Beyond Sunday
Education | Faith | Community

Academic Capacity Enhancement Grant Application

ACE Sample

Academic Capacity Enhancement Grant Application

Before You Begin

Academic Capacity Enhancement Grant Application

Helpful Tips:

- Limit your use of bullet points and other formatting.
- Copy and paste as needed.
- Add mail@grantapplication.com to your safe senders list to ensure you receive all system communications.
- If you are unable to finish this application in one sitting, click Save and Finish Later.

General Information

Academic Capacity Enhancement Grant Application

Please review the following information provided in your Letter of Intent, and update as needed.

General Information

Activity Title

Our Lady Catholic School Inspiration to Innovation - Learning by Design Center

Applicant School(s)

Our Lady Catholic School

Your Organization Name

Our Lady Catholic School

Request Type/Status

Contributions-Academic Capacity Enhancement-Application Received

Fund

Need

Need/Outcomes

In your Letter of Intent, you provided the following description of the extent of the need in your school or parish. Please update as needed.

In our community, our Design Center will be unique to Our Lady School (209 students). In addition to our Maker Space and our new Robotics Club, our Learning by Design Center will introduce another dimension of learning through information gathering, images, interaction, inquiry, and innovation. This i5 approach designed by Dr. Jane Pollock, fosters critical thinking versus memorization.

In the Design Center, our students will develop their computational and design thinking skills. The Design Center takes students out of the conventional classroom and into individualization mode. Every student will have a voice and experience new vistas of communication.

In the Design Center, collaboration turns into networking. Students will say, "WOW! Look what I can create." The center will energize and foster the sharing of information, so groups can agree on common goals to bring their ideas to life in a variety of ways.

We are surrounded by three public elementary schools; of which one is a blue ribbon school, and one is a newer facility. We have experienced an 8% drop in middle school enrollment. We want to attract new families and maintain current enrollment. Our Design Center is forward thinking, state-of-the-art, and technology driven. This provides a competitive edge.

How will the proposed activity meet the stated need, and why is this the best approach?

Our Design Center will allow our students to develop digital age skills and embrace the future. In extending the classroom experience, our students will be able to collaborate, cooperate, and create without limits.

Our Design Center becomes a marketing plus. Potential families will view Our Lady as a progressive, 21st Century educational experience. A new development of 170 homes is being planned for 2020. We want these families to choose Our Lady rather than the Festus School District. This Design Center cannot be found in the three surrounding public schools.

Our Design Center will attract millennial parents. According to Schola Marketing, "This group has almost always been accustomed to having a wealth of tools and information at their fingertips thanks to technology advances in their lifetime." Our Lady School will provide a broader technology rich experience to prepare children of millennial parents for a future in the digital world.

How is the need currently being met?

Our computer lab has 25 PCs plus one PC in every classroom. We have enough Chromebooks for each student in grades 5th – 8th which are used on a daily basis. We have 30 Kindle Fires for grades K-4 plus 22 Google AR goggles and tablets.

Our Lady uses social media (Facebook, Twitter, and Instagram) to communicate with parents on a weekly basis. Teachers are required to post two to four photos weekly, to showcase what's going on in their classrooms. Our local newspaper, The Leader, often publishes events happening at Our Lady School broadening our reach throughout the community.

Capacity

Capacity

List key personnel who will be implementing the proposed activity. Describe each person's specific duties relative to the proposed activity. For new and/or vacant positions, a brief job description may be provided.

-Jene Turnure – Design Center Consultant
-Director of computer and Internet maintenance
-Researches educational tech products
-Purchases technology equipment
-Schedules tech training

-Barb Krus - Librarian
-Teaches library skills: K – 4
-Schedules storytelling events
-Design Center Moderator
-Research support: 5 - 8

-Dawn Meinhardt – CRE
-Coordinate religious activities: K – 8
-Bimonthly activities with students such as: Saint of the Day news cast, SKYPE with other Catholic schools, take virtual tours of the Holy Land and the Vatican, and create videos that retell scripture stories

Angie Stucke – Art Teacher K-8
-Angie and students will have the opportunity in our Design Center to cultivate ideas and bring them to life
-Oversee use of 3-D printer
-Incorporate use of 3-D printer in grades 5-8 curriculum, which includes math and engineering
-Mac Pro consultant
-Graphic design and animation

Missy Rudolph – Music and Band Instructor
-Use Mac Pro's Garage Band - grades 5-8
-Create music videos - grades K-8

All Classroom Teachers
-Expectations: Utilizing ISTE standards for students, teachers will be asked weekly to visit the Design Center with a plan incorporating one of the STREAM components. The activity is to be based on computational or design thinking.

Our common goal is to encourage students to think. In Catholic Teacher magazine Winter 2018, Volume 52, it spoke to "Intentionally and regularly encouraging students to employ strategies to solve problems in real-world contexts enables them to become better thinkers."

If applicable, list all collaborations necessary to implement activity and describe each collaborator's specific role. If not applicable, state N/A.

N/A

If applicable, list all strategic partnerships necessary to implement activity and current status of partnership (i.e. finalized, still in negotiation, etc.), and describe each partner's specific role. If not applicable, state N/A.

N/A

Attachments

Attachments

The attachments below must be submitted in order for your application to be considered for funding.

To submit attachment A:

1. Click here to download the Grant Activity Budget worksheet as an Excel spreadsheet.
2. Complete the spreadsheet and save to your computer. (Note: Please do not convert this form to a PDF.)
3. When ready to upload, click the Browse button in the appropriate section below and locate the spreadsheet on your computer.
4. Click Open or OK, then click Upload.

To submit attachments B through E:

1. Scan the required documents and save them to your computer as a single PDF.
2. When ready to upload, click the Browse button in the appropriate section below and locate the document on your computer.
3. Click Open or OK, then click Upload.
4. Repeat for each additional document.

A. Activity Budget Worksheet(s)

Submit a completed activity budget worksheet for each year of implementation.

Beyond+Sunday+Grant+Activity+Budget 2 5 19.xlsx

B. Operating Budget(s)

Submit the most recent operating budget for each applicant school or parish.

Combine all documents into one PDF file, then upload.

Beyond Sunday Operating Budget.pdf

C. Financial Statements

For each applicant school or parish, submit statement of financial position dated 6/30/17 and 12-month statement of activities dated 7/1/16 - 6/30/17.

Combine all documents into one PDF file, then upload.

Beyond Sunday Financial Statements.pdf

D. Project Specifications

Submit project specifications, if applicable.

Combine all documents into one PDF file, then upload.

Beyond Sunday Project Specs 2 5 19.pdf

E. Independent Estimates

Submit independent estimates, if applicable.

Combine all documents into one PDF file, then upload.

Beyond Sunday Indep. Estimates 2 5 19.pdf

Budget

Budget

How will the activity be sustained after funding is depleted?

Our Tech Committee maintains an annual budget of $6,000 and our Parent Booster's Club is committed to earmark a portion of their funds to maintain the Design Center. Both of these organizations have committed to update and maintain the Design Center. Our principal, Tracy Kempfer, has designated Giving Tuesday's funds for the Design Center. In the past, the tech funds have enabled us to purchase Chromebooks, tablets, charging carts, Google AR glasses and tablets, and upgrades to our Internet and security. Our Lady School is committed to 21st century technology.

The majority of our teachers' professional development is tech driven. Google came to our school last year to provide our students the AR experience. We kicked off the school year with a refresher course in SmartBoard use, and were introduced to new ways to enhance our classroom teaching.

If applicant contributions include in-kind resources, describe the type, dollar value and contributor of each resource. If no in-kind resources will be utilized, please list N/A.

In addition to funding our Design Center, we have an amazing group of tech professionals who are members of our Tech Committee. This group of dedicated parents works weekends and evenings to address any tech issues or needs for our

school. They have installed SmartBoards, security cameras, internal and external speaker systems, and encased the wiring in each of the classrooms.

Specifically for this grant project, our architect and the general contractor donated their services. Both of these men are parishioners and are excited about the Design Center. Our contractor, in 2016, donated the land for our Little Free Library.

Clearing out the library and computer contents will be provided by parent, student, and teacher volunteers so construction may begin. We selected the least expensive shipping costs for our new furniture. Instead of having the trucking company unload the freight, our volunteers are ready for the task.

Describe how the activity will be implemented if a partial grant is awarded, including how outcomes will change.

If a partial grant is awarded, we would be appreciative, but disappointed. Our dream would take much longer to realize, however, we are committed. We view the Design Center as a non-negotiable asset we have to offer for the stability of our school. A delay in moving towards a timely addition, will affect our students and our ability to increase enrollment, as well as retain our students throughout middle school.

Partial funds will take us longer to purchase the technology necessary to make this space what it was designed to be. A funding delay hinders our ability to take students out of the classroom and into individualization mode to develop their computational and design thinking skills. Restricting funds weakens our ability to launch a state-of-the-art incubator for collaborative brainstorming and problem solving. Thus we will lose the buzz our school needs to stabilize and increase our enrollment and vitality.

Our Lady School has 61 years of heritage based in faith and education. Although we offer a quality school experience, our Design Center, a strategic school improvement, has the opportunity to increase enrollment with families whom are school shopping.

Our new Design Center will help stabilize our middle school slide to public schools, perceived as shinier, bigger, better. Offering something the competition currently does not, benefits our long-term position as the only Catholic elementary school in the Festus community. Our success would encourage 8th graders to attend St. Pius X or other Saint Louis Catholic high schools.

Please complete the equation below by entering numbers in the appropriate spaces, to provide an expected grant award per benefiting student. Explain how you are defining a benefiting student.

$71,373 in grant funds / 425 benefiting students = $168 per student

Please explain how you are defining a benefiting student in the equation above.

A benefiting student will have the opportunity to develop an expertise in a wider variety of skills. Student use of the Padcaster, 3-D printer, Epson Brightlink projector, and recording studio addresses the growth of computational and design thinking. Benefiting students will encounter challenging problem solving and positive risk taking. Additional benefits will improve their interpersonal skills, which build self-respect and dignity. Collaboration will be an essential benefit for all involved.

The investment allows for the further enrichment of faith, academics, and life skills. This investment will prepare them for secondary education and beyond.

Delivery

Delivery

Describe in detail what the proposed activity will look like and how it will be incorporated into your school's daily activities.

Our faith in God defines our community. Staff and students strive to live a life of virtue. In our Design Center, student collaboration provides more opportunity to reflect the Cardinal virtues in their interactions with one another.

Professional Development will ensure teachers are comfortable using the tech and media equipment. Additional training will focus on computational and design thinking activities. There are websites, which offer lesson plans and projects in both of these areas - Today's Catholic Teacher magazine.

The teachers will initially bring their class in for an orientation, to learn what's available for their use. This experience will inspire the students to become catalysts for design and/or computational thinking projects. Teachers will recognize the growth of student ownership as their mastery of challenges increases. Teachers can build on students' ideas as they are required to incorporate lessons customized for the Design Center.

Weekly, teachers will schedule a time for the Design Center. In this new setting, teachers will recognize the need for differentiated instruction. Teacher and cross-curricular collaboration will be encouraged. Students will be required to demonstrate engagement, cooperation, and respect.

During a typical day you may see how a Kindergarten class can learn simple programming, using engaging activities recommended by offline sites. Using the interactive projector, a class could take a literary journey of their favorite book. A Spanish class could SKYPE a classroom in Mexico City, while 3rd and 4th grade students are writing a play based off a recent research project.

Activity Start Date

April 01, 2019

Activity Completion Date

Please enter the date your outcome assessment will conclude, not the date you plan to finish implementing your activity.

June 15, 2021

Outcomes Info & Narrative

Outcomes Info & Narrative

On the next page, you will be asked to select at least two outcomes from a pre-defined list, and provide a specific measure for each outcome. Please review the following outcomes (which will also appear on the next page), and then answer the questions below as appropriate.

Outcomes:

- Number of students who demonstrate a sound understanding of the principles of the Catholic faith (Definition required: sound understanding)
- Number of students who demonstrate ability to apply principles of the Catholic faith to other STREAM disciplines (Definition required: ability)
- Number of students who engage in concrete actions to express, promote or apply the principles of the Catholic faith
- Early Childhood: Number of children who are enrolled in early childhood development programs
- Early Childhood: Number of children who participate in development assessment
- Early Childhood: Number of children who master cognitive, social, physical, and emotional competencies (developmental milestones) to enter the primary school system
- Early Childhood: Number of parents or guardians who actively support their child's learning via participation in homework, teacher conferences, school activities, etc.
- Early Childhood: Number of parents or guardians who demonstrate an understanding of their child's developmental expectations (Definition required: understanding)
- Early Childhood: Number of parents or guardians who read to their child daily
- Early Childhood: Number of teachers or educators who participate in programs to obtain skills required to enhance student learning (Definitions required: programs and skills)
- Early Childhood: Number of teachers or educators who demonstrate new skills required to enhance student learning (Definition required: skills)
- Special Education: Number of students who achieve academic and social milestones required for successful transition to the next grade level (Definition required: academic and social milestones)
- Special Education: Number of students in the program who identify gaps toward achieving post high school success (Definition required: gaps)
- Special Education: Number of students in the program who set goals to address gaps toward achieving post high school success (Definition required: gaps)
- Special Education: Number of students in the program who make improvements required to address gaps toward achieving post high school success (Definition required: gaps)
- Special Education: Number of students who graduate high school or obtain a GED
- Special Education: Number of students who achieve success post high school (e.g. enroll in college, enter the military, or start a career)
- Number of STREAM-related secondary education courses offered

- Number of elementary education students who express interest in enrolling in STREAM courses in high school
- Number of students who express interest in entering a higher education program or pursuing a career in the STREAM disciplines
- Number of students who enroll in programs to achieve the necessary academic milestones to pursue higher education and/or a career in the STREAM disciplines (Definition required: programs)
- Number of students who complete programs to achieve the necessary academic milestones to pursue higher education and/or a career in the STREAM disciplines (Definition required: programs)
- Number of students who are at or above benchmark on the English section of the ACT (as defined by the ACT)
- Number of students who are at or above benchmark on the Math section of the ACT (as defined by the ACT)
- Number of students who are at or above benchmark on the Reading section of the ACT (as defined by the ACT)
- Number of students who are at or above benchmark on the Science section of the ACT (as defined by the ACT)
- Number of students who are at or above benchmark on the Writing section of the ACT (as defined by the ACT)
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Complete Composite (includes all assessment areas)
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Core Composite (includes ELA and Math assessment areas)
- Number of students meeting or exceeding estimated growth on ITBS Assessment: ELA Total
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Extended ELA Total
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Listening
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Reading
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Written Expression
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Vocabulary
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Word Analysis
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Math Total (includes Mathematics and Computation)
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Mathematics
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Science
- Number of students meeting or exceeding estimated growth on ITBS Assessment: Social Studies
- Number of students who are at or above benchmark in their ACRE scores (Definition required: benchmark)
- Number of students in the program showing improvement of at least one letter grade in English and Language Arts
- Number of students in the program showing improvement of at least one letter grade in Mathematics

- Number of students in the program showing improvement of at least one letter grade in Science
- Number of students who are at or above the appropriate grade level for Mathematics
- Number of students who are at or above the appropriate grade level for Reading
- Number of students who are at or above the appropriate grade level for Science
- Number of students who are proficient at using learning-oriented technology (Definition required: proficient)
- Number of teachers who are proficient at using technology to enhance student learning (Definition required: proficient)
- Number of teachers who express confidence in using blended learning to address individual student needs
- Number of teachers, guidance counselors, or school administrators trained to provide STREAM education (Definition required: trained)
- Number of students who demonstrate improvement in critical thinking skills, e.g. reasoning, problem-solving, decision-making (Definition required: demonstrate)
- Number of students who demonstrate improvement in executive functioning skills, e.g. setting and achieving goals, prioritizing tasks, controlling impulses (Definition required: demonstrate)
- Number of students who demonstrate improvement in interpersonal skills, e.g. working cooperatively in a team, speaking and listening (Definition required: demonstrate)

For each outcome you plan to select from the list above, provide baseline data and assessment method. If a baseline has not been established yet for a specific outcome, describe how you will establish a baseline and by when.

1. Number of students who are proficient at using learning-oriented technology. (Definition required: proficient)

We know 100% of our students are exposed to technology. It is a rarity that a student does not like computers. Just as the wall of our library and computer lab is taken down, the Design Center is taking down the walls of the conventional classroom. We believe 90% of our students are proficient in computer skills for their grade level. We want teachers to see that same 90% proficiency for their students as they develop their computational and design thinking skills, by using the Design Center's new technologies.

We define proficient as student work that meets or exceeds teacher expectations. However, every student is unique. Proficient also means that each student feels good about what they have learned and will take their skills and know how to use them in real life. Based on performance and graded activities, 90% of students will meet or exceed teachers' expectations at OLS. The faculty looks forward to assessing these outcomes after the first semester of Design Center operation.

We created a culture of technology beginning with our Kindergartners. K-3 have computer class weekly, they learn how to login, can navigate to Google and online websites, and use Google Slides.

Grades 4 and 5 use Google Slides to create presentations to present to the class, use Google Classroom to turn in assignments, and discuss Digital Citizenship and the importance of Internet safety, and living the virtues while on the Internet or social

media. Students use Code.org for coding, working at their own pace.

Grades 6th, 7th, 8th – Technology is integrated throughout the curriculum for our middle school students. Each year new skills are introduced to broaden their knowledge.
Examples include: design infographics, Google Slides, utilize online databases and tools for research projects, collaborate using threaded discussions, maintain Small Town Big Dreams blog, Office suite, and Google Classroom.

Because of their tech background we believe all students are well equipped to utilize the Design Center. All students will be able to scan into the Design Center with their ID cards and collaborate on grade level projects. The renovated library space was designed with our younger students in mind. However, their tech skills will be utilized and enhanced in the media area where they will have an opportunity to create videos and religious radio ads.

When middle school students enter the Design Center, the teacher becomes the facilitator. The use must be purposeful. When students walk in they are ready to collaborate and execute their ideas or project. Some may be connecting Chromebooks to TVs for further brainstorming, some students may be writing a script for a video, while others are recording a podcast. These opportunities will increase their proficiency with exciting new technologies. The level of proficiency will be assessed by teachers' evaluations and individualized rubrics.

2. Number of students who demonstrate improvement in interpersonal skills, e.g. working cooperatively in a team, speaking and listening. (Definition required: demonstration).

Throughout the hallways and in our classrooms you see the word PRIDE (Prayer, Responsibility, Integrity, Determination, Evangelization). Our definition of demonstrate – Through teacher observations, self-evaluations and group evaluations these desired behaviors will be visible. Teachers will look for an appreciable difference in both self and team evaluations on collaborative projects. The assessment of interpersonal skills will be a criteria in Design Center activity rubrics. The Design Center is the hub of collaboration, because it creates separate, common learning spaces. Working cooperatively, in a team, builds skill sets important for students' futures. Collaboration builds tolerance and acceptance of others' ideas, the need for compromise, and recognizing the value of team members' input. Using the virtue of temperance, students will work together to solve minor conflicts.

SLANT embodies the perfect formula for developing great communication skills: Sit tall, listen, ask questions, nod (acknowledgment that one is listening), and track your speaker. When this is used it results in positive outcomes. Effective communicators have an aura, an energy, and a passion for what they are saying. Their persona invites the audience to listen. The communication experiences offered in our media studio will make every speaker better through practice. Students listening and reviewing their podcasts or videos, will provide valuable feedback on how they can improve their skills.

3. Number of students who engage in concrete actions to express, promote or apply the principles of the Catholic faith.

Our Design Center will provide our students a stronger opportunity to strengthen our connection with the PSR students of Our Lady and our neighboring parish, Sacred

Heart. As of now, the only time they spend time together is during their 7th grade chastity retreat.

Middle school students need a strong moral compass. We can build this faith by spending time with others who share the same beliefs. We want to strengthen the faith connection between day school middle schoolers and their PSR peers. In the first few weeks of opening the Design Center, our PSR students will be invited to meet with our students. In the spirit of Christian service and student collaboration, our student ambassadors will show them how to use the Design Center to create engaging religious activities. There is a benefit to having the day school and PSR students socialize. This builds Christian community.

Our Design Center will be open to PSR teachers and students when they meet for their evening classes. This space offers an exciting array of opportunities for them. Our CRE and other day school teachers are willing to initiate training and share ideas with all PSR teachers.

Benchmark for number of students: We are confident all 209 Our Lady students will participate in this outcome. Our goal in the first year, is for 75% of all PSR students to participate in this outcome. PSR meets once per week, so scheduling may prove challenging.

We look forward to sharing our space with Catholic schools in our region. This invitation will create community and collaboration among teachers and students. Our wonderful space will be conducive to sharing knowledge and resources in an energized environment. Socialization is such an important part of middle school students' lives and these interactions will take place in a positive, productive, and safe environment. Throughout the year, we hope to host grade level events to build camaraderie with students in our region.

Our vision for OLS students, PSR students, and other Catholic schools in our region is to offer mini-retreats. The agenda would include students creating faith-based podcasts, videos, music, and of course, prayer and fellowship. We believe this is a great example of faith in action.

The majority of our school families is made up of hard working parents who put Catholic Education first, not without sacrifice. The median income in Festus is $45,523. This reflects a decline in the past year of 0.36%. There has also been a decline in employment of 3.3%. We believe these demographics reflect the socio-economic status throughout our region. We believe our Design Center will provide families with another valuable reason to choose Our Lady School.

We would be blessed to share our Design Center and its resources with other students throughout our region who will benefit from the generosity of the Roman Catholic Foundation of Eastern Missouri. In addition to students, we look forward to welcoming our alumni and parish organizations to take advantage of what we have offer in our Design Center.

How will the proposed activity be adjusted if outcomes do not meet expectations?

Learning-oriented technology
We will use more student-centered ideas to gain ownership. Teachers who have been successful can serve as consultants. They can share their methods with teachers who

do not feel comfortable with their own command of technology.

Interpersonal skills
Realistically some students may not be cooperative. When this behavior is observed, the student will meet with the principal or CRE, and together create a plan of action to modify their behavior or the activity.

Principles of Catholic Faith
We will strengthen our outreach programs and ask for feedback from our Catholic faith partners to better meet their needs.

If you plan to track additional measurable outcomes that are not listed above, please list them here, along with baseline data, specific benchmarks and method of assessment.

If you plan to select any outcomes for which a definition is required, please provide the requested definition here. If you have already defined a term elsewhere in this application, please tell us which tab the definition can be found on.

Note: The definition should describe how you are using the term in the context of your specific activity.

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Beyond Sunday Grant Activity Budget

Please customize the budget categories as necessary. For multi-year grants, please use a separate tab for each year.

Category	Item	Qty.	Unit Cost	Total Cost	Source of Funding	Status (Committed, Requested but not Committed, Not Yet Requested)
				$ -		
				$ -		
				$ -		
				$ -		
Media Center	Elgato Green Screen	1	$ 162.78	$ 162.78	Tech Committee	Requested, Not Committed
	Cyber Acoustics microphone	1	$ 20.31	$ 20.31	Auction Item	Requested, Not Committed
	Creative T15 speakers	1	$ 62.89	$ 62.89	Auction Item	Requested, Not Committed
	Padcaster	1	$ 1,594.05	$ 1,594.05	Beyond Sunday	Requested, Not Committed
	Portable Teleprompter	1	$ 199.99	$ 199.99	Tech Committee	Committed
	iPad Pro 10.5	1	$ 584.10	$ 584.10	Beyond Sunday	Requested, Not Committed
	iMac Pro	1	$ 1,619.10	$ 1,619.10	Beyond Sunday	Requested, Not Committed
				$ -		
Technology	Samsung 65" LED TV	2	$ 1,435.30	$ 2,870.60	Beyond Sunday	Requested, Not Committed
	MakerBot Replicator +	1	$ 2,708.03	$ 2,708.03	Beyond Sunday	Requested, Not Committed
	MakerBot Fillaments	1	$ 402.82	$ 402.82	Parent Booster Club	Not Yet Requested
	Epson Interactvive Touch	1	$ 2,299.00	$ 2,299.00	Beyond Sunday	Requested, Not Committed
	Epson Motorized Table	1	$ 2,599.00	$ 2,599.00	Beyond Sunday	Requested, Not Committed
	Tripp Light Charging Cart	1	$ 572.11	$ 572.11	Beyond Sunday	Requested, Not Committed
	Dell Latitude lap tops	8	$ 697.72	$ 5,581.76	Beyond Sunday	Requested, Not Committed
	Samsung TV wall mount	2	$ 145.49	$ 290.98	Beyond Sunday	Requested, Not Committed
				$ -		Requested, Not Committed
				$ -		
Construction	Demolition	1	$ 16,288.00	$ 16,288.00	Beyond Sunday	Requested, Not Committed
	Frame for media center	1	$ 3,390.00	$ 3,390.00	Beyond Sunday	Requested, Not Committed
	Painting	1	$ 2,610.00	$ 2,610.00	Beyond Sunday	Requested, Not Committed
	Electric (circuits)	1	$ 5,100.00	$ 5,100.00	Beyond Sunday	Requested, Not Committed
	Flooring	1	$ 10,740.00	$ 10,740.00	Beyond Sunday	Requested, Not Committed
	Electric	1	$ 2,200.00	$ 2,200.00	Beyond Sunday	Requested, Not Committed
Subtotal (total for this page):				$ 61,895.52		
Total Cost Year 1 (total for all pages on this tab):				$ 86,282.05		
Total Activity Cost (total for all pages on all tabs):				$ 86,282.05		

Beyond Sunday Grant Activity Budget

Please customize the budget categories as necessary. For multi-year grants, please use a separate tab for each year.

Categorg	Item	Qtg.	Unit Cost	Total Cost	Source of Funding	Status (Committed, Requested but not Committed, Not Yet Requested)
Construction cont.	Frame for corner stage	1	$ 1,200.00	$ 1,200.00	Parish	Not Yet Requested
				$ -		
				$ -		
Furniture	Lounge seating 9 piece	1	$ 3,973.00	$ 3,973.00	Beyond Sunday	Requested, Not Committed
	Large Bean Bags	6	$ 197.25	$ 1,183.50	Parish	Requested, Not Committed
	Café Stools	4	$ 119.45	$ 477.80	Beyond Sunday	Requested, Not Committed
	Pedestal Table Adjustable	1	$ 1,418.65	$ 1,418.65	Parent Booster Club	Committed
	Throw Rugs	4	$ 89.95	$ 359.80	Parent Booster Club	Requested, Not Committed
	Wooden Shelving 8'	2	$ 903.15	$ 1,806.30	Auctio	Requested, Not Committed
	Mobile Welcome Desk	1	$ 3,330.05	$ 3,330.05	Auction	Committed
	18" static stool	8	$ 179.45	$ 1,435.60	Beyond Sunday	Requested, Not Committed
	Orbit Round Table	2	$ 364.85	$ 729.70	Beyond Sunday	Requested, Not Committed
	Armless stack chairs (4/set)	3	$ 250.95	$ 752.85	Auction item	Requested, Not Committed
	Stand up workstation	1	$ 271.85	$ 271.85	Parent Booster Club	Not Yet Requested
	Inter. large monitor mount	2	$ 417.65	$ 835.30	Beyond Sunday	Requested, Not Committed
	Inter. multimedia table	2	$ 1,437.55	$ 2,875.10	Beyond Sunday	Requested, Not Committed
	Cube seating	4	$ 455.65	$ 1,822.60	Parent Booster Club	Committed
				$ -		
Misc.	Shipping for furniture	1	$ 1,576.93	$ 1,576.93	Parish	Not Yet Requested
				$ -		
Prof. Development	PD for Epson Interactive	1	$ 337.50	$ 337.50	Tech Committee	Committed
				$ -		
				$ -		
				$ -		
				$ -		
				$ -		
				$ -		
				$ -		
Subtotal (total for this page):				$ 24,386.53		

144 ACE – Our Lady Catholic School Inspiration to Innovations – Learning by Design Center

Measurements

Measurement	Expected value	How is this aggregated?
Number of students who are proficient at using learning-oriented technology (Definition required: proficient)	209	Sum
Number of students who demonstrate improvement in interpersonal skills, e.g. working cooperatively in a team, speaking and listening (Definition required: demonstrate)	209	Sum
Number of students who demonstrate a sound understanding of the principles of the Catholic faith (Definition required: sound understanding)	371	Sum

Beyond Sunday
Academic Capacity Enhancement
Grant Application

Product Specifications Sample

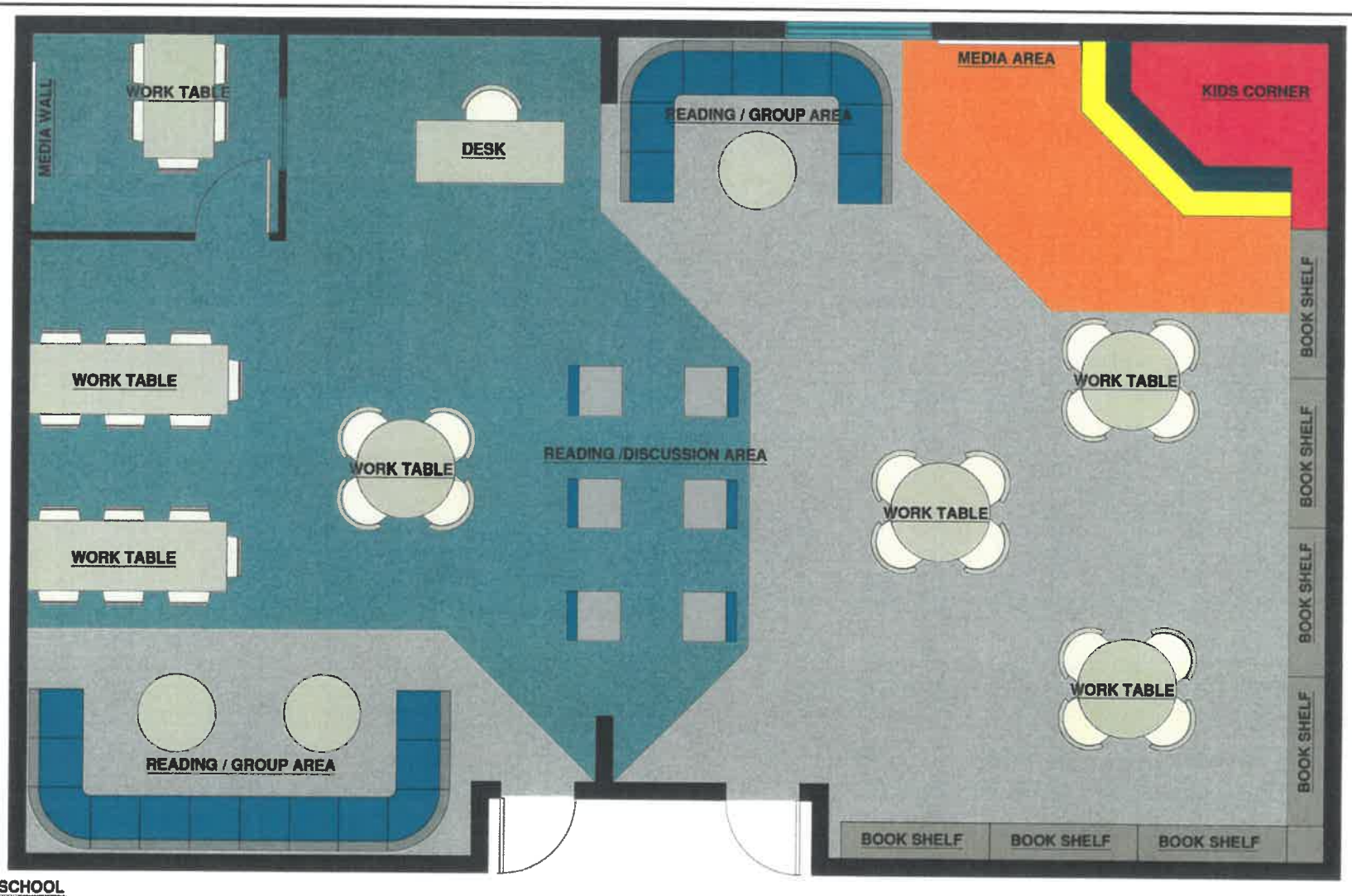
February 5, 2019

Dear Grant Committee:

We would like to thank you for your consideration of our grant proposal. We are asking for an additional $1,561 due to an unexpected higher construction bid. Rather than $69,812 grant request we are asking for $71,373.

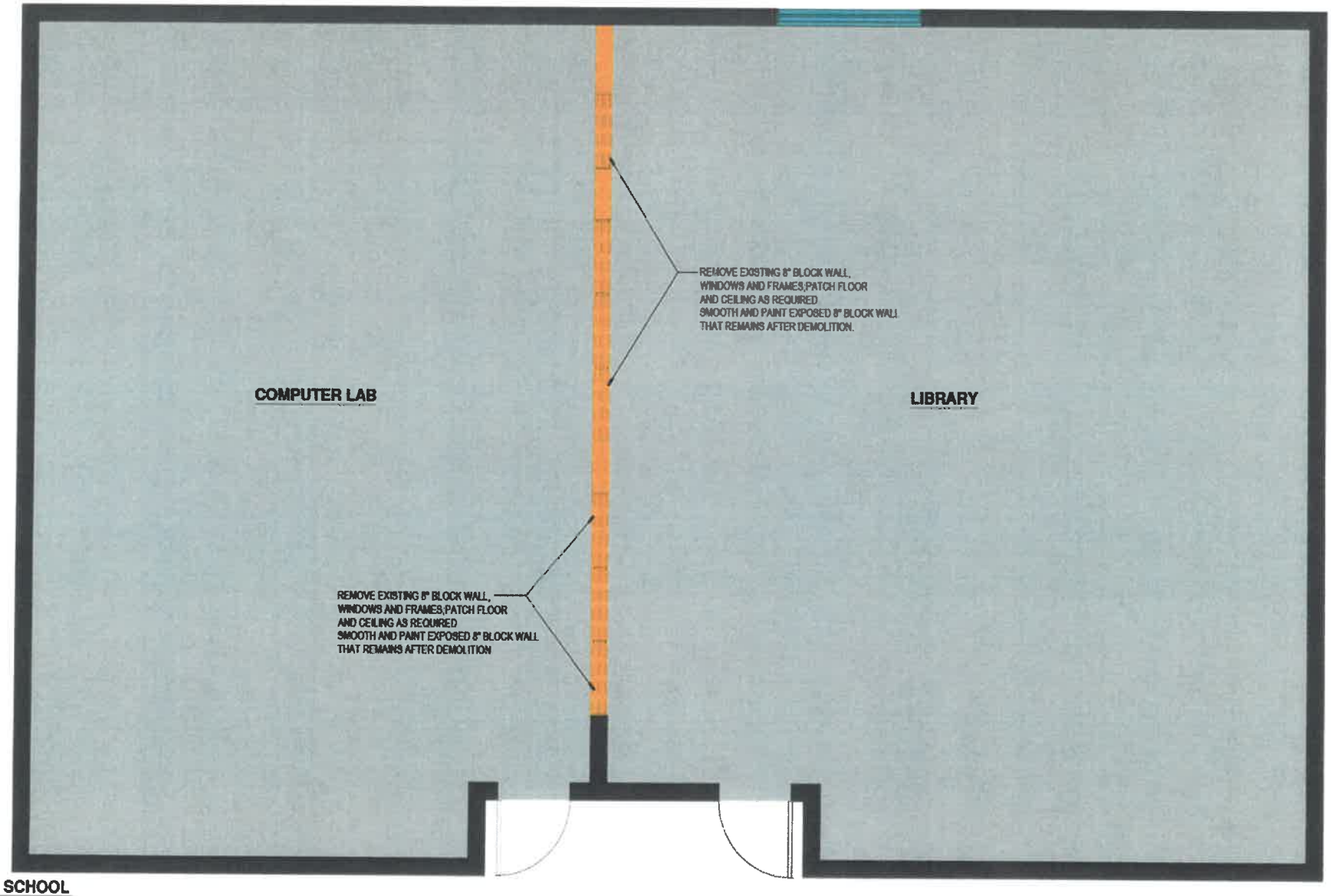
With gratitude,

Mary Ann Crump and Linda McGuire
Our Lady Catholic School
Festus, Missouri



OUR LADY SCHOOL

01 FLOOR PLAN SCALE: 1/4" = 1'-0"



OUR LADY SCHOOL

01 DEMOLITION PLAN SCALE: 1/4" = 1'-0"

Beyond Sunday
Academic Capacity Enhancement
Grant Application

Independent Estimates Sample

(2 estimates of 9 total submitted with grant application)

Tucker Homes, Inc.

110 Copper Creek Dr
Festus, Mo 63028
Phone-314-808-6594

Proposal

DATE	Proposal #
1/22/2019	2018-792

NAME / ADDRESS
Our Lady Catholic School 1599 St Mary's lane Festus. Mo 63028

ITEM	DESCRIPTION	QTY	TOTAL
Estimate/Contract	Tucker Homes Inc proposes the following For Our Lady Catholic School with items listed below for the property known as 1599 St. Mary's lane located in Festus MO. Tucker Homes Inc is fully insured with Workers Compensation, General Liability. Certificates of insurance available on request. All work has a 1 year workmanship warranty, materials carry manufactures warranty. Not responsible for any unforeseen circumstances.		0.00
Demolition	* Demolition of interior 8x16 stone block non-bearing wall that currently divides the Computer room and Library. * Remove existing windows in dividing wall * Remove block wall from west exterior wall going east over just past the last set of interior windows leaving approximately 3' of block wall. It appears the electric switches are coming up inside the wall through the floor * After demolition cap the edge of the interior block wall with wood materials * Patch in drop ceiling tile between the void from the removal of block wall * Patch floor as needed with VCT tile * Roll-off dumpster for debris * Clean-up	1	16,288.00
Frame	Build 8x8 studio sound room in corner of existing computer room with 3x3 tempered glass fixed window, 1 solid core 3/0x 6/8 interior door, baseboards, with 1 light inside new sound room and receptacles. Drywall, tape and insulate for sound.	1	3,390.00
Painting	Painting of existing library, computer room and new sound room walls. New door, casing around 3x3 window, 2 coats	1	2,610.00
Electric	Due to electric circuits coming up through the concrete floor and then continuing on to feed other receptacles for each room. A budget/allowance of $5100 for re-working the electric and or cutting out the concrete floor to keep the existing receptacles and allows for electric feed to continue. Add light for studio sound room with receptacles.	1	5,100.00
Flooring	Supply and install new commercial grade carpeting for Library and computer lab. 52x34 with new cove base, final cost TBD due to price of carpet	1,790	10,740.00

Thank you for the opportunity to bid this project!

TOTAL

Tucker Homes, Inc.

110 Copper Creek Dr
Festus, Mo 63028
Phone-314-808-6594

Proposal

DATE	Proposal #
1/22/2019	2018-792

NAME / ADDRESS
Our Lady Catholic School 1599 St Mary's lane Festus, Mo 63028

ITEM	DESCRIPTION	QTY	TOTAL
Electric	Electric inside Cabinets for sitting area-Optional for a cabinet or building of small benches are also an option so the current electric would have a place to terminate and continue on feeding other receptacles and switches inside the sitting area.	1	2,200.00
Labor	Note: The School and Staff to have both the library and computer lab rooms completely empty and cleaned out prior to start of demolition.		0.00
Frame	Build small corner stage approximately 8x8 with 2-3 steps for students. Stage would be covered with carpet.	1	1,200.00
Estimate/Contract	Accepted By:_____ Date:_____ NOTICE TO OWNER FAILURE OF THIS CONTRACTOR TO PAY THOSE PERSONS SUPPLYING MATERIAL OR SERVICES TO COMPLETE THIS CONTRACT CAN RESULT IN THE FILING OF A MECHANIC'S LIEN ON THE PROPERTY WHICH IS THE SUBJECT OF THIS CONTRACT PURSUANT TO CHAPTER 429, RSMO. TO AVOID THIS RESULT YOU MAY ASK THIS CONTRACTOR FOR "LIEN WAIVERS" FROM ALL PERSONS SUPPLYING MATERIAL OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT. FAILURE TO SECURE LIEN WAIVERS MAY RESULT IN YOUR PAYING FOR LABOR AND MATERIAL TWICE. CONSENT OF OWNER CONSENT IS HEREBY GIVEN FOR FILING OF MECHANIC'S LIENS BY ANY PERSON WHO SUPPLIES MATERIALS OR SERVICES FOR THE WORK DESCRIBED IN THIS CONTRACT ON THE PROPERTY ON WHICH IT IS LOCATED IF HE IS NOT PAID. Any and ALL attorney fees will be refunded to Tucker Homes Inc, if litigation is necessary due to none or partial payment for contracted work and or extras not paid in full to Tucker Homes Inc. Attorney fees to be paid by Homeowner or representative. Work or alterations to original plan will result in an extra charge, changes orders may be of verbal, and or written, homeowner please verify with contractor on any changes and charges as job progresses.		0.00

Thank you for the opportunity to bid this project!

TOTAL $41,528.00

Grant Committee <grants@olparish.org>

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1 message

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To: grants@olparish.org

Fri, Jan 18, 2019 at 9:55 AM

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www.thelibrarystore.com

Customer Information

Mary Ann Crump

1599 St. Mary Lane
Festus MO 63028

Qty	Description	Product No.	Unit	Unit Price	Subtotal
1	**Free Shipping!** Alon Lounge Seating - Serpentine, 9 Piece Set	19-00606	EA	$3,973.00	$3,973.00
6	**Free Shipping!** Bean Bag Chair - Large Fabric Color: Red	89-02422	EA	$197.25	$1,183.50
4	**Free Shipping!** Retro Style ABS Cafe Stool Color: Purple / White	19-01287	EA	$119.45	$477.80
2	Atlantis™ Wood Library Shelving - 42"H x 24"D Double-Face Starter Wood Finish: Light Oak	92-40026	EA	$903.15	$1,806.30
1	HABA® Height Adjustable Pedestal Table Table Top Color: Aqua Blue	19-01122	EA	$1,418.65	$1,418.65
4	KIDS Value Rugs™ Spaced Out - 6 ft. x 4 ft.	11-03343	EA	$89.95	$359.80

1	Nautilus™ Mobile Welcome Desk Wood Finish: Natural Oak, Laminate Top Color: Hollyberry, Grommet Needed: No, Grommet Placement: None	92-82118	EA	$3,330.05	$3,330.05
8	ofm Orbit Stool - 18" Vinyl Static Stool Vinyl Color: Purple	19-01423	EA	$179.45	$1,435.60
2	ofm Orbit Table - 30"H x 36" Round Table Tabletop Color : Cherry	19-01427	EA	$364.85	$729.70
3	ofm Rico Armless Stack Chairs - 18", Set of 4 Color: Red	93-05167	EA	$250.95	$752.85
1	Sandusky Buddy® Euroflex Stand-Up Workstation Color: Charcoal	93-00780	EA	$271.85	$271.85
2	SMITH SYSTEM™ Interchange Large Monitor Mount	93-04131	EA	$417.65	$835.30
2	SMITH SYSTEM™ Interchange Multimedia Table with Power - Large Edgeband: Charcoal, Laminate Top: Wild Cherry, Frame: Black	93-04130	EA	$1,437.55	$2,875.10
4	tenjam DuraFLEX Floor Seating - Cube Color: Red	19-00991	EA	$455.65	$1,822.60

Merchandise Subtotal: $21,272.10
Shipping and Handling:
Tax:
Order Total: $21,272.10

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