



The Cardington-Lincoln Education Foundation

2018-2019 Education Grant Application

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What is The Cardington-Lincoln Education Foundation?

The Cardington-Lincoln Education Foundation (CLEF) was established as a 501(c)(3) tax exempt, non-profit corporation in June of 2016 to support Cardington-Lincoln students as they strive to achieve academic excellence. We are a volunteer group of parents and community members who believe that a foundation of lifelong learning and personal growth is established by introducing enhanced opportunities for – and rewarding – success. This benefits not only the students themselves, but also the communities in which they live and work.

One area of focus, the Education Grant Program, lies in identifying projects and programs which complement and/or enhance the academic elements inherent in the district's curriculum. Through community investment, educational programs and projects are funded by grants to enhance school programs that tax dollars cannot support.

Donations may be forwarded to P.O. Box 215, Cardington, OH 43315. Make checks payable to the Cardington-Lincoln Education Foundation.

Education Foundation Board of Directors

Vicki Kerman, Chairperson

Angela Curren, Vice Chairperson

Jennifer Salyers, Treasurer

For questions about the organization or grant requests, contact Vicki Kerman, (419) 946-1505 or by email at vicki@cardington4kids.org.

NOTE

The number of grants and the maximum dollar value of each grant are a function of the funds which are available for this purpose, and this may vary from year-to-year. Funds come from fundraisers as well as from direct donations from individuals and organizations.



Education Grant Application Information

Purpose

The purpose of the Education Grant Program is to fund creative projects and programs in the Cardington-Lincoln Local School District (CLSD) to support the district's mission of "Leading ALL students for college, career, and civic readiness" and **which cannot be funded within the CLSD budget**. The projects should directly enhance learning opportunities for a significant number of CLSD students, and are intended to assist with piloting emerging trends, performing action research, and providing experiential learning for students, parents, and/or the community.

Eligibility

Any staff member or student in the CLSD, with the approval of the applicant's building principal or supervisor is eligible to apply for an Education Grant. A student applicant must secure a faculty advisor who will sponsor, coach, and monitor the student's program/project.

Guidelines

- Grant projects must directly impact CLSD students.
- Grants may be used to compensate outside consultants, speakers, etc. who work with students or parents, but may not be used to compensate any CLSD staff member or student.
- Grants may be used to purchase tangible items. The items purchased with grant funding are the property of CLEF. Grants may not be used for field trips, disposable items, or conferences and seminars. The tangible items must be those not routinely supplied by the district or building.
- If a staff member transfers among CLSD facilities, the item(s) may also transfer with him/her. However, the item(s) may not leave the CLSD and may only transfer to another facility with the permission of the principal or supervisor of both facilities.
- All grant applications must be approved by the staff member's principal or supervisor.
- All grants submitted must be implemented and completed for the specific upcoming school year in which the application is submitted.
- Changes to the project's implementation/focus must be approved by CLEF prior to project funding.
- Projects are to be completed by the agreed time frame submitted in the application. The time frame will be agreed upon at the time of the grant approval by CLEF.
- Grant applications are approved at the sole discretion of the CLEF Board of Directors.
- **There is no application deadline. Applications are reviewed and funded on a rolling basis.** Grant applicants will be notified of award within 2 weeks of application submittal.
- Applicants awarded grants may be required to submit updates to CLEF during the project. Up to three observations may occur during the project.
- If requested, a final summary report must be presented at the CLEF Colloquium to be held in mid/late April of the funding year. The presentation format is attached. **Grant recipients who do not submit a final report by the stated deadline will not be eligible to receive a grant in future years.**



- For grants awarded for short term events or programs which enrich the lives of students, parents, or the community, the applicant is expected to take photographs and write content to publicize the event or program.
- If requested, the applicant (s) should be prepared to personally present the project to the CLEF Board. The prepared presentation would be no longer than 10 minutes. This presentation may be presented at the Board meeting in person, submitted via an electronic format, or via a scheduled visit to the classroom, if necessary.
- Any printed material distributed and any announcement of the project to the public must include recognition of the funding from CLEF.
- Procedural questions regarding the completion of the application may be directed to any CLEF Board member.
- Applications may be rejected for consideration if not submitted within stated guidelines.

Application Process

- The application may be submitted at any time during the year.
- Submittal of the application is via email to vicki@cardington4kids.org, or by dropping the application off at the Board Office.
- Applicant will be notified by email to confirm receipt of the application. If no confirmation email is received within 3 days of application submittal, email Vicki at vicki@cardington4kids.org.

Selection Criteria (not listed in order of importance)

- Coordinates with CLSD goals, building focus, and impact on student achievement.
- The number of students impacted by the grant.
- Is the project creative and does it introduce something new or different?
- Is the project sustainable after the initial grant?
- The clearly defined methods and tools that will be used to measure the desired results.
- Research data which supports the project.
- Clarity and presentation of the grant application.
- Will a portion of the project be funded from other sources?
- Qualifications or training, outside of your teaching certification, that would assist you in using the grant funds requested.

Note: Approved funds for projects will be disbursed through the CLEF treasurer as needed for expenditures. Any unused funds at the completion of the project will be returned to the CLEF treasurer and are the property of CLEF. All expenditures are subject to audit and the rules associated with any CLEF policy for disbursement of funds.



Education Grant Application

I. Executive Summary

Project Title: _____

Applicant(s): _____

Grade Level: _____ Number of students impacted: _____

Building/Location: _____ Subject Area: _____

Total Project Cost: _____ Total Funds Requested: _____

Source of other funds: _____

Have you previously received a CLEF Grant? Yes _____ No _____

If yes, when and what were the project titles?

Brief Project Description

Building principal or supervisor approval. Confirmation that the request was made to the building principal or supervisor for use of district funds, that the use of district funds was rejected, and that he/she approves the request to CLEF.

Building Principal or Supervisor's Name and Signature

Date

Faculty advisor approval (for student applicants)

Faculty Advisor's Name and Signature

Date



II. Project Details

Project title: _____

Primary Applicant

Name: _____

Home address: _____ **City:** _____ **Zip:** _____

Home telephone: _____ **Summer e-mail:** _____

Additional Applicants (if applicable)

Name: _____ **Position:** _____

Name: _____ **Position:** _____

Name: _____ **Position:** _____

Objective

How does the project/program fulfill a need which the district is not currently addressing?

How is the project/program supported by best practice or research? Cite two reliable sources which inform the project/program.

If the project/program includes a speaker or guest, explain why he/she was selected and provide a resume and/or references.



II. Project Details continued

Potential Benefits

Whom does the project/program benefit, both directly and indirectly?
What do you expect will happen as a result of the project/program?

Links to the District's Mission

How does the project/program lead towards "Leading ALL students for career, college, and civic readiness?"
How will the project/program enrich what is happening in the classroom?



II. Project Details continued

Outline your implementation plan.

List activities, when/where they will occur, for whom, and how the applicant will make that happen.
How will sustainability be achieved?

How will you evaluate meeting your objective?

How will the applicant know the extent to which the project/program was successful?



II. Project Details continued

Alternate equipment/software/materials considered

What alternatives did you consider when identifying your equipment/materials?

Are there any which would accomplish the same objective at a lower cost or are highly rated/reviewed?

District Purchasing Plans

Is what you are seeking something which the district has provided or reasonably should be able to provide as part of the standard curriculum? Did you check with the Technology Coordinator to make sure that what you are seeking is not in the district's anticipated purchasing plans?

Compatibility

If you are seeking computer hardware or software, did you check with the Technology Coordinator to make sure that it is compatible with all computer types in the district?

Sustainability

What plan do you have for the sustainability of your project/program? How will it be funded in future years if the funds are used for something which has a finite duration (e.g. a software license which lasts just this year)?



CLEF Grant Scoring Rubric

Project Title: _____

Applicant(s): _____

Grant Awarded: Yes _____ No _____

	0 Not at all	1 Somewhat	2 Directly Links	3 Exceptional
1. The degree to which the grant addresses a need, links to the mission of the district.				
2. The degree to which the grant's potential benefits positively impact the CLSD.				
3. The degree to which the implementation plan is actionable to meet the grant's intended purpose.				
4. The degree to which the impact of the grant can be reasonably evaluated.				
5. The degree to which the budget is clear, reasonable, and comprehensive.				
6. The degree to which alternative products were considered for cost effectiveness.				
7. The degree to which alternative products were considered based on ratings/reviews.				
8. The degree to which questions asked during the evaluation process were answered in a timely and thorough manner.				
9. The degree to which the district is not expected to provide the equipment/material as part of the normal curriculum.				
Overall Score				

Comments



Enhancing Student Knowledge/Skills in My Classroom

Teacher(s): _____

Dates of Study: _____ - _____

Slide 1: Title Slide	The Effects of (<u>your strategy</u>) on (<u>the target knowledge or skill to be gained</u>) for (<u>types of students</u>)
Slide 2: Statement of Need	Describe the need or issue you are addressing ... subject material to be learned per State Learning Standard X, academic or social skill mastery of (fill in the blank), etc. Why is it important for the students?
Slide 3: The Origin of the Idea	Where did you learn about your strategy? A conference? A fellow teacher? A journal? What were the results of the previous work? Is there anything you are doing differently to improve upon their work?
Slide 4: Students	What are the characteristics of the students with which you were working? Was it the whole class? A few struggling students?
Slide 5: Setting	What type of setting was the classroom where you implemented your strategy (e.g. general ed classroom, resource room)? Who else was in the classroom (other students, paraprofessionals, other teachers, administrators)? Other relevant information about the setting – particularly if there were any unusual characteristics of the classroom.
Slide 6: Equipment/Materials	List the equipment and materials used in the project (e.g. reading fluency passages, data collection sheets, timer, headsets, lab materials, prize box with tangible reinforcers, paper, pencils, etc.).
Slide 7: Knowledge or Skill to be Learned	Specifically what knowledge or skill did you want to be learned? What measure(s) did you use so you would know the extent to which you were successful?

Slide 8: Data Collection Procedures	What data did you collect and how did you collect it?
Slide 9: Before ...	What did the student(s) know and/or what skills did your student(s) display before you started?
Slide 10: During ...	How did you implement your strategy? Briefly describe the process.
Slide 11: After ... Results	Did you see any change in the measures you were using? You may use anything to show the change ... graphs with data or documentation such as student essays or recordings or test results.
Slide 12: Discussion: Summary	Did students demonstrate the improvement which you hoped for? Were there any other benefits which came out but which you didn't expect when you started?
Slide 13: Discussion: Limitations	Was there anything which prevented you from knowing for sure that it was your strategy which accounted for change in student knowledge or skills? Were there measures which you did not collect but realized in hindsight that you should have?
Slide 14: Discussion: In the Future ...	What recommendations do you have for improving this strategy if/when you implement it again? Have you thought about how to solicit administrator buy-in to ensure sustainability of your project/program? Do you see any rule or policy changes for the district which should be considered as a result of your work? What question(s) remain unanswered?
Slide 15: Discussion: Practice	What recommendation(s) do you have for teachers (including yourself) based on your findings?
Slide 16: Thank You!	Thank your co-teachers, aides, and anyone else who assisted with/contributed to this study.

If you have any questions on this, **please don't hesitate** to contact/call Vicki Kerman (419) 946-1505 or vicki@cardington4kids.org. I'd be glad to meet with you individually or as a group to go over any of your questions.