



COLUMBUS  
CITY SCHOOLS

# GRANTS GAZETTE

Vol. 1, Issue 11  
June 2020

## GRANT AWARD ANNOUNCEMENTS

Congratulations to

Ed O'Reilly, Director of

**Adult Education and Workforce Development**

**\$136,696**

**CARES Act Higher Ed  
Emergency Relief Fund**

U.S. Department of Education

Funding awarded is for the higher education emergency relief fund to support students enrolled in Adult Education at Columbus City Schools.

### Did You Know? New Terms in ESSA

**Comprehensive literacy instruction** means instruction in reading and writing across content areas with frequent practice; age-appropriate instruction phonics, vocabulary, language structure, reading fluency, and reading comprehension and writing instruction with critical reasoning and feedback from teachers. It links literacy to the challenging state standards.

**Comprehensive support and improvement** is intervention at schools in the bottom 5 percent for performance or at "dropout factories," the high schools that fail to graduate one third of students. An LEA may choose to allow students to transfer to another school in the district, which must adopt a plan and review its budget for resource inequities.

**Targeted support and improvement** is provided to a school when any subgroup of students "is consistently underperforming" or performing as poorly as students in the lowest performing schools.

**Direct student services** are prioritized to the lowest-achieving students and can be advanced courses, Advanced Placement or International Baccalaureate activities, career and technical education, credit recover classes for high school graduation, academic tutoring, or other personalized learning components.

## GRANT OPPORTUNITIES...

### Community Mini-Grants Program

**Deadline: 7/31/2020 11:59 PM (EST)**

Grants of up to \$5,000: Funding is intended to support programs designed to: increase access to dental care for at-risk populations, and educate about and improve children's oral health, especially in school-based settings.

<https://www.deltadentalmi.com/giving-back/Grants/Mini-Grants/Community-Mini-Grants-Program-Application>

### Lemelson-MIT InvenTeams Grant

**Deadline: 9/8/2020**

Grants of up to \$10,000 STEM educators affiliated with high schools to lead student teams in a hands-on STEM challenge.

[https://lemelsonmit.smapply.io/prog/lemelson-mit\\_inventeam\\_grant/](https://lemelsonmit.smapply.io/prog/lemelson-mit_inventeam_grant/)

### Classroom Technology Grant Program

**Deadline: Ongoing**

Inkind grants to school districts for the installation of advanced AV technology solutions in classrooms.

<http://www.extronclassroom.com/classroom/grants.aspx>

### OSGC Student-Innovative-Creative-Hands-on Project

**Deadline: Ongoing**

Grants up to \$5,000 to support hands-on projects related to STEM, aeronautics, space science and engineering and earth science.

<http://www.osgc.org/projectfunding.html>

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

INSIGHT  
OF THE DAY



Virtually nothing is impossible in this world if you just put your mind to it and maintain a positive attitude.

Lou Holtz - Former Football Player and Coach

## Title 1 Crate

Every **Title1Crate** user has access to our FREE 30-45 minute live refresher training webinars. A certified educator hosts each live webinar training. Click on this link to see the dates:

### Campus Training Webinars

Have you tried the new **CrateIt** mobile phone app with Title1Crate? Upload documentation to Title1Crate from your phone. It's secure, super easy and cool to use! Go the App Store or Google Play to download the free **CrateIt** app today .

### RESOURCES

CCS State and Federal Department → Grants

Grants.gov

Foundationcenter.com

### More Information Links

#### **FY20 Grant Endorsement Form:**

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

#### **Title1Crate: CAMPUS User Training**

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

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

### Grant Request Form

(click on hyperlink to open)

### **\*\*\*\*OneDrive\*\*\*\***

**Did you know you can 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.**

### **Calendar Events**

- **June 10** - Grant Committee Review Meeting
- **June 24** - Grant Committee Review Meeting

### **GRANT TERMINOLOGY**

#### **Award**

An award is a funder's agreement to contribute funding to a specific project. When a funder approves an award, a formal notice is sent to the recipient. This notice is usually in the form of a grant or a contract.

#### **Budget Period**

An interval of time into which a project period is divided for budgetary purposes, usually twelve months.

#### **Certification**

A statement, signed by an applicant or grantee as a prerequisite for receiving funds, that it (1) meets or will adhere to certain conditions and/or (2) will undertake or not undertake certain actions.

#### **Deadline Date**

The receipt date by the funder for an application to be considered for funding.

#### **Evaluation**

The process of collecting and analyzing data on various aspects of a program, usually for the purpose of program planning and goal setting, improving processes and outcomes, securing and allocating resources. Includes formative (collecting and analyzing data to focus on "what's working and what needs to be improved") and summative (collecting and analyzing to investigate "what's been achieved" in a program).



### **Contact Us: State & Federal Programs**

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# How to Keep Students and Staff Safe on Videoconferencing

Schools across the country are turning to videoconference platforms like Zoom, Microsoft Teams, and Google Hangout to keep teachers connected to students and staff members connected to each other. In many cases, educators don't have much experience navigating the complexities and pitfalls of those platforms.

**Here's what you need to know to use videoconference platforms effectively.**



## Identify a designated school or district videoconferencing platform.

Some districts already have existing relationships with online videoconference providers. In those cases, individual staff members should default to using those platforms, even if they had already set up personal accounts.

District contracts with videoconference providers typically have outlined restrictions on how and under what circumstances the company can collect and share student data. Especially for platforms like Zoom that haven't been designed with education privacy laws and norms in mind, it's important for schools to proactively advocate on behalf of their users. Several states have lists of vetted education technology products for districts and schools to consider if they don't have videoconferencing plans in place.

- **Plus, school IT departments will appreciate only having to answer**

## Create a districtwide plan with rules for teacher-student interactions.

Each school district will have a different approach to regulating videoconferences. Experts say it's important that that approach, whatever form it takes, is written down and clearly communicated to teachers and other staff members, as well as parents.

Some questions to consider:

- How much time should teachers spend per day (or class period) talking to students via videoconference?
- Are teachers allowed to interact via videoconference with individual students?
- Are teachers allowed to, or required to, record videoconferences with their classes? With individual students?
- If yes to the above question, are they required to tell students and parents ahead of time, or secure written permission?
- How should teachers communicate with parents about expectations for their students during videoconferences?
- How should teachers dress during videoconferences with students? With colleagues?

## Be extra careful when recording students and collecting their information.

Students should be creating as few new accounts with their information—name, email address, age, address, etc.—as possible. Students should be advised to avoid using their full name on the display for a videoconference session. And schools should give parents and students ample opportunity to opt-out of being on camera or providing identifying information.

Teachers concerned about privacy may choose to only record class sessions in which students' audio and video are turned off. They can then create separate videoconference sessions that aren't recorded for students to interact after a recorded lecture.

## Take precautions against hacks and breaches.

The "**Zoombombing**" phenomenon has schools on edge about the possibility of students being exposed to inappropriate and disruptive content during class. School staff and board meetings have also been targeted.

Here are some steps to take to minimize that risk:

- Avoid sharing virtual meeting links on public platforms like social media.
- Require a password for users to enter a meeting. Change that password as frequently as feasible.
- If you're the host, be ready to disable a user's audio or video, or kick them out of the meeting entirely if they're causing a problem.
- Choose the "invite-only" option for virtual meetings when possible. Once everyone who's invited has joined the meeting, use the "lock" function to keep uninvited guests out.
- Disable private chat functions to prevent individual users (like students) from branching off into separate conversations during the virtual meeting.
- **If you do get Zoombombed or hacked, focus first on kicking the person out or even shutting down the meeting temporarily if necessary. Once that's done, notify your school or district technology team, and get back to your students or colleagues to discuss what happened.**
- **You can also report videoconferencing hack incidents to the FBI's Internet Crime Complaint Center at [ic3.gov](https://www.ic3.gov).**

## Use some simple strategies to improve the experience for everyone.

Videoconference meetings can be chaotic, especially when they involve large groups of people.

- Participants should mute their audio if they're not talking. This will minimize unwanted feedback and noise pollution from people's home background noise.
- Choose the view that suits you: A gallery of all the participants, or one person's face at a time. If you prefer the latter, pin the host of the meeting (the teacher or the principal).
- Use earbuds with a microphone to improve your audio.
- Turn off the video if you need to for any reason. For instance, on an iPhone, you can swipe right on Zoom to automatically turn your video off without pressing a button.
- Explore the other features of your videoconference platform. For instance, Zoom has tools for sharing a whiteboard and offering nonverbal feedback (like raising your hand).