Beyond Sunday Education Fund

Academic Capacity Enhancement

and

Transformational Innovation

2018-2019 Grant Guidelines

Rev. 10.19.2017

Thank you for your interest in the *Beyond Sunday* education grants! There are two types of grants available through the *Beyond Sunday* Education Fund: Academic Capacity Enhancement and Transformational Innovation. The following guidelines apply to both Academic Capacity Enhancement and Transformational Innovation grants, except where otherwise noted.

Purpose and Objectives

Academic Capacity Enhancement

The *Beyond Sunday* Education Fund seeks to ensure that Catholic education not only impassions the heart but also inspires the mind. The Catholic educational program must reflect best emerging infrastructure and standards that provide an academic experience commensurate with, or superior to, competing institutions. Critical areas of academic study will change as the economy changes, and new skills will be required as the advancement of knowledge creates new frontiers of understanding. These changes will need to be included in educational curricula to ensure competitiveness.

STREAM (Science, Technology, Religion, Engineering, Arts, and Mathematics) is an example of current approaches to academic substantive integration. Over time, and within the specific needs of specific schools, there may be additional approaches to academic excellence. The purpose of the Academic Capacity Enhancement grant is to contribute to the long-term competitiveness and sustainability of Catholic education by enabling current academic approaches as well as considering new approaches and needs.

The objectives of the Academic Capacity Enhancement grant are two-fold:

1. Measurably and continually improve the quality of teaching and learning materials, equipment and classroom capacity, and teaching methods in the elementary, middle and high schools in the Archdiocese of St. Louis
2. Improve the academic competitiveness of Catholic schools relative to other schools in the St. Louis area

Transformational Innovation

While affordability and academic quality are critical to the health of Catholic schools, continued viability also depends on strong Catholic identity of programs, recruiting and retaining excellent teachers, and overall management and systems quality. The Transformational Innovation grant will seed non-academic innovations in these areas, with the expectation that these innovations will then become transformative throughout the Catholic education system.

The measurable objective of Transformational Innovation is to identify and scale experiments in three areas of organizational transformation which will contribute to education system growth and sustainability within the Archdiocese of St. Louis:

1. Catholic Identity: Christ-like environment and strong catechesis
2. Teaching: Transformational innovation in pedagogy and teacher retention
3. Management: Structures, systems, and processes necessary for high quality educational administration and marketing and enrollment management

Eligible Entities

The following entities are eligible to submit an application and receive grant funds:

- Parish, partnership and archdiocesan elementary, middle and high schools
- Parish-administered PSR programs
- Parish-administered pre-kindergarten programs
- Catholic Education Office
- Pontifical Paul VI Institute for Catechetical and Pastoral Studies
- Groups comprised of any of the above

Ineligible Entities

The following entities are NOT eligible to submit an application or to collaborate with eligible entities on submission of an application or receive grant funds:

- Private elementary, middle or high schools
- Private pre-kindergarten programs
- Public or charter elementary, middle or high schools
- Public or charter pre-kindergarten programs
- Youth groups
- Homeschool groups
- Institutions of higher education
- Entities not in good standing with the Archdiocese of St. Louis, even if otherwise eligible

Types of Contributors

Successful implementation of a grant-funded activity often relies on various entities contributing resources in different ways. The table below describes three types of contributors who may be involved with your activity. The first type, collaborators, must all be eligible under the grant guidelines. The other two types, strategic partners and contractors, may be eligible or ineligible.

Type of Contributor	Characteristics	Governing Document(s)
Collaborator	• Is listed as a co-applicant on application • Receives grant funds (if awarded)	• Grant application documents • Grant agreement
Strategic Partner	• Not listed as a co-applicant on application • May receive non-monetary, synergistic benefit in exchange for resources contributed • Does not receive grant funds	• Memorandum of understanding
Contractor	• Not listed as a co-applicant on application • Receives monetary benefit in exchange for resources contributed • Does not receive grant funds	• Contract or service agreement

Funding Thresholds

A maximum of $750,000 will be awarded for the 2018-19 school year: $500,000 in Academic Capacity Enhancement grants and $250,000 in Transformational Innovation grants.

Individual grant amounts will range from $15,000 to $100,000 per application for Academic Capacity Enhancement grants, and $25,000 to $100,000 per application for Transformational Innovation grants. The maximum individual grant amounts are the same regardless of how many entities collaborate on the application, and regardless of whether the grant is single-year or multi-year.

Types of Support

Grants may be awarded for the following types of support:

- Program development
- New infrastructure
- Staff development
- *Transformational Innovation only:* Management/Organization level initiative

Ineligible Activities

The following types of activities are NOT eligible for grant funding:

- Working capital
- Activities not supported or endorsed by the Catholic Church
- Annual fundraising events or drives
- Capital campaigns
- Debt reduction
- Funding for endowments, individuals, or political organizations
- Tuition assistance for students

Multi-year Grants

Multi-year grants of up to three years will be considered. Note that a separate budget must be submitted for each year of the program.

Application Process

Applicants are encouraged to attend one of the two technical assistance sessions. The purpose of these sessions is to review and answer questions about the grant guidelines, application and timeline. Additionally, this year attendees will receive a tutorial on the new online grant application. Attendance is optional but highly recommended.

<u>Round One:</u> Submit a Letter of Intent (LOI), along with one endorsement form for each school listed on the LOI. All LOIs will be reviewed by the Roman Catholic Foundation Grants Committee, and selected

applicants will be invited to submit an application. Applicants whose LOIs were not selected will be notified in writing.

Round Two *(Selected applicants only)*: Submit an application. All applications will be reviewed by the Roman Catholic Foundation Grants Committee. Recommendations will then be forwarded to the Roman Catholic Foundation Board for approval, and awardees will be notified of intent to award. Applicants whose applications were not selected will be notified in writing.

Application Schedule

Date	Item
Wednesday, September 27, 2017	Technical assistance session at the Cardinal Rigali Center
Wednesday, October 4, 2017	Technical assistance session at the Cardinal Rigali Center
Thursday, November 2, 2017	Deadline for submitting Letter of Intent
Tuesday, December 12, 2017	All applicants notified of status of Letter of Intent
Tuesday, February 6, 2018	Deadline for submitting application
Thursday, April 05, 2018	Announcement of 2018-2019 grantees

Multiple Applications

Any applicant may submit multiple grant applications, either singly or collaboratively with other applicants. Multiple grants may be awarded to the same applicant.

Applicants who have been awarded a *Beyond Sunday* grant in previous years may apply for additional grant funding, either for a separate activity or for the same activity for which they previously received grant funding. If applying for additional funding for an activity that has already received *Beyond Sunday* grant funds, applicants must explain how the additional funding will allow for expansion of the activity and achievement of greater impact. Grants will not be awarded to sustain existing activities at the same level.

Partial Grants

Partial grants may be awarded at the discretion of the Roman Catholic Foundation Grants Committee.

Review

LOIs and applications will be reviewed by the Roman Catholic Foundation Grants Committee, which is comprised of staff from the Roman Catholic Foundation and the Catholic Education Office, at least one Roman Catholic Foundation board member, a pastor, and other Catholic community leaders. The same committee will review both the LOIs and applications.

The scoring method and criteria can be found on the evaluation forms at the end of this packet. Preference will be given to applications that contain one of more of the following elements:

- Intentional and strategic collaboration among two or more schools and/or PSR programs

- Strong and authentic incorporation of religion
- Low grant dollar amount per benefiting student
- Significant contribution of resources by applicant
- *Transformational Innovation only:* Replicability

The following process will be used to review LOIs and applications:

1. Roman Catholic Foundation staff receives all submissions and does an initial review to filter out those that are not within the stated guidelines.
2. Grants Committee reviews and scores submissions.
3. Grants Committee meets to develop recommendations.
4. Applications only: Roman Catholic Foundation staff presents recommendations to Roman Catholic Foundation Board for approval.

Grant Agreement

After the 2018-2019 grantees are announced, each grantee will execute a grant agreement with the Roman Catholic Foundation. This agreement will govern all aspects of the grant, including but not limited to: the scope of the funded activities, distribution of funds, term of performance, grantee reporting requirements, activity monitoring, and any additional conditions stipulated by the Grants Committee.

Distribution of Funds

After the grant agreement is executed, funds will be distributed in a lump sum into the grantee's *Beyond Sunday* SLAF account. For grantees comprised of multiple schools/programs, funds shall be distributed according to the grant agreement. For multi-year grants, the first-year grant amount will be distributed in July 2018. Subsequent-year amounts will be distributed in July of that year.

Reporting and Monitoring

Reporting and monitoring shall be done according to each grantee's grant agreement, no less than twice per year.

Additional Technical Assistance

For additional technical assistance throughout the application process, applicants may contact Kathryn Mayrose, Grants Administrator, at 314.918.2897 or kathryn.mayrose@rcfstl.org. Please note that at this time, the Roman Catholic Foundation does not have the capacity to review drafts of LOIs or applications.

The *Beyond Sunday* Grant Advisory Network will be available to assist applicants with planning their grant activities, designing outcomes, setting appropriate benchmarks, and measuring performance against benchmarks. The network consists of Catholic leaders from a variety of industries and academic and professional institutions in Eastern Missouri with relevant areas of expertise. To request assistance from a *Beyond Sunday* grant advisor, applicants should contact Kathryn Mayrose to be referred to a suitable advisor.

Letter of Intent Guidelines

Applicants must provide the following information on the Letter of Intent. To submit a Letter of Intent, please go to www.rcfstl.org/beyond-sunday/grantseekers/.

Organization Information

If multiple schools or programs are collaborating on this application, this should be the lead organization.

- Organization Name
- Mailing Address (including City, State and ZIP Code)
- Phone
- Email Address
- Website

Primary Contact Information

The primary contact should be a representative of the lead organization.

- First and Last Name
- Title
- Preferred Mailing Address (including City, State and ZIP Code)
- Phone
- Email
- Authorized Signature (electronic)
- Signature Date

Summary of Proposed Activity

- Activity Title
- Applicant School(s)
- Deanery, School Region and Parish
- Scope and Purpose of the Proposed Activity (250 words or less)
- Expected Outcomes (200 words or less)
- Outcome Assessment (200 words or less)
- Current Need in Your School or Parish (150 words or less)
- Amount of Funding Request
- Amount of Financial Resources Contributed by Applicant
- Amount of In-Kind Resources Contributed by Applicant
- Amount of Resources from Other Sources
- Total Activity Cost
- *Transformational Innovation Only:* Expansion to Other Schools (100 words or less)

Attachments to be Uploaded

- Completed endorsement form for each applicant school *(Note: This document is available as a fillable PDF at www.rcfstl.org/beyond-sunday/grantseekers/. Ink signature is required.)*

Letter of Intent Evaluation Criteria

All Letters of Intent that meet the stated guidelines will be evaluated according to the following criteria.

- Scope and Purpose
- Anticipated Outcomes
- Method and Timeframe for Outcomes Assessment
- Current Need
- Amount of Funding Request & Applicant Contributions
- *Transformational Innovation only:* Expansion

Application Guidelines

Applicants who are invited to submit an application will be emailed instructions to access the online application, and must provide the following information on the application.

General Information

This information will populate from your Letter of Intent, and you will be able to update it as needed.

- Activity title
- Names of applicant schools
- Your Organization Name

Need

- What is the extent of the need in your school or parish? *(This information will populate from your Letter of Intent, and you will be able to update as needed.)*
- How will the proposed activity will meet the stated need, and why is this the best approach? (150 words or less)
- How is the need currently being met? (100 words or less)

Capacity

- List key personnel who will be implementing the proposed activity, and describe each person's specific duties relative to the proposed activity. For new and/or vacant positions, a brief job description may be provided. (250 words or less)

- If applicable, list all collaborations necessary to implement activity and describe each collaborator's specific role. (200 words or less)
- 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. (200 words or less)

Attachments to be Uploaded

- Completed activity budget worksheet for each year of implementation *(Note: This document is available as an Excel spreadsheet at www.rcfstl.org/beyond-sunday/grantseekers/.)*
- Most recent operating budget for each applicant school or parish
- Finanicial statements for each applicant school or parish: Statement of financial position dated 6/30/17 and 12-moth statement of activities for period ending 6/30/17.
- Project specifications (if applicable)
- Independent estimates (if applicable)

Budget

- How the activity will be sustained after funding is depleted? (200 words or less)
- If applicant contribution will include in-kind resources, describe the type, dollar value and contributor of each resource. (150 words or less)
- Describe how the activity will be implemented if a partial grant is awarded, including how outcomes will change. (250 words or less)
- Complete the equation below by entering numbers in the appropriate spaces, to provide an expected grant award per benefiting student.

    $\$\underline{\hspace{2cm}}$ in grant funds / $\underline{\hspace{1.5cm}}$ benefiting students = $\$\underline{\hspace{1.5cm}}$ per student
- Explain how you are defining a benefiting student in the equation above.

Delivery

- Describe <u>in detail</u> what the proposed activity will look like and how it will be incorporated into your school's daily activities. (250 words or less)
- Activity Start Date
- Activity Completion Date (Note that this date refers to when your outcome assessment will conclude, not the date you plan to finish implementing your activity.)
- *Transformational Innovation only:* How could this activity be expanded to other schools? *(This information will populate from your Letter of Intent, and you will be able to update as needed.)*

Outcomes Info & Narrative

- For each outcome selected from the list, 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. (No word count)

- How will the proposed activity be adjusted if outcomes do not meet expectations? (100 words or less)
- If you plan to track additional outcomes that are not pre-defined, please list them, along with baseline data, specific benchmarks and method of assessment. (250 words or less)
- If you plan to select any outcomes for which a definition is required, please provide the requested definition. *(Note: The definition should describe how you are using the term in the context of your specific activity.)* (No word count)

Edit Outcomes

See pages 11-13 of this document for a complete list of the pre-defined outcomes.

- Project End Date *(Note: This will be the same as the Activity Completion Date you previously entered.)*
- Add Measurable Goals
    - Applicants for Transformational Innovation grants must select a minimum of two goals from a menu of pre-defined outcomes and provide a specific numeric goal.
    - Applicants for Academic Capacity Enhancement grants must select a minimum of three goals from a menu of pre-defined outcomes and provide a specific numeric goal.

Application Evaluation Criteria

All applications will be evaluated according to the following criteria.

Need

- Need is legitimate and clearly unmet or undermet.
- Proposed activity is the best approach to meeting the stated need.

Capacity

- Key personnel possess necessary experience (or job descriptions for vacant positions are appropriate).
- Proposed activity utilizes intentional and strategic collaboration.
- Strategic partners possess necessary experience (or will not be utilized for proposed activity).

Budget

- Budget is complete, accurate, and realistic.
- Proposed activity is sustainable after grant funding is depleted.
- Applicant will contribute adequate resources.
- Proposed activity can still be completed impactfully with a partial grant.
- Grant amount per benefiting student is low.

Delivery

- Activity is well-planned, with key details thoroughly described.
- Proposed delivery is appropriate and conforms to current best practices.
- Religion is strongly and authentically incorporated.
- Timeline for implementation is realistic.
- *Transformational Innovation only:* Proposed activity could be expanded to other schools.

Outcomes

- Proposed outcomes are appropriate to the nature of the activity.
- Numeric goals are realistic and impactful.
- Proposed outcomes will be achieved in a timely manner.
- System for assessing outcomes and adjusting performance is appropriate.

Academic Capacity Enhancement & Transformational Innovation Grants
Pre-defined Outcomes

Measure	Grant
Number of students who demonstrate a sound understanding of the principles of the Catholic faith (Definition required: sound understanding)	Either
Number of students who demonstrate ability to apply principles of the Catholic faith to other STREAM disciplines (Definition required: ability)	ACE
Number of students who engage in concrete actions to express, promote or apply the principles of the Catholic faith	Either
Early Childhood: Number of children who are enrolled in early childhood development programs	Either
Early Childhood: Number of children who participate in development assessment	ACE
Early Childhood: Number of children who master cognitive, social, physical, and emotional competencies (developmental milestones) to enter the primary school system	ACE
Early Childhood: Number of parents or guardians who actively support their child's learning via participation in homework, teacher conferences, school activities, etc.	Either
Early Childhood: Number of parents or guardians who demonstrate an understanding of their child's developmental expectations (Definition required: understanding)	Either
Early Childhood: Number of parents or guardians who read to their child daily	Either
Early Childhood: Number of teachers or educators who participate in programs to obtain skills required to enhance student learning (Definitions required: programs and skills)	ACE
Early Childhood: Number of teachers or educators who demonstrate new skills required to enhance student learning (Definition required: skills)	ACE
Number of admission inquiries from prospective families	TI
Number of families who attend open house events	TI
Number of families who engage with electronic communications	TI
Number of new students enrolled in the school or program	TI
Number of student withdrawals	TI
Total number of students enrolled in the school or program	TI
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)	ACE
Special Education: Number of students in the program who identify gaps toward achieving post high school success (Definition required: gaps)	ACE
Special Education: Number of students in the program who set goals to address gaps toward achieving post high school success (Definition required: gaps)	ACE
Special Education: Number of students in the program who make improvements required to address gaps toward achieving post high school success (Definition required: gaps)	ACE

Academic Capacity Enhancement & Transformational Innovation Grants
Pre-defined Outcomes

Measure	Grant
Special Education: Number of students who graduate high school or obtain a GED	ACE
Special Education: Number of students who achieve success post high school (e.g. enroll in college, enter the military, or start a career)	ACE
Number of STREAM-related secondary education courses offered	ACE
Number of elementary education students who express interest in enrolling in STREAM courses in high school	ACE
Number of students who express interest in entering a higher education program or pursuing a career in the STREAM disciplines	ACE
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)	ACE
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)	ACE
Number of students who are at or above benchmark on the English section of the ACT (as defined by the ACT)	ACE
Number of students who are at or above benchmark on the Math section of the ACT (as defined by the ACT)	ACE
Number of students who are at or above benchmark on the Reading section of the ACT (as defined by the ACT)	ACE
Number of students who are at or above benchmark on the Science section of the ACT (as defined by the ACT)	ACE
Number of students who are at or above benchmark on the Writing section of the ACT (as defined by the ACT)	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Complete Composite (includes all assessment areas)	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Core Composite (includes ELA and Math assessment areas)	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: ELA Total	ACE
Number of students who are at or above benchmark on the Math section of the ACT (as defined by the ACT)	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Extended ELA Total	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Listening	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Reading	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Written Expression	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Vocabulary	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Word Analysis	ACE

Academic Capacity Enhancement & Transformational Innovation Grants
Pre-defined Outcomes

Measure	Grant
Number of students meeting or exceeding estimated growth on ITBS Assessment: Math Total (includes Mathematics and Computation)	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Mathematics	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Science	ACE
Number of students meeting or exceeding estimated growth on ITBS Assessment: Social Studies	ACE
Number of students who are at or above benchmark in their ACRE scores (Definition required: benchmark)	ACE
Number of students in the program showing improvement of at least one letter grade in English and Language Arts	ACE
Number of students in the program showing improvement of at least one letter grade in Mathematics	ACE
Number of students in the program showing improvement of at least one letter grade in Science	ACE
Number of students who are at or above the appropriate grade level for Mathematics	ACE
Number of students who are at or above the appropriate grade level for Reading	ACE
Number of students who are at or above the appropriate grade level for Science	ACE
Number of students who are proficient at using learning-oriented technology (Definition required: proficient)	ACE
Number of teachers who are proficient at using technology to enhance student learning (Definition required: proficient)	ACE
Number of teachers who express confidence in using blended learning to address individual student needs	ACE
Number of teachers, guidance counselors, or school administrators trained to provide STREAM education (Definition required: trained)	ACE
Number of students who demonstrate improvement in critical thinking skills, e.g. reasoning, problem-solving, decision-making (Definition required: demonstrate)	Either
Number of students who demonstrate improvement in executive functioning skills, e.g. setting and achieving goals, prioritizing tasks, controlling impulses (Definition required: demonstrate)	Either
Number of students who demonstrate improvement in interpersonal skills, e.g. working cooperatively in a team, speaking and listening (Definition required: demonstrate)	Either