Reynoldsburg Education Foundation - Teacher Mini-Grant Application

IMPORTANT: Before completing this application, refer to the Reynoldsburg Education Foundation (REF) Staff Grant Guidelines, Procedures for Grant Selection, and Procedures for Grant Administration and Awarding of Funds. These documents were attached to the email you received with the link to this application form.

PLEASE NOTE that you will NOT be able to save your work and return to this form once you have started making entries in the online application form. Therefore, before you begin this online application, we recommend that you thoroughly review all attachments in the email you received, including the Instructions for Completing the Online Application and the Sample Online Application Form.

To be considered for our first round of mini-grants, applications are due by July 9, 2021. Applications will be blind-reviewed by the REF Grants Committee. The REF will announce mini-grant winners in September.

Teachers who are awarded a mini-grant will be invited and encouraged to attend the REF Annual Gala on September 30, 2021.

NOTE: For grants awarded in Fall 2021, monies will be released on November 1, 2021. All monies must be spent by the end of the 2021-22 school year. Please plan your timeline accordingly.

If you have any questions about the application process, please email REF Grants Committee Member Kareena Gibson at gibson8720@att.net.

* Required

* This form will record your name, please fill your name.

[   ]

Applicant Information

1. Name of Applicant *

2. Title/Position *

3. School/Building *

4. Do you work in multiple buildings in the district? *

   ◯ Yes

   ◯ No

5. If you answered YES to question #4, please list what buildings your grant would most benefit.

6. Email *

7. Phone *

Please provide the best number to reach you during the summer, in case the REF Grants Committee has any questions during the review process.

Project Information

8. Title of Project *

9. Provide a concise (under 300 words) description of your project, consistent with the REF
   Staff Grant Guidelines. *

10. Provide a timeline for your project. *

11. Provide a detailed budget description that includes actual anticipated costs (not an overall estimate). *

12. Indicate how your project aligns with the district's Five-Year Strategic Plan by choosing one or more items listed below from the Achievement and Growth Milestones, Goals/Strategic Initiatives, and/or Portrait of A Graduate sections of the Strategic Plan.

This list includes items from the district's **Strategic Plan** and **Portrait of a Graduate** that teachers can impact. (Not all items on the district's documents are included; only items pertaining to teachers who work directly with students.) Items are listed roughly in the order they appear in the district's documents. Please refer to these documents when choosing items that align with your grant project. You may choose one or multiple items.
    *

Codes:

AGM stands for **Achievement and Growth Milestones.**
These items have been re-worded from the original strategic plan document. They do not state specific tests or scores, because these indicators change periodically. These items are written to emphasize that grant projects will contribute to the milestones.

AS stands for **Action Steps.**
These are the Action Steps listed within the Strategic Initiatives Goals. For example, AS 2.1.3 is the third Action Step for Strategic Initiative Goal 2.1. Only Action Steps pertaining to teachers are included in this list.

POG stands for **Portrait of a Graduate**.
These items are written to emphasize that grant projects will help develop desirable characteristics in high school graduates. Teachers at all grades have influence on this.

☐ AGM Prepared for 3rd Grade: Contribute to ELA Achievement and Growth Milestones for grades K-2

☐ AGM Prepared for 3rd Grade: Contribute to Math Achievement and Growth Milestones for grades K-2

☐ AGM Prepared for 3rd Grade: Contribute to reduction in Chronic Absenteeism

☐ AGM Prepared for 3rd Grade: Contribute to reduction in OSS

☐ AGM Prepared for Middle School: Contribute to ELA Achievement and Growth Milestones for grades 3-4

☐ AGM Prepared for Middle School: Contribute to Math Achievement and Growth Milestones for grades 3-4

☐ AGM Prepared for Middle School: Contribute to reduction in Chronic Absenteeism

☐ AGM Prepared for Middle School: Contribute to reduction in OSS

☐ AGM Prepared for 7th Grade: Contribute to ELA Achievement and Growth Milestones for grades 5-6

- [ ] AGM Prepared for 7th Grade: Contribute to Math Achievement and Growth Milestones for grades 5-6

- [ ] AGM Prepared for 7th Grade: Contribute to reduction in Chronic Absenteeism

- [ ] AGM Prepared for 7th Grade: Contribute to reduction in OSS

- [ ] AGM Prepared for High School: Contribute to ELA Achievement and Growth Milestones for grades 7-8

- [ ] AGM Prepared for High School: Contribute to Math Achievement and Growth Milestones for grades 7-8

- [ ] AGM Prepared for High School: Contribute to Science Achievement and Growth Milestones for grades 7-8

- [ ] AGM Prepared for High School: Contribute to increase in % of students with a 3.0+ GPA

- [ ] AGM Prepared for High School: Contribute to reduction in Chronic Absenteeism

- [ ] AGM Prepared for High School: Contribute to reduction in OSS

- [ ] AGM Prepared for High School: Contribute to increase in % of students earning 1+ High School credits

- [ ] AGM On Track at End of 9th Grade: Contribute to increase in % of students with 3.1 GPA

- [ ] AGM On Track at End of 9th Grade: Contribute to increase in % of students successfully completed greater than or equal to 6.5 credits

- [ ] AGM On Track at End of 9th Grade: Contribute to ELA Achievement and Growth Milestones for grade 9

- [ ] AGM On Track at End of 9th Grade: Contribute to Math Achievement and Growth Milestones for grade 9

- [ ] AGM On Track at End of 9th Grade: Contribute to reduction in Chronic Absenteeism

- [ ] AGM On Track at End of 9th Grade: Contribute to reduction in OSS

- [ ] AGM College and/or Career Ready: Contribute to increase in % students with Weighted 3.1 GPA

- [ ] AGM College and/or Career Ready: Contribute to increase in % students completed greater than or equal to 16.5 credits

- [ ] AGM College and/or Career Ready: Contribute to ELA Achievement and Growth Milestones for high school

- [ ] AGM College and/or Career Ready: Contribute to Math Achievement and Growth Milestones for high school

- [ ] AGM College and/or Career Ready: Contribute to American History Achievement and Growth Milestones for high school

- [ ] AGM College and/or Career Ready: Contribute to American Government Achievement and Growth Milestones for high school

- [ ] AGM College and/or Career Ready: Contribute to Biology Achievement and Growth Milestones for high school

- [ ] AGM College and/or Career Ready: Contribute to increase in % of students earning college credits or AP Credit

- [ ] AGM College and/or Career Ready: Contribute to increase in % of students earning ACT remediation free score

- [ ] AGM College and/or Career Ready: Contribute to increase in points earned on Industry Credentials

- [ ] AGM College and/or Career Ready: Contribute to increase % of students participating in Advanced Placement (AP)

- [ ] AGM College and/or Career Ready: Contribute to reduction in OSS

- [ ] AGM College and/or Career Ready: Contribute to reduction in Chronic Absenteeism

- [ ] AGM Other: Contribute to increase in % of students graduating from High School in 4 years

- [ ] AGM Other: Contribute to increase in % of students enrolling in a 2- or 4-year college or other post-secondary school within 2 years of graduating

- [ ] AGM Other: Contribute to increase in % of students completing Industry Credentials

- [ ] AS 1.1.1: Expand courses, pathways, and opportunities that may lead to post-secondary certificates, industry-recognized credentials or Associate's Degrees

- [ ] AS 1.1.3: Equitably develop relevant experiences at all levels to help students explore pathways for high school academies and future career options

- [ ] AS 1.1.4: Utilize community partners to facilitate student engagement in career-based experiences including expert panels, project partners, internships, and work-based learning

- [ ] AS 1.1.5: Create and implement common thematic Deeper Learning Experiences to help students make explicit connections to relevant career options

- [ ] AS 1.2.2: Engage students in deeper learning through models of inquiry and design

- [ ] AS 1.2.3: Create opportunities for students to collaborate and communicate to solve problems and provide solutions

- [ ] AS 1.2.4: Build a system of school-based and community-based experiences to support the growth of students into globally-minded, culturally-competent citizens

- [ ] AS 1.3.1: Select, design, and implement common formative and summative assessments that are aligned to instructional goals and student needs

- [ ] AS 1.3.2: Provide timely and meaningful feedback to teachers and students about teaching and learning through instructional rounds

- [ ] AS 1.3.3: Facilitate Action Research to solve "Problems of Practice"

- [ ] AS 1.3.4: Provide a high-quality professional development for teachers in the areas of deeper and authentic learning experiences

- [ ] AS 2.1.2: Offer community education opportunities to expand awareness of today's students' Social and Emotional Learning (SEL) needs and available supports, including common definitions of terms which are community-friendly

- [ ] AS 2.1.3: Develop partnerships with community agencies which support mental health and wellness of students and staff within the school setting

- [ ] AS 2.2.2: Educate students and staff about the changing demographics and cultural diversity of our own community

- [ ] AS 2.2.4: Create and deliver explicit curriculum which promotes inclusivity with consistent exposure in the classroom

- [ ] AS 2.3.2: Expand implementation and fidelity of Positive Behavior and Intervention Supports (PBIS) components in all buildings

- [ ] AS 2.3.3: Implement alternatives to out-of-school suspension and expulsion for infractions without criminal/judicial implication

- [ ] AS 2.3.7: Connect families with District/building events as part of the requirements of suspension or suspension alternative

- [ ] AS 3.1.1: Provide ongoing workshops and training for parents/guardians

- [ ] AS 3.1.2: Expand school and community liaisons to help support families

- [ ] AS 3.1.3: Grow our use of multiple methods of communication among and between parents, students, and District staff including print and electronic (e-mail, web, social, text, face-to-face, etc.)

- [ ] AS 3.1.7: Identify and use opportunities to provide extension or enrichment from the community to improve the connection with student success (e.g.; parent-workshops focusing on: parenting, technology, career and college ready, content)

- [ ] POG: Develop graduates who are INNOVATIVE PROBLEM SOLVERS -- Able to use a deliberate process to creatively develop multiple solutions to authentic problems

- [ ] POG: Develop graduates who are SOCIALLY & EMOTIONALLY COMPETENT -- Able to identify and regulate one's own emotions in order to solve problems, communicate, and build positive relationships

☐ POG: Develop graduates who are EFFECTIVE COMMUNICATORS -- Able to responsibly and effectively give and receive information across mediums while considering the needs of different audiences

☐ POG: Develop graduates who are COLLABORATIVE -- Able to accept personal accountability within a group dynamic and synthesize multiple perspectives to determine the best approach to complete a task

☐ POG: Develop graduates who are SOCIALLY AWARE & GLOBAL CITIZENS -- Culturally empathetic, compassionate, able to live, learn, work, collaborate, and positively impact the local community and the world

REF Staff Grant Guidelines

Please provide brief responses to the following questions relevant to the REF Staff Grant Guidelines.

13. Does your project avoid all items listed under the REF's Staff Grant Guideline number 6? *

   ○ Yes

   ○ No

14. Does your project incorporate one or more of the REF's preferred characteristics as listed in the REF's Staff Grant Guideline number 7? *

   ○ Yes

   ○ No

15. If you answered "YES" to the previous question, please indicate which characteristic(s) are incorporated. *

Final Report/Evaluation of Project

Upon completion of the project, recipients will submit a concise final report. (For extensive or long-running projects, a brief mid-project report may also be requested.) Information from final reports may be used by the REF to promote the REF and the district. The final report will consist of two parts:

1) A summary of the implementation of the project: This may consist of a written description, photos, videos, powerpoints, and/or other media.

2) An evaluation of the project's effectiveness: You must identify one or more goals and then measure how effectively the goal(s) are met. To measure your goal(s), you are highly encouraged (a) to develop your own evaluation tool or, (b) choose an existing tool that appropriately measures your goal(s). However, you have a third option, if needed: the REF will help you choose or develop an appropriate tool after your grant has been accepted. You will be bound to the REF's recommendation. (NOTE: Your project may receive an additional point on the grant selection rubric if you develop/choose your own tool. However, an otherwise extremely strong project will not be penalized if you need to consult the REF to develop/choose an evaluation tool.)

16. What is/are the goal(s) for the project? *

17. Describe how you will evaluate the goal(s). Indicate/describe the evaluation tool(s) you will use, or indicate that you will consult the REF to develop/choose a tool. *

Review(s) of Grant Application

This grant application will be reviewed by your administrative supervisor. (In most cases, this would be the principal in your building.) This review does not constitute approval or endorsement of the project. It merely assures that the project is consistent with the current curriculum, instruction and strategic plan of the district.

Please provide your administrator's contact information below. The REF will forward your application on to them for review.

NOTE: If the project includes the purchase of technology, it must also be reviewed by the Director of Technology for the district. If the project involves the district's real property or facility operations, it will be reviewed by the Executive Director of Business for the district. We will forward your application to the appropriate district personnel for review.

18. Administrative Supervisor's Name *

19. Administrative Supervisor's Position *

20. Administrative Supervisor's Email *

21. Administrative Supervisor's Phone *

Microsoft Forms