



GRANTS GAZETTE

Vol. 11, Issue 20
APR 2021

GRANT AWARD ANNOUNCEMENTS

Applicant & Location	Grant Name	Award Amount	Grant Funder/Agency
Jocelyn Reedus - Weinland Park ES	Clintonville Go Public Grant	\$ 425.00	Clintonville Go Public
DeAndrea Jones - Weinland Park ES	Clintonville Go Pubic Grant	\$ 408.00	Clintonville Go Public
Anita Gerberry - Salem ES	Clintonville Go Public Grant	\$ 440.00	Clintonville Go Public
Melanie Daniels - Salem ES	Clintonville Go Public Grant	\$ 440.00	Clintonville Go Public
Coral Bishop - Cols. North International	Chicago Korean Education Center	\$3,500.00	Chicago Korean Education Center

NEW GRANT OPPORTUNITIES

Teaching Tolerance Educator Grants

Teaching Tolerance support projects that “create affirming school climates and educate young people how to thrive in a diverse democracy.” Ranging from \$500 to \$10,000, grants fund projects at the school, classroom, and district levels. Projects at the school and district levels should focus on improving school climate, responding to and preventing incidents of hate, and embracing principles of tolerance and inclusion. At the classroom level, grants should help teachers promote empathy and kindness, positive identity development, and critical thinking. **Deadline: Rolling.**

<https://www.tolerance.org/about/educator-grant-guidelines>

The Barney Family Foundation Grants

The Barney Family Foundation makes grants of up to \$50,000 in the educational field, particularly those that benefit children in grades K-8, with emphasis on creating opportunities for better education. The Foundation seeks original ideas with well-outlined plans for project implementation that will lead to tangible, replicable improvements in children’s experiences. Grant-seeking organizations may work directly with children and families or may work on research, policy, and advocacy that demonstrably improves the lives of young people. **Deadline: September 30, annually.**

<http://barneyfamilyfoundation.org/grants.html>

Waste Management Charitable Contributions

Waste Management, Inc. gives to organizations and programs that preserve and enhance natural resources; in particular, grants prioritize programs that emphasize environmental education, where middle and high schools can learn about the importance of environmental stewardship and responsibility. Examples include environmental and science related projects, science fairs, earth day projects, and others. Award amounts vary. **Deadline: Rolling.**

<http://www.wm.com/about/community/charitable-giving.jsp>

Amgen Foundation Science Education Grants

With a mission to inspire future innovators and inventors, the Amgen Foundation makes grants to nonprofit organizations that advance scientific education at local and national levels. Two main funding priorities are professional development opportunities in math and science for teachers, and pivotal hands-on science experience for students. Award amounts range from \$10,000 to multi-million dollar grants. **Deadline: Rolling.**

<https://www.amgen.com/responsibility/grants-and-giving/amgen-foundation-grants/>

Columbus City Schools receives grant \$130,767,620.19

Elementary and Secondary School Emergency Relief Fund II (ESSER II)

In the Spring of 2020, the U.S. Department of Education (USED) awarded more than \$13 billion in assistance to elementary and secondary schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund authorized by the Coronavirus Aid, Recovery, and Economic Security (CARES) Act.

On December 27, 2020, President Trump signed into law the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), 2021, Public Law 116-260, which provides an additional \$54.3 billion for an ESSER II Fund.

The USED announced an additional **\$1,991,251,095** in ESSER II funds to Ohio. Ohio's allocation is based on the proportion of funds that Ohio received under Part A of Title I of the Elementary and Secondary Education Act (ESEA) of 1965 in Federal Fiscal Year 2020.

This new funding is intended to help states and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

LESSONS FROM THE LEADERS

Trust parents

Barring mental health and substance abuse issues, parents want the best for their children.

Be authentic

Being authentic matters. Parents know when you are checking a box versus valuing them and their children whom they entrust to us to educate.

Are all the children well?

Your mission and vision as an education leader should be predicated on answering this question. We are the chief advocate for ALL students, no exceptions

Focus on results

All students can learn, but some lack belief and hope. We must develop clarity with a narrow purpose and by regularly reviewing results and fostering a belief I ferociously pursuing continuous improvement.

"We get more done and we get more right when we are working in partnership with our parents."

Lead with learning

With transparency and the best interests of others at the forefront, model humility, listening, and empathy while learning from and with others.

Pledge of Innocence

I pledge, as an educator of children of diverse backgrounds, races, and beliefs that I will strive to know and see each child separate and apart from the stereotypes that contextualize their existence.

I pledge, upon the discovery of their good, to engage with them in such a way that their good is nourished and they are capable of showing up innocent in my space.



DOS AND DON'TS - HOMELESS STUDENTS

Do communicate core rights of homeless children, youths

Children and youths experiencing homelessness are accorded rights to a free, appropriate public education as well as help towards achieving that end.

The rights for homeless students are enumerated in Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, Pub. L. No. 114-95.

The law and its amendments are designed partly to ensure education professionals work to remove barriers to success for homeless students.

Homeless education experts say that local liaisons should inform those students of their school stability rights to:

- Enroll immediately in school.
- Participate fully in school activities.
- Remain in their school of origin.
- Dispute school enrollment decisions.
- Have transportation to and from their school of origin.
- Access school programs and services.

Children and youths experiencing homelessness also have rights to privacy, in accordance with FERPA. And they retain civil rights not to be discriminated against based on race, color, or national origin; sex, including that based on pregnancy or parental status, sexual orientation, and gender identity; age; or disability.

Don't use the word 'homeless' in school forms, family conversation.

Do build trust, communicate with unaccompanied homeless youths.

Don't skirt enrollment duties for preschool-age homeless children.

Don't neglect homeless youths with collegiate aspirations.

Do communicate with colleges about homeless youths, financial aid.

Do ensure immigrant families are aware of homeless education rights

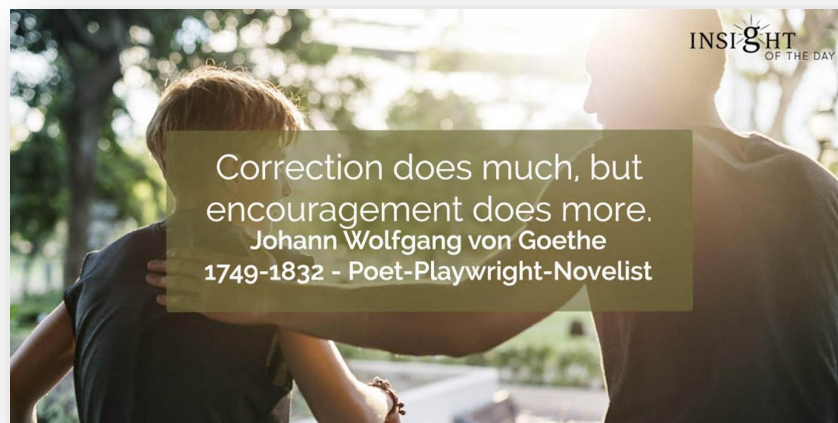
Do train staff to identify, refer students who may be homeless.

Don't violate privacy of homeless students, family when confirming eligibility for services.

Do work with families, organizations to obtain important student records.

The rule, which has specific time-oriented caveats, defines homeless as an individual or family who lacks a fixed, regular, and adequate nighttime residence. The definition includes:

- People living in a place not meant for human habitation such as in emergency shelter, transitional housing, or exiting an institution.
- People who are losing their primary nighttime residence, which may include a motel, hotel, or doubled-up situation.
- Families with children or an unaccompanied youth who are unstably housed and likely to continue in that state.
- People fleeing or attempting to flee dangerous or life-threatening situations such as domestic violence, sexual assault, or stalking.



APRIL

- **April 2-6 - CCS Closed -Spring Break**
- **April 14 - Grant Committee Review Mtg.**
- **April 28 - Grant Committee Review Mtg.**

ANNOUNCEMENT

Request to Attend (RTA) Travel/Conference Online Process

The RTA is now available in CCSDAS to enter virtual/online requests. Everyone who has a CCS login and password will have access to CCSDAS.

Each individual will be required to complete their own individual requests as it is tied to your login.

Note: You can access the training module found in PublicSchool Works to learn how to use the online RTA.

RESOURCES

FREE TITLE 1 Crate

Monthly Title1 Crate 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>

- Do you need assistance with funding a project?
- Do you have a funder but don't know how to follow through?
- Complete the attached request form.

Grant Request Form

(click hyperlink)

grants@columbus.k12.oh.us

****OneDrive****

View your General Fund, Year-to-Date Grant funds and Open Purchase Order reports on OneDrive. Reports are updated monthly. To review contact your area treasurer.

WE'VE MOVED!!!

State and Federal Programs and Nonpublic Support Services has moved to our new location.

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

State & Federal Programs and Grants Offices
NEW fax: 614-491-8147

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



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