



GRANTS GAZETTE

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August 2020

GRANT AWARD ANNOUNCEMENTS

Parent Mentor Grant

Teresa McGurr — \$25,000

Ohio Department of Education

Grants-to-Educators Grant

Ohio E.S. — \$3,000

Korri Storms

Burroughs E.S. — \$3,000

Stacy Callahan

Martha Holden Jennings Foundation

FY21 Teachers' Dream Grant Awardees

SCHOOL	FACULTY	AMOUNT	SCHOOL	FACULTY	AMOUNT
Northtowne ES	Amanda Blake	\$1,800.00	Independence HS	Laren Flynn	\$2,000.00*
Gables ES	Belva Buchan	\$1,120.00		Kristina Douglas	
Eastmoor Academy	Chiquita Toure	\$8000.00*	Maize ES	Lori Smith, M. Ed	\$ 700.00
Ft. Hayes Arts & Academic	Courtney Johnson		Devonshire ES	Mary (Katie) Young	\$1,600.00
Whetstone HS	Hannah Green		S Mifflin STEM Academy	Melissa Cochran	\$ 500.00
Col. Africentric EC HS	Stephanie Meeks		Beechcroft HS	Paul Lasker	\$ 300.00
Briggs HS	Christy Olson	\$1,363.13	South HS	Ravin Pandey	\$2,000.00*
South HS	C.C. Mitchell-Mason	\$3,000.00*	Col. Alternative HS	Ross Shirley	\$1,000.00*
Northland HS	Darren Greschuk	\$ 530.00	Northtowne ES	Samantha Pelton	\$1,100.00*
Weinland Park ES	DeAndrea Jones	\$1,500.00*		Vicki Jackson	
Multiple Schools	Jacqueline Galbreath	\$2,342.00	Peer Assistance and Re-view (PAR)	Samuel Leopold	\$1,600.00
Whetstone HS	Jill Hurley	\$ 450.00		Maya Marlowe	
Northland HS	John Kellar	\$3,000.00*	Woodcrest ES	Sonja DeGenova	\$2,740.00
	George Scythes		Col. Gifted Academy	Stephanie Stegall	\$1,000.00
Whetstone HS	Karen Ballmer	\$3,250.00*	Col. North Intl School	Coral Bishop	\$1,800.00*
Ohio Avenue ES	Kathleen McAfee	\$2,000.00*	Independence HS	Pam Reed	\$3,000.00*
	Jessica Hursery			Kellie Edinger	
Col. Gifted Academy	Kelly Aitken	\$1,000.00*		Austin Owens	
West Mound ES	Laura Maxwell	\$ 711.28	*partial funding		\$49,406.41

NEW GRANT OPPORTUNITIES ...

Association of American Educators Foundation

Description: Classroom grants can be used for a variety of projects and materials, including but not limited to books, software, calculators, math manipulatives, art supplies, audio-visual equipment, and lab materials. Funds must be used within one year of the application deadline.

Award Amount: \$500.00

Application Deadline: October 1 and March 1

<http://www.aaeteachers.org/index.php/classroom-grant-application>

Grants for Grades K-5

Funding Source: Toshiba America Foundation (TAF)

Deadline: October 1, 2020

Description: Grants of up to \$1,000 to K-5 teachers at public and nonprofit private schools for creative educational programming. Funding is intended to increase student success rates in science, technology, engineering, and math by introducing original project-based learning ideas

PE4Life and Speed Stacks Sport Pack Grant Program

Funding Source: Speed Stack

Description: In-kind grants of sports equipment to schools to provide students with a fun and unique sports experience that promotes the development of motor skills, fitness, sequencing, patterning, concentration, and focus, as well as ambidexterity and hand-eye coordination. The grant consists of a 30-set Speed Stacks Sport Pack.

Deadline: Ongoing - Applications must be submitted by the 15th of the month during the September through June school year.

Engaging Students In Learning in Learning Mathematics Grant - Grades 6-8 Application

Funding Source: Veryl Schult-Ellen Hocking Fund

Grant Amount: Maximum of \$3,000 each will be awarded.

Deadline: November 1, 2020

Description: The purpose of this grant is to incorporate middle school classroom materials or lessons that actively engage students in tasks and experiences to deepen and connect their content knowledge.

Designing Innovative Lessons and Activities for Mathematics (PreK-8)

Funding Source: Mary P. Dolciani Halloran Foundation and NCTM

Grant Amount: \$5,000 each will be awarded, with potential for a one-year extension up to two times (for a maximum of \$15,000 for the lifetime of any grant)

Deadline: November 1, 2020

Description: The purpose of this grant is to encourage teams of mathematics educators to engage in the process of writing and editing materials for mathematics teachers.

Dos and Don'ts - English Learners

Do consider ELs in disaster plans:

When disasters happen and frightening images or events appear, how does it feel to be a young child who doesn't understand the language. When making emergency preparations, include children and families who speak another home language.

- Establish class buddies.
- Establish family buddies.
- Create a video of your school's fire drill or shelter procedures so families can understand and explain procedures to their children.
- Simplify written policies for families.
- Translate policies, which will be easier if they are simplified and keep language information with emergency contact information.
- Use multiple means of communication, such as phone, text and email message.
- Create picture cues or icons for display in the classroom and also use them in text messages to families.
- Take children and families on a walking tour of the school and shelters that would be used in a disaster.
- Update plans regularly.
- Learn about each family's culture and experiences, especially of violence or previous disasters, to create culturally sensitive emergency plans.

Don't segregate ELs unnecessarily

Under Title VI of the federal Civil Rights Act, English learner programs may not segregate students on the basis of national origin or EL status unless there is a program-related reason. While EL programs may require that EL students receive separate instruction for a limited period of time, the Education and Justice departments expect LEAs and SEAs to carry out their chosen program in the least segregated manner possible.

ED recommends LEAs ensure that:

- ELs have comparable access to the standard curriculum within a reasonable time.
- The degree of segregation in the program is necessary to achieve the goals of an educationally sound and effective program
- Students in the EL program have the same range and level of services and extracurricular activities as other students.
- ELs have access to their grade-level curricula so they can meet promotion and graduation requirements
- ELs have equal access to high-level programs and instruction, such as Advanced Placement or honors courses, to prepare them for college and careers.
- Afterschool, extracurricular, and other activities are open to ELs.

Tips for Proofreading Your Next Grant Application

Developing a proofreading strategy can greatly improve the quality of your federal grant application. Here are some tips from grant-making offices across the government that you can use for developing this strategy.

1. Enlist content proofreaders early in the process.

Request that your colleagues or mentors review a first draft of your specific aims early in the process. Consider asking your early proofreaders to focus on macro issues, such as the organization of narrative sections or the logical flow within your application narrative. Even if your proposal is not completely ready, you can still have your designated proofreaders review some sections of the proposal. Early proofreading will allow for "sufficient time to deal with missing information," as well as other common issues.

2. Develop a master checklist.

Use [a] checklist to be sure that you have included everything that is required. Missing or incomplete items often result in outright rejection or at least a lower score, limiting your chance for funding.

A checklist can mean different things to different people; applicants should think of a multi-page checklist that includes not only a list of required forms and attachments, but also formatting requirements, and a bulleted list of the agency's judging criteria.

3. Give your application a grade.

Rate your own application. Grade your own proposal after completing a solid first draft, or you can ask a qualified individual outside your organization to evaluate it. Doing this well before the deadline will enable your team to identify weak areas before it's too late.

If you bring in an outside reader, that you ask them to read the proposal quickly. That is how reviewers will likely go through it, at least initially.

4. Enlist a proofreader late in the process to focus on micro issues.

Enlist the help of someone not involved in the preparation of the application and proposal to review the proposal. This proofreader can focus solely on micro issues – word choice, sentence structure, and typographical errors.



Identify your problems,
but give your power and
energy to solutions.

Tony Robbins - Author-Speaker

RESOURCES

****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.

Grant Request Form

(click on hyperlink to open)

Do you need assistance with funding a project? Do you have a funder but don't know how to follow through utilizing CCS guidelines?

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 [Cratelt](#) 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 [Cratelt](#) app today.

Where is?

www.ccssoh.us → Departments → State and Federal Programs → Grants → Scroll down to forms:

Grant Request Form

FY21 Grant Endorsement Form

→ Grants Scroll down to Grants

Grants Postings

GRANT SITES

CCS State and Federal Department → Grants

Grants.gov

Foundationcenter.com

Follett Master List of Grants

AUGUST CALENDAR

- **August 12 - Grant Committee Review Meeting**
- **August 21 - Budget Office / State & Federal Programs
Treasurer's Office / Payroll**
Final payroll for FY20 grant funds. All extra service, extended time and stipend sheets are due in payroll by 08/14/20. All hours worked in FY20 grant period must be reported and paid by 08/21/20 for proper grant coding.
- **August 26 - Grant Committee Review Meeting**
- **August 28 - Budget Office / State & Federal Programs
Business & Operations / Purchasing
Treasurer's Office / Accounts Payable**
Purchase orders must be paid, closed, or cancelled for the FY20 grants

JOB OPPORTUNITY

Supervisor Nonpublic School Services

State and Federal Programs Non Public Support Services Vacancy

We are in the process of recruiting for our Supervisor of Non Public Support Services (NPSS). The link to the posting is below. If you are interested in being considered for the position or know of a great candidate, please follow the directions in the posting.

<https://www.governmentjobs.com/careers/csoh/jobs/2818648/supervisor-nonpublic-school-services>

Reorganizing Instructional Assistants

This is a communication regarding the transfer process for Instructional Assistants. If you would like to request a transfer of an Instructional Assistant, please contact the Talent Acquisition department by emailing the Instructional Assistant email box at InstrucAssistHelp@columbus.k12.oh.us and complete the attached Instructional Assistant request form to communicate the transfer.

Once a request is made, the Talent Acquisition department will work Principals/Department Leaders and the Budget team to gain an understanding of the situation and the funding requirements for the position. We will work with the Budget team to verify funding compliance and ensure it

meets federal and local grant requirements. Each budget allocation is specific to the job duties the position will perform. When Principals/Department Leaders move IAs without notifying Budget and Human Resources, the grant funds associated with the position may be deemed as a misuse of funds. Columbus City Schools is held accountable for the proper use of grant funds. If the funds are not used properly, Columbus City Schools is subject to loss of funding as a consequence of grant fund misuse. We will try our best to accommodate transfer requests. If it is not possible to transfer the position, we will work with the Principal/Department Leaders to find alternative solutions. The Talent Acquisition department will communicate if your request has been approved or denied and the rationale behind it.

Tips for developing a better work routine while school buildings are closed.



Felicia Thomas Phelps
@FeliciaThomasP1

Replying to @EdWeekTeacher

Scheduling, space organization, boundary-setting, and flexibility are proving to be the keys to our holistic well-being. "Chill Time" for each individual (even me) and "Family Time" is built into the schedule.

7:58 AM · Jul 16, 2020



David Losey
@Dr_Del

Replying to @EdWeekTeacher

I am going to buy a couple of white boards and tripods that I will use with my Zoom learning sessions. I will write on the white boards for my students. I am going to stand up as I teach with Loom and Zoom.

12:53 PM · Jul 15, 2020



Dr. Rachel Stauffer | she/her(s)
@raychulishka

Replying to @EdWeekTeacher and @educationweek

We're creating a teaching studio in our house with good lighting, a whiteboard, and other useful stuff in order to have a more functional space for remote teaching.

4:21 PM · Jul 14, 2020

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