



**Beyond Sunday**  
Education | Faith | Community

# Transformational Innovation Grant Application

Sample

Transformational Innovation Grant Application  
**Before You Begin**

**Transformational Innovation 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**

**Transformational Innovation Grant Application**

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

**General Information**

Activity Title

Catholic Connections

Applicant School(s)

St. Francis of Assisi School

St. Francis of Assisi Parish School of Religion

Your Organization Name

St. Francis of Assisi School

Request Type/Status

Contributions-Transformational Innovation-Application Received

Fund

Transformational Innovation

**Need**

**Need**

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.

Current research regarding youth and religion, research regarding the role of relationship and support for schools, and our enrollment trends have led to discussions among leaders at St. Francis regarding the new Evangelization. The enrollment numbers from year to year remain relatively steady until the transition to middle school, where we've seen an average drop of 21 % in enrollment between grades 5 and 6 over the past five years. Exit information indicates some curricular concerns, which have been addressed by the current administration, as reasons for students to move to other Catholic schools, but others leave to acclimate to the public school district in preparation for high school. Whether for financial reasons or other reasons, their minds are made up about high school by fifth grade, in the same way that preschool families usually have a notion of where their child will attend school by age 2. By creating a unique middle school experience through the lens of faith, building relationships between middle school and high school, and engaging outside stakeholders in parishes and within the community, it is our theory that deeper connections of mission will be experienced and appreciated, leading to increased support for Catholic schools.

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

As a pilot parish for the Parish Missionary Disciples Program (PMD) sponsored by the Office of Laity and Family Life, St. Francis pastor, Father Yates's PMD Team has a strategic plan in place to embed evangelization opportunities into all reaches of the parish. The research outcomes communicated by Dr. Christian Smith of the University of Notre Dame and Robert McCarty and John Vitek out of Georgetown indicate that the disaffiliation of Catholics now begins between the ages of 10-14, just as we see this enrollment drop. The results of the studies found that "religious experiences, beliefs, and status of Catholic teenagers are extremely consequential for their religious faith and practice five years later" (Smith, 2014). Smith lists three major domains of influence: close relationships to religious adults, internalized religious beliefs and personal religious experiences, and religious practices. All three of these domains are addressed within the grant plan.

How is the need currently being met?

St. Francis recently embraced being a one-classroom-per-grade school. With a fully implemented Enrollment Plan, and successful preschool, we will have

a wait list for Kindergarten for the first time in many years. We communicate and market our school through the traditional methods, but relationship brings deeper support.

Curricular enhancements have been made. Special middle school structures, increased differentiation, additional electives, embedded technology, increased leadership opportunities, and interdisciplinary or project-based learning opportunities were added. The program is now more aligned with the needs of today's adolescent. We now wish to help families to more deeply experience the mission of Catholic education.

## **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.

Beth Bartolotta, principal of St. Francis of Assisi will visit successful programs using this model in Iowa and possibly Pittsburgh. She will facilitate the consult of Suzie Boss, author of *All Together Now: How to Engage Your Stakeholders in Reimagining School*, in assisting the partner schools in creating the "game plan" based on *Remake Learning's* template. She will oversee the project and collect and analyze the data with other grant team members. She will work with the high school curriculum leaders to develop the high school credit course for eighth grade students. She will submit documentation and accountability measures to the Roman Catholic Foundation.

Mike Herries, STREAM Coordinator, teacher, and retired engineer will lead the development and facilitation of the expanded passion projects, formation of strategic partnerships with parish and community partners, and implementation of the "game plan." He will work with the high school facilitators in training the high school mentors. He will also visit the successful programs using this model and with the consultant, Suzie Boss. He will facilitate the on-site visits, the in-school visits by mentors, and monitor progress throughout the process. Mike will be relieved of 40% of his classroom duties in order to achieve this. A 40 % teacher's salary is built into the grant to hire a replacement for Mike for those duties during the granting period.

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

Karen Weber, the Parish School of Religion director and school Coordinator of Religious Education will develop and oversee the program for the PSR. Due to the limited class time for PSR, their religious experience will be enhanced by the use of parish mentors, high school mentors who are alumni, and course elements as it relates to service. Karen will work with Beth Bartolotta to develop this curricular adjustment to the PSR middle school grades. Karen will then implement the program enhancement during the second year of the grant.

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.

Katie Albin: Katie is the Director of Admissions at St. Mary's High School and teaches a leadership course to junior and senior students. Katie will work with other St. Mary's staff, Rosati-Kain staff, Mike Herries, and Beth Bartolotta to develop the high school credit class, train the mentors, and carry out visits involving mentors, mentees, and community partners. Katie will track enrollment data as it relates to interest in St. Mary's by prospective students from St. Francis. Katie will also accompany the grant team to visit a Remake Learning school in Iowa and participate in the consult with Suzie Boss.

Terence McNamee: Tery is the principal of Rosati-Kain High School. He will be working with Rosati-Kain staff, St. Mary's staff, Mike Herries, and Beth Bartolotta to develop a high school credit class, train mentors, and carry out visits involving mentors, mentees, and community partners. Tery will obtain and share enrollment data from staff members as it relates to interest in Rosati-Kain by prospective students from St. Francis. Tery will accompany the grant team to visit a Remake Learning school in Iowa and participate in the consult by Suzie Boss.

## **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.

2018-19 Beyond Sunday Grant Activity Budget - St Francis of Assisi.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.

St. Francis of Assisi Operating Budget (2).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.

St. Francis of Assisi Financial Statement.pdf

**D. Project Specifications**

Submit project specifications, if applicable. Combine all documents into one PDF file, then upload.

**E. Independent Estimates**

Submit independent estimates, if applicable. Combine all documents into one PDF file, then upload.

**Budget**

**Budget**

How will the activity be sustained after funding is depleted?

The grant provides funding for a designated person to facilitate the development and initial implementation of the program. It also provides funding for assistance through site visits and consultation with those who have already successfully implemented such a plan. It provides assistance with transportation costs, substitute teacher costs, and minor resource costs. If the goals of the program are successful, once the funding is depleted, there will either be increased stakeholder support, steady enrollment trends in middle school or both. Any or all of these outcomes create a source of additional funds. If that is not the case, the parts of the program proven to be effective can be administered virtually rather than on site. Local parishioners rather than community partners can be sought. The same would be true if the grant were not fully funded. The concept would be brought forward but scaled back. St. Francis of Assisi middle school has already implemented a 20% Time class and STREAM class that can be used with current staffing and resources. The outcomes are likely to be less successful since it is in the building of relationships and the experience that research has proven to be most rewarding.

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.

St. Francis will be offering in-kind benefits to strategic partners as well. Strategic partners will benefit from visiting the successful program and from the knowledge of the consultant. They will receive a completed Catholic Connections Game Plan (based on the Remake Learning Game Plan template) that they can use for their own purposes. They will receive marketing and recognition through the two showcase or celebration moments. They will receive mentor training and materials for their students. They will receive exposure and marketing for their schools and programs. They will receive exposure and relationship opportunities with the community partnerships that are formed. If the grant is fully funded, strategic partners will share in substitute costs, bus transportation costs, technology use, and facility use.

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

If a partial grant is awarded, parts of the program can be administered virtually rather than on site. Local parishioners rather than community partners can be sought. Books and websites can be used as resources to consult rather than having the experienced person present. Successful programs can be researched through their websites rather than visited. The concept would be brought forward but scaled back. St. Francis of Assisi middle school has already implemented a 20% Time class service learning component, sustainability program, and STREAM class that can be used with current staffing and resources. The outcomes are likely to be less successful, however, since it is in the building of relationships and the religious experience that research has proven to be most effective for transformation. That is what sets this plan apart as a transformational innovative grant rather than an academic enhancement grant.

Complete the equation below by entering numbers in the appropriate spaces, to provide an expected grant award per benefiting student.

$\$78,300.00$  in grant funds / 178 benefiting students =  $\$440$  per student

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

The 178 students consist of St. Francis middle school students over the course of two years based on current enrollment, St. Francis PSR middle school students based on current enrollment, Leadership Juniors and Seniors from St. Mary's High School, which is the group they've designated as participants, and an estimate of participating students from Rosati Kain High School.

In actuality, if this grant comes to fruition and the Catholic Connections Game Plan is realized, it has the potential to impact every middle school and high school that uses it. That's why it is transformational.

## **Delivery**



**Delivery**

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

During the summer of 2018, Beth, Mike, Tery, and Katie will visit Iowa BIG to learn about their growth as a Remake Learning organization and how they developed their Remake Learning Playbook. They will begin consultation with Suzie Boss and develop their Catholic Connections Playbook.

During the early fall, the high school mentors will receive training from the team using purchased materials designed for peer mentoring and current leadership practices in place at each of the schools. St. Francis alumni will be trained to work with PSR middle school students.

Each high school will visit SFA once a month and SFA will visit each high school once a month. Each visit will consist of lunch, prayer or faith component, and work on a 20% Time interdisciplinary project. St. Francis students already have 20% Time as a component of their weekly electives now. During the first year, the goal will be relationship building and having discussions about faith topics as they relate to life. With PSR this will be developed through their service learning component that already exists in the program. As the community networks are established they will be invited to attend these sessions and the final celebration moments as well. During the second year, the community mentors will be more directly involved and topics will be more structured around central themes and Catholic connections such as stewardship and sustainability. In addition to religion outcomes, technology and 21st century learning outcomes will be assessed.

**Activity Start Date**

June 04, 2018

**Activity Completion Date**

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

September 08, 2023

In your Letter of Intent, you provided the following description of how this activity could be expanded to other schools or regions. Please update as needed.

The first steps of the grant involve learning from other successful organizations who have done this and to develop a Catholic Connections Playbook to drive our next steps. The team will visit Iowa BIG, a set of schools who utilized the Remake Learning model. The team will consult in person and virtually with Suzie Boss, author of All together Now: How to Engage Your Stakeholders in Reimagining School. We will use the free template offered to develop our Catholic Connections Playbook. This playbook will become their action plan for full implementation and a model for other schools to follow.

## 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 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 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
- Number of admission inquiries from prospective families
- Number of families who attend open house events
- Number of families who engage with electronic communications
- Number of new students enrolled in the school or program
- Number of student withdrawals
- Total number of students enrolled in the school or program
- 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.

Number of students who demonstrate a sound understanding of the principles of Catholic faith. ("sound understanding" will be defined by a rubric created using information from the ACRE assessment, CARA study and NSYR study data tools. A rubric and survey tool will be developed to use as a baseline and summative assessment for both middle school and high school students involved in the project. The tools will be developed in the summer of 2018 and administered as a baseline in the fall of 2018. The rubric will also be used to flag indicators of increased engagement or indicators of religious expression in discussion, journaling, or reflection. Indicators will be captured as a baseline in the fall of 2018 and documented with each celebration showcase during the two years. Examples will be listed next to each type of indicator.

Retention percentage of currently enrolled students in St. Francis middle school. Baseline: 5 year average of 21% loss from 5th to 6th grade. Data collected in the fall of 2018, 2019, and 2020. End of year surveys and exit interviews will help determine if a cause of retention or withdrawal was related to this activity.

Number of St. Francis families who engage in the enrollment activities of the tracking tool as compared to an average of the past 5 years (baseline). The high schools will provide that baseline by fall, 2018. A table will list each tracking tool activity and the outcomes. Data will be collected in the fall 2018, 2019, and 2020.

Growth of positive indicators on survey of mentors and students regarding attitudes about Catholic schools in general and the idea of networking for a shared purpose. Survey tool will be developed in the summer of 2018 and implemented as a baseline in the fall of 2018 with subsequent surveys administered at each showcase celebration.

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

Given the feedback offered in the data, adjustments will be made in the protocols or actions steps of the Planbook.

Because changes such as those proposed in this activity tend to be slow, more time may be needed for data collection after the grant funds are exhausted to see clearer results.

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.

Number of students who improve in their use of critical thinking skills as noted by an mentor observation rubric and self assessment rubric.

Number of students who improve in their use of interpersonal skills as noted on the mentor observation rubric, self assessment rubric, and team assessment rubrics provided.

All rubrics will be developed or chosen in the summer and baselines administered with the first celebration "pitch" showcase in the winter of 2018. Subsequent rubric assessments will be administered at each celebration showcase that follows through the grant period.

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.

The definition of "sound understanding" will be described in the rubric developed as an action step listed above.

Early childhood outcomes were removed.

The definition of "demonstrate" will be illustrated in the rubric assessments developed as an action step listed above.

Exhibit B

**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)
Personnel/Stipends	Stipend (RK & StM coordinator)	2	\$1,000	\$ 2,000.00	Beyond Sunday Grant	
	Program Coordinator @ SFA	1	\$ 10,400.00	\$ 10,400.00	Beyond Sunday Grant	
	Subs	40	\$ 90.00	\$ 3,600.00	Beyond Sunday Grant	
				\$ -		
Prof. Dev./Training	Suzie Boss Workshop	1	\$ 5,000.00	\$ 5,000.00	Beyond Sunday Grant	
	The Iowa Big	4	\$ 1,000.00	\$ 4,000.00	Beyond Sunday Grant	
				\$ -		
				\$ -		
Hardware/Equipment	Chromebooks	20	\$ 250.00	\$ 5,000.00	Beyond Sunday Grant	
	iPads	10	\$ 300.00	\$ 3,000.00	Beyond Sunday Grant	
	Camera	1	\$ 500.00	\$ 500.00	Beyond Sunday Grant	
	Misc	1	\$ 1,000.00	\$ 1,000.00	Beyond Sunday Grant	
Software/Licenses				\$ -		
				\$ -		
				\$ -		
				\$ -		
Supplies/Materials				\$ -		
				\$ -		
				\$ -		
				\$ -		
Furniture/Fixtures				\$ -		
				\$ -		
				\$ -		
				\$ -		
Miscellaneous	Bus Trips	21	\$ 500.00	\$ 10,500.00	Beyond Sunday Grant	
				\$ -		
				\$ -		
				\$ -		
<b>Subtotal (total for this page):</b>				\$ 45,000.00		
<b>Total Cost Year 1 (total for all pages on this tab):</b>				\$ 45,000.00		
<b>Total Activity Cost (total for all pages on all tabs):</b>				\$ 78,300.00		

Exhibit B

**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)
Personnel/Stipends	Slipend (RK & SIM coordinator)	2	\$ 1,000.00	\$ 2,000.00	Beyond Sunday Grant	
	Program Coordinator @ SFA	1	\$ 10,400.00	\$ 10,400.00	Beyond Sunday Grant	
	Subs	40	\$ 90.00	\$ 3,600.00	Beyond Sunday Grant	
				\$ -		
Prof. Dev./Training	Development Meetings	4	\$ 200.00	\$ 800.00	Beyond Sunday Grant	
				\$ -		
				\$ -		
				\$ -		
Hardware/Equipment				\$ -		
				\$ -		
				\$ -		
Software/Licenses				\$ -		
				\$ -		
				\$ -		
				\$ -		
Supplies/Materials	Marketing Material	2	\$ 1,000.00	\$ 2,000.00	Beyond Sunday Grant	
				\$ -		
				\$ -		
				\$ -		
Furniture/Fixtures				\$ -		
				\$ -		
				\$ -		
				\$ -		
Miscellaneous	Showcase event	2	\$ 1,000.00	\$ 2,000.00	Beyond Sunday Grant	
	Bus trips	25	\$ 500.00	\$ 12,500.00	Beyond Sunday Grant	
				\$ -		
				\$ -		
<b>Subtotal (total for this page):</b>				\$ 33,300.00		
<b>Total Cost Year 2 (total for all pages on this tab):</b>				\$ 33,300.00		

## Measurements

Measurement	Expected value	How is this aggregated?
Number of students who demonstrate a sound understanding of the principles of the Catholic faith (Definition required: sound understanding)	50	Sum
Number of students who demonstrate improvement in interpersonal skills, e.g. working cooperatively in a team, speaking and listening (Definition required: demonstrate)	50	Sum
Number of students who engage in concrete actions to express, promote or apply the principles of the Catholic faith	75	Sum