



February 10, 2019

Dear Worthington Educator:

The Worthington Educational Foundation (WEF) is a non-profit organization that partners with the Worthington School District by providing grants that benefit our schools and students. Applications may be submitted by any staff member of the Worthington School District. Successful grant projects will add value to students but aren't in conflict with the current curriculum. Attached are a few examples of successful grant applications. A more complete list of recent grant awards can be found at <http://www.TheWEF.org/>.

The goal of the WEF is to fund projects that support and enhance, but do not duplicate the educational programs of the Worthington School District. There is no specific monetary limit on the size of award. Funds may be requested for projects that provide direct benefit to students and for materials and equipment not routinely supplied by the district or building. The WEF will not fund requests for food, transportation, or other consumables, or for performance contracts for district staff. Requests for flexible seating, fidget equipment, iPads or Smart Boards will also not be funded.

Applications are due Friday, March 29, by submission to wefgrants@gmail.com. Printed applications will NOT be accepted. Please note that a review and signature is required by your Building Principal and District Administrator (Kim Brown, Director of Special Education, Neil Gupta, Director of Secondary Education, or Patrick Callaghan, Director of Elementary Education). All requests for review by the District Administrator should be sent to the appropriate person by Wednesday, March 20.

All applicants will be informed of the Board's funding decisions by April 18. Successful applicants will receive checks at the school board meeting on April 22. Checks will be made payable to Worthington Schools with the grant title in the memo section of the check. Funds must be deposited in your school's account, and all purchases must be made through the Purchase Order process.

The WEF Board may offer to fund only specific parts your proposal. If your project has another funding partner, such as a PTA or other source, be sure to indicate this in your Budget Narrative. Proposals for basic classroom equipment will only be funded if you can make a strong case that the equipment is essential to implementing district curriculum in an innovative way that is new to the district.

Questions can be directed to wefgrants@gmail.com. Again, the goal of the Board of the WEF is to fund innovative projects that are evolutionary changes and enrich the students or families in Worthington.

Sincerely,

Bethany Moore
Chair, Board of Trustees

and

Jenny Cooper
Executive Director

Mission: Partnering with the Worthington School District to help district staff experiment with emerging trends, conduct action research, and provide experiential learning for students, parents and/or the community.



Recent Examples of Successful Grant Applications

Transdisciplinary Design Studio (TDS)

Submitted by Phoenix Middle School

Inspired by Science, Technology, Engineering, Arts and Mathematics (STEAM) and Problem Based Learning (PBL), the TDS is a space and time where all seventh grade students are immersed in learning through creative thinking and problem solving. Each Friday throughout the academic year, time will be set aside for immersive learning through the TDS. Four studios will focus on a complex problem that challenges students in fundamental skills (reading, writing, math) and 21st century skills (teamwork, problem solving, and others). Grant funds were provided as a onetime expense for technology and equipment.

Parent Education

Submitted by School Counselors

The Worthington School Counselors K-12 brought relevant and informative presentation to our parents and community in an effort to help them feel supported and connected to our schools. Information was presented to parents, teachers and school counselors districtwide via a series of three topics over the eighteen months to include the importance of letting children struggle, relationship skills and anxiety/helping children cope with stress. Two presentations on each of the three topics were presented, one for teachers and school counselors and the other for parents, for a total of six presentations.

Lets Get Moving!

Submitted by Adaptive Physical Education Teacher

Six different adapted bikes/tricycles and one racing wheelchair were purchased. Research shows that provide students with special needs with therapeutic bike riding leads to better balance, coordination, motor coordination and emotional well-being. All students deserve to have an opportunity for movement activities, a sense of freedom and a chance to play with their peers.

The Walking Classroom

Submitted by Worthington Estates Elementary School

This project aimed to increase student comprehension and focus by allowing students the opportunity to walk while learning an academic lesson via podcast. Lessons were geared toward literacy, science, health and social studies and aligned with the Common Core standards. The lessons last about 15 minutes each and students participate in a discussion after each lesson.

Chamber Orchestra Master Classes

Submitted by Kilbourne Middle School

Funds were provided to support the cost of personnel and administration for master classes taught by professional musicians from the McConnell Arts Center Chamber Orchestra for flute, clarinet and trumpet students.

Gardening for Picky Eaters and Sensory Processing

Submitted by Sutter Park Preschool

The goal is to provide gardening experiences throughout the school year with a combination of indoor and outdoor activities that promote healthy eating habits by picky eaters and provide sensory exploration. It is anticipated that students that participate will have improved communication skills, academics, self-regulation and social skills.

Hands and Voices of Hope

Submitted by Worthington City Schools

Inspired by the Columbus-based "Harmony Project", this grant was intended to create a vehicle to develop academic support, life skills and charter with underperforming students in grades 4-6 in all eleven elementary schools. Student participants took on the role of "character ambassadors" in their schools in order to develop leadership. The program culminated with a public celebration including parents, teachers and invited community members through music and written student reflections.

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Worthington Educational Foundation

Grant Application

Due Date: Friday, March 29, 2019

Teacher(s): _____

School Building: _____

Name of Grant: _____

Amount of Request: _____

I. **Type of grant.** Please check which type of grant you are applying for:

_____ Path A: **Emerging trends:** These grants are available to teachers who want to implement research or evidence-based practice as a pilot. Teachers who receive these grants are expected to share their results with colleagues. Further, teachers should work with administration on a sustainability plan to continue the programming after the pilot period. WEF places a priority on funding programs that can be sustained and scaled.

_____ Path B: **Action research:** These grants are available to teachers who want to perform action research in their classrooms to test ideas and trends. Teachers who receive these grants are expected to write a final paper to share at conferences and throughout the district.

_____ Path C: **Experiential learning:** These grants fund short term events or programs that enrich the lives of students, their parents and the community. Teachers who receive these grants are expected to take photographs and write content to help publicize the event or program.

II. **Length of grant** (can be for more than one year)

Start Date _____ through End Date _____

III. **Description of project:** Provide a 250-300-word description of your project. Make sure to explain clearly what you plan to do, the primary target audience and secondary audiences.

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- IV. **Quality of your idea:** Provide a 250-300-word justification that your plan is beneficial, best practice and/or research/evidence based.
- V. **Impact:** What impact do you expect this program to have? Describe metrics or evaluative tools you will use to determine success of project. What is the specific and measurable outcomes?
- VI. **Budget narrative/Timeline:** Explain how you will spend the funds and when. Provide a timeline and explanation of costs. If there are other funding sources that you are seeking or have already procured, please explain.
- VII. **Sustainability/follow up:** How are you planning to sustain your program (Path A only)? How will you use this program to enrich what you are doing in the classroom? (ex. If you have a speaker, how will you connect the topics to what students are learning in your classroom?)
- VIII. **Signatures:** Please read the following statement and sign that you have read and understand WEF's expectations if your program is funded.

I agree to use the funds for the program described in this application. I will provide a final written report or video to WEF and discuss the outcomes of this project at one of their board meetings if asked. The final report must include a summary of what happened and any related artifacts, receipts and evidence of how the budget was spent including copies of the Purchase Orders and invoices, and the specific impact. I will also seek opportunities to share my program and outcomes with colleagues through staff meetings, board meetings or conferences.

Applicant signature

Date

District Support: Please have your school principal and district administrator (Director of Special Education, Elementary or Secondary Education) read your grant and the following statement and sign that s/he understands and supports the grant program and requirements.

I have read this grant application and support the programming. If funded, the funds will be spent entirely on this project. In the event that some or all of the funds are not spent, I will notify the WEF before the end of the grant period. If this application is a Path A application, I certify our intention to support and sustain the programming after the pilot period for at least two years.

School Principal's signature

District Administrator's Signature

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