

Grant Administration Guidelines 2009-2010

Please read the following information pertaining to your grant application and to the administration and evaluation of your funded grant project. By submitting your proposal you agree to the following guidelines.

PLC Facilitator

The San Francisco Education Fund believes strongly in investing in teacher leadership and the PLC Facilitators are at the center of this investment. Historically the Ed Fund has required that LPD grant proposal be designed, submitted, and facilitated by teachers. This year we are taking it a step further by providing a significant level of support, training and coaching for the PLC Facilitators. All of this support is aimed at the PLC Facilitator creating an effective Professional Learning Community and thereby supporting teacher leadership at their own site. The PLC Facilitators from all the ECPLC Grants will come together and be part of a cutting edge Equity Based Critical Friends Group.

Each grant project has at least one teacher taking on the role of PLC Facilitator. This role is distinct from the Grant Administrator role described below. The PLC Facilitator is a teacher that takes on the role of leading and facilitating the Professional Learning Community, coaching individual ECPLC members and directly receives the training and coaching provided by SFCESS supporting their work as the PLC Facilitator.

While both the Grant Administrator role and PLC Facilitator role can be taken on by the same person, we recommend that different people take responsibility for each role.

PLC Facilitators are required to participate in the following:

- SF CESS Equity Based Critical Friends Group Coaches (CFG) Training, August 3-7, 2009
- One Full day and two evening follow up meetings scheduled in September, January, and April
- The equivalent of two full days of site-based coaching. This can be spread over a number of days through the year.

Choosing a PLC Facilitator

- The project itself is designed to increase the leadership capacity of the PLC Facilitator and all of the teachers engaged in the ECPLC.
- The PLC Facilitator should be someone who has demonstrated leadership and trust amongst the faculty and ideally is someone who has been agreed upon by the other participants in the ECPLC to lead the group. This could be an emerging teacher leader, an IRF or a department head, just to give a few examples.

Grant Administrator

Each grant project is administered by one Grant Administrator. This role is distinct from the PLC Facilitator role described above. The Grant Administrator acts as the project's administrator and liaison to the Ed Fund. **The Grant Administrator is responsible for managing the grant funds. This includes receiving checks, reporting expenses, submitting reports, and evaluating and documenting the project.** The Grant Administrator will be responsible for ensuring other teacher participants submit reports and other required documents. It is up to the Grant Administrator to pass on any pertinent information on workshops, site visits, networking events, etc., to other team members or people with whom he/she is working.

The Grant Administrator agrees to be the liaison between the Ed Fund and grantees, ensuring that the grant team will do the following:

- Spend the grant funds according to the plans outlined in the project proposal and approved by the SF Ed Fund;
- Submit expense reports to the Ed Fund at the midyear and end-of-year;
- Participate in Ed Fund assessments of grant projects, which include submitting a midyear report and a final narrative with results of the grant project;
- Participate in grant dissemination, which may include the Spring Showcase, sharing the work of the grant project with other teachers and community members;
- Cite the Ed Fund as a funding source in any publicity generated by the project;
- Inform the Ed Fund in writing of any changes in home address, phone number, or employment status as they relate to the project.

Funding Guidelines

Grant monies can be used for the following:

Professional fees

These are payments to consultants and community members collaborating on the project or honoraria for one-time guest lecturers.

Stipends/Substitutes

Funds may be used to cover the cost of substitutes for teachers to attend professional development training, to meet with other grantees to execute project or to plan project activities, and/or to do project assessment, analysis, and reflection. Budgets may also include stipends for teachers' participation in project events, grant-related meetings, or training events that take place outside of normal school hours. Grant funds may be used for stipends or substitutes, but not both simultaneously. Grant funds may not be used to compensate teachers for writing, administering or reporting on the grant. Stipends of PLC facilitator and other participants may vary proportionate to work done on the project.

Materials/Supplies

This includes consumable items, including school supplies, hospitality items, subscriptions to professional periodicals, and other consumables necessary to fulfill project goals. Materials must support project objectives and the budget must be more than just a request for materials.

Equipment

These are items that will remain in use after the end of the funded period. This includes books, software, camera equipment, videos, and other non-consumable items. The Ed Fund will not fund computer hardware but will consider reasonable requests for computer software and other peripherals such as printers and cameras that are essential to the project's success.

Professional Development

Grant funds can be used to support teacher professional development activities, including attendance at workshops, conferences, collaborative meetings, classes, etc..

Printing/Postage

Expenses related to photocopying, postage, and project documentation (e.g., film developing).

Other

Any expense that does not fit into the categories above.

In-kind contributions

Any contributions from the school, parents, community, or other groups working with the teachers to advance the project goals. In-kind contributions demonstrate the school's support for the project and may indicate an increased likelihood of project sustainability.

Funding Notes

The grant funds are given directly to the Grant Administrator at an orientation meeting (first payment), and sent to her/his home address (second payment). Facilitators generally deposit the money in a personal checking or savings account opened exclusively for the project.

It is extremely important that careful financial records are kept of grant funds, particularly if the money is deposited into a personal checking account. The Ed Fund suggests opening a free checking account for clarity and ease.

Depositing into a school account is not allowed, as this has resulted in both the Ed Fund and the school district reporting the same stipend payments to the IRS through 1099 forms.

The Ed Fund needs social security numbers for anyone who is receiving funds from the Ed Fund. This includes anyone receiving a stipend, consultants and all grant administrators. This policy applies to payments of any amount. At the end of the year anyone who has received more than \$600 in total from the Ed Fund will receive a 1099 tax form.

Grant Evaluation

Why the Ed Fund Thinks Evaluation Is Important

Collecting ongoing evaluation data allows us all to learn about the effectiveness of our work. We will use evaluation data to make changes in our programs and for raising funds to continue the work.

What the Ed Fund Will Ask of Grant Recipients

The Ed Fund is currently in a process of redesigning the way we conduct evaluation of our programs. As part of this process, we are developing new, streamlined data collection tools to help you track your project-related outcomes. At a minimum, all participants are required to complete brief midyear and end-of-year surveys.

In addition, your ongoing use of student data as an informative learning tool will be key. We will ask you how you plan to evaluate your success and what evidence you will use. We will inform all grant recipients of more specific details about evaluation-related requests as we solidify decisions with our evaluation team.