charter Schools (moves to Title IV)
- Part C Magnet Schools Assistance (Moves to Title IV)
- Part D Fund for the Improvement of Education

#### Every Student Succeeds Act

##### Title V

#### Flexibility and Accountability (moved from Title VI)

- Part A Funding Transferability for State and Local Education Agencies
- Part B Rural Education Initiative
- Part C General Provisions

# NEWS TO USE

## Calendar Events

- **April 8** - Grant Committee Meeting Review
- **April 22** - Grant Committee Meeting Review
- **April 24** - Final date to submit reimbursement packet (including PO number) to A/P for a final petty cash reimbursement check.

## Do's and Don'ts - English Learners

**Do** engage parents of English learners through regular meetings - ESSA emphasizes meetings with English learner families much more strongly than NCLB. ESSA expects parents of English learners to be involved in the education of the children, helping them to attain English proficiency, achieve "high levels" in a well rounded education, and meet the challenging state of academic standards that are expected of all students.

**Do** test English proficiency of EL students whose parents opt out of Title III services - parents have the right to refuse Title III services for their children who are English learners. But districts must still test those students' English proficiency on an annual basis.

**Don't** stop EL services before meeting exit criteria - English learners at the highest levels of English language proficiency should continue to receive EL services until they meet criteria to exit from EL status. That exit criteria must include a valid and reliable ELP assessment of all four language domains — listening, speaking, reading and writing.

## RESOURCES

CCS State and Federal Department → Grants  
Grants.gov  
Foundationcenter.com  
Follett Master List of Grants

## More Information Links

### FY20 Grant Endorsement Form:

VISIT: [www.ccsok.us](http://www.ccsok.us) → Staff → Grant Information → Scroll down to form

### Title I Crate: CAMPUS User Training

Click link to register: <https://attendeegotowebinar.com/rt/8788179112367790849>

nightingale.com



**"Time and Health are two precious assets that we don't recognize and appreciate until they have been depleted."**

~ Denis Waitley

## E-Learning Overload: 8 Tips Educators Can Give Frustrated, Anxious Parents

It's safe to say administrators and teachers aren't the only ones feeling overwhelmed amid school closures and the worsening coronavirus outbreak.

Parents are also bearing the brunt.

With the uptick in schools relying on remote learning to keep instruction going while brick-and-mortar education is paused, many parents are having to take on a variety of new roles, from playing IT help desk to becoming makeshift teaching assistants.

And this much is clear: parents have a growing list of questions for teachers and administrators about what role to play during extended closures.

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## Contact Us: State & Federal Programs

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## 8 Tips Educators Can Give Frustrated, Anxious Parents

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"We're asking someone to take on a task of helping to educate a child and they may not have any experience whatsoever."

So we've put together some tips that educators can give parents as the pandemic plays out.

**1. Start slow:** Parents can identify subjects or areas their children are interested in and explore from there. Patrick, of the Aurora Institute, said parents can easily get involved in their child's day-to-day remote learning by setting goals, looking for curated educational material on a district's website or coming up with reading and writing tasks, including keeping a journal of the current unusual circumstances as a reflective exercise.

"Start by doing something basic," she said. "Take one step at a time."

**2. Set a schedule:** A remote educational environment will require students of all ages to take much more ownership of their learning. That autonomy can bring challenges, so the need for parents to establish a daily routine at home is key.

"We're still getting up at the same time every day for school, and getting dressed and having breakfast. We're keeping a regimen," said Rebecca Dwenger, a parent of two school-aged children and an instructional technology consultant for Hamilton County Educational Services Center in Ohio. "If my kids had it their way, they'd sleep till noon and then get to work. That's not happening."

Some flexibility should also be built into that schedule: "If a student doesn't want to work on math right now, then let them work on reading, or have them work on something that's less intellectually challenging but more hands on like an art project," said Wick of the NAESP. "Find something that gets other parts of their brain working."

**3. Set up a workspace:** Parents can help normalize the experience for a student by providing a consistent place at home to work, whether it be for reading or video conferencing a lesson.

"Find a place where the student is going to have materials they need and can work without being interrupted by other things happening in the house," said Bruce Friend, chief operating officer at the Aurora Institute.

**4. Stay upbeat and positive:** Students are impressionable, and if a parent gets frustrated that's likely to rub off. Par-

ents should maintain an open mind and a lot of patience. "We're all trying to work through this together," said Francesca Ragonese, a technology instructional coach at Chester School District in New Jersey. "If parents can keep body language calm and collected, the student is going to respond to that as well."

**5. Resist the urge to do too much:** An important thing for parents to understand: it's OK if your child struggles at some point. It's equally important to let them try to work through an issue on their own. That's part of the learning process. Parents want to be hands-on but also resist the urge to solve every problem a student encounters. There's a fine line between helping too much and not helping enough, said Friend, the COO of the Aurora Institute. "For the overbearing parent, you have to support your child, but don't insert yourself as the problem solver in every situation," he said.

**6. Communicate with teachers:** School officials have a message for parents during these times: over communicate, if necessary.

"Teachers are ready and willing to respond to any question parents have," said Ragonese, the technology instructional coach at Chester School District in New Jersey. "They need to make sure they keep any and all questions coming."

**7. Plan for 'brain breaks':** Too much screen time or staying buried in a book too long without a break for physical exertion can be a bad recipe. Parents should allow for exercise time, or at least some time away from lessons during the day.

"Four hours of sitting for a third grader is too much, so we encourage brain breaks," said Wick of the NAESP. "Parents can go out and exercise and play with their children."

**8. Group support:** Parents can also reach out to other parents. One of the best ways to do that is through online groups. Wenger, the instructional technology consultant for Hamilton County Educational Services, said an online parent group for her daughter's high school graduation class has proven to be a valuable way to share tips and learn more about what's going on.

"Parents are using those groups now to talk this out," she said. "If a parent is feeling lost, they should find a group to talk it through with."

**EDUCATION WEEK - DIGITAL EDUCATION**  
**By David Rauf**