



*Empowering student success through community engagement.*

## **SOCIAL EMOTIONAL LEARNING FUND (SELF) GRANT** INFORMATION AND APPLICATION

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The Springfield Education Foundation Fund for Social-Emotional Learning (SEF/SEL) was established in 2017 by a gift from Stan and Cathy Paine, both long-time administrators in the Springfield School District. Stan served as principal of three Springfield Schools (Maple, Centennial & Ridgeview) for a total of 13 years. Cathy served as a school psychologist and as special education coordinator for a total of 30 years of service in the Springfield School District. Since its inception many other community members have contributed to the fund to help establish it as an ongoing program within the SEF.

The focus of this fund was chosen because it represents Stan & Cathy's common interest and passion in children's positive social development, physical safety and emotional well-being in school settings. According to CASEL (The Collaborative for Social and Emotional Learning), Social and emotional learning (SEL) "is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

### **WHO CAN APPLY:**

Applicants must be employed by Springfield Public Schools and be responsible for the administration of the project or directly involved with its implementation. Projects benefiting any and all age groups from kindergarten to twelfth grade are eligible for consideration. We anticipate that one grant of up to \$1,000 will be awarded each year.

### **TIMELINE:**

March 1, 2022	Grant applications available
April 25, 2022	Application deadline, accepted no later than 5:00 pm
June, 2022	Grant funds available
June 30, 2023	Grant evaluation due

### **Please submit this application to Springfield Education Foundation:**

In person: 640 A Street, Admin Building, SEF Office  
Inter-district mail: To Springfield Education Foundation  
Mail: PO Box 663, Springfield OR 97477  
Contact: 541-726-3243, [info@springfieldeducationfoundation.org](mailto:info@springfieldeducationfoundation.org).



## Social Emotional Learning Fund (SELF) Grant Application Guidelines

### Selection Process:

1. Application forms may be obtained at [www.springfieldeducationfoundation.org](http://www.springfieldeducationfoundation.org) or at the Springfield Education Foundation office.
2. Applications will be reviewed and awarded by the SELF Grant Review Committee comprised of the following members:
  - a. *Cathy and Stan Paine*
  - b. *Patrick Kennedy, representing the Paine Family Trust*
  - c. *Board representative selected by the executive director.*
  - d. *Others as determined by the SEF Board of Directors.*

### Requirements of Grant Proposals:

- The proposal must include the evidence base for the proposed program.
- The implementation must be broad in scope; it may not be limited to one classroom or a single group of students.
- The program should be sustainable beyond the initial grant funding period.

### Responsibilities of Grant Recipients:

- Use the grant for the purposes stated in the application materials.
- Receive approval and support for your project from your building principal. Include the principal's name and signature on the application.
- Demonstrate an indication of support from the staff who will implement the project.
- Agree to share project results in staff meetings and to the SEF Board and Stan and Cathy Paine if requested.
- **Submit a written evaluation at the completion of the project.**

### When applying for a grant, please remember the following:

- Grants are to be used to fund projects that are not provided for in school and district budgets.
- Objectives and outcomes need to be consistent with school and district mission, goals or initiatives.
- When creating your budget, research carefully and be realistic.
- Keep your application to 2 pages or less.
- Please do not include additional documents or audio-visual materials..



## SELF GRANT APPLICATION

Project Title: \_\_\_\_\_

Amount of Grant Requested \$ \_\_\_\_\_  
Up to \$1,000 will be awarded.

Total Project/Program \$ \_\_\_\_\_

### CONTACT AND SCHOOL INFORMATION

Name: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Email: \_\_\_\_\_

Phone/Cell Phone: \_\_\_\_\_

Grade(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_

**AREA OF FOCUS Please refer to the attached for explanations and definitions of these focus areas. Check all that apply.**

\_\_\_\_\_ Character education programs

\_\_\_\_\_ Self-management

\_\_\_\_\_ Peace education initiatives

\_\_\_\_\_ Asset, strength or interest  
development program

\_\_\_\_\_ Anti-bullying/Anti-harassment  
strategies

\_\_\_\_\_ School mentoring programs

\_\_\_\_\_ Student leadership development  
programs

Number of Students Impacted by this grant: \_\_\_\_\_

School(s): \_\_\_\_\_

Your administrator/building principal's name: \_\_\_\_\_

Your administrator/building principal's signature: \_\_\_\_\_

## SELF GRANT APPLICATION

*DIRECTIONS: Please provide a written summary for each area listed below. Keep your responses to 200 words or less for each section. Use the back of this page if need be.*

- 1. Project description and proposed activities.** *Describe the project and what you want to do with the grant funds. List activities.*
  
- 2. Statement of need:** *State the need for this project and provide any data that supports the need.*
  
- 3. Impact:** *Describe how this project addresses district and school goals and helps students be successful.*
  
- 4. Objectives:** *State measurable objectives in terms of student learning, behavior, participation or performance.*
  
- 5. Timeline:** *Create a timeline that documents when you will implement each task, activity and evaluation.*
  
- 6. Evaluation:** *A pre and post testing is suggested. Please describe how you plan to determine student success.*
  
- 7. Budget Items** *Include a budget outline. List budgeted items for supplies, equipment, staff time, and services include the amount for each item and anticipated vendor for each, if appropriate.*

## SELF Grant Evaluation Form

**Deadline:** Required completion by **June 30, 2023**.

*Dear Grant Recipient:*

*We are interested in the implementation of all projects funded by the Springfield Education Foundation and the impact on students and learning. As a grant recipient, we want to know if you met your goals, and the results. We want to share how SEF grants are making a difference. Your input will help us leverage the most successful projects, inspire community support and generate additional resources to enhance educational opportunities in Springfield Public Schools.*

**Project Title:** \_\_\_\_\_

**Grant:** \_\_\_\_\_

**Your Name:** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade(s)** \_\_\_\_\_ **Subject(s)** \_\_\_\_\_

**Number of Students** \_\_\_\_\_ **Total Cost of Project** \_\_\_\_\_

Did you meet your stated objectives for the project? Please explain.

Tell us a story how your project helped a student. Include pictures, quotes, etc. if you wish.

Please attach or send photos to [info@springfieldeducationfoundation.org](mailto:info@springfieldeducationfoundation.org)



## *The SEF Fund for Social-Emotional Learning*

The Springfield Education Foundation Fund for Social-Emotional Learning (SEF/SEL) was established in 2017 by a gift from Stan and Cathy Paine, both long-time administrators in the Springfield School District. Stan served as principal of three Springfield Schools (Maple, Centennial & Ridgeview) for a total of 13 years. Cathy served as a school psychologist and as special education coordinator for a total of 30 years of service in the Springfield School District. In recent years, other community members have contributed to the fund to help establish it as an on-going program within SEF.

The focus of this fund was chosen because it represents Stan & Cathy's common interest and passion in children's positive social development, physical safety and emotional well-being in school settings. Social and emotional learning (SEL) "is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (CASEL-The Collaborative for Academic, Social, and Emotional Learning <http://www.casel.org/what-is-sel/>) Stan and Cathy believe that if we can give children and youth a strong foundation in social-emotional skills, positive social values and traits of good character in their developmental years, they stand a good chance of becoming positive, well-adjusted and successful adults.

Stan worked to establish programs of this kind in each of the schools he served. These efforts are perhaps best reflected in several programs that have been in place at Centennial Elementary School now for 20 years (1997-2017). These programs include a character education program, a peace education initiative and a "Greatest Kids" campaign for positive school culture and climate. Cathy also worked on behalf of the positive social development for students through her career in school psychology and special education. Because of their common interest in the healthy social and emotional development of children and youth, and because of the significant loss of school counselors in district schools over time, Stan and Cathy have established this fund to help support the continued development and implementation of social-emotional learning programs in Springfield schools. They invite others who share this interest to contribute to this fund as well.

### **An Introduction to Social and Emotional Learning**

*2013 CASEL Guide: Effective Social and Emotional Learning Programs* <http://www.casel.org/guide/>

Social and emotional learning involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful; social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year, integrated efforts develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation. Effective SEL programming begins in preschool and continues through high school. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies:

- **Self-awareness:** the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- **Self-management:** the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward personal and academic goals.
- **Social awareness:** the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

### **Eligible Activities**

#### ***Social-Emotional Learning (curriculum materials, training & implementation support)***

Funds may be used to purchase SEL materials and provide training for the long-term and high-level implementation of empirically-validated social-emotional learning curricula. Some examples are described in the CASEL Guide, <http://www.casel.org/guide/> though potential programs are not limited to these.

#### ***Character education programs***

Funds may be used to establish and sustain implementation of a school-wide character development initiative in which the traits of good character and positive social values are taught and reinforced to create a strong, character-based school culture. The 20-year-old character education program at Centennial Elementary School provides an example of what such a program might look like.

#### ***Peace education initiatives***

Funds may be used to establish and sustain implementation of a school-wide peace education program in which peaceful problem-solving and dispute resolution are actively taught and carried out in all settings within the school. The 20-year-old peace initiative at Centennial Elementary School provides a prototype for such an initiative. It includes a student-written and student-led Peace Pledge, a “peace place” and “peace process” for problem solving and many peace-themed visual reminders throughout the school.

#### ***Asset, strength or interest development programs***

Child/youth development research consistently supports the positive effects of actively cultivating young people’s personal strengths and intentionally developing their academic and pre-vocational interests. SEF/SEL funds may be used to develop and implement programs such as the development assets, developmental relationships, developmental communities, REACH and SPARKS programs created by the Search Institute. Such programs actively develop young people’s skills, values, motivation, decision-making abilities, positive relationships, interests and adult support. (See [search-institute.org](http://search-institute.org) for details about these programs.)

#### ***Anti-bullying/Anti-harassment strategies***

Bullying and harassment are significant barriers to students’ feelings of safety and well-being at school and at school-related activities. They can adversely affect student attendance, achievement and graduation rates. SEF/SEL funds may be used to develop and implement an anti-bullying/anti-harassment curriculum and implementation campaign. Such programs should be consistent with current best practice in this field.

### ***School mentoring programs***

Many children and youth have life experiences that negatively affect their social development and readiness for success. SEF/SEL funds may be used to develop and implement, enhance or refine a school-based mentoring program for children or youth whose circumstances negatively affect their social and/or academic development. Such programs should be consistent with current best practice in the field of mentoring and positive youth development.

### ***Leadership development programs***

Many students, even some with very good potential for success, underachieve in school, and eventually in life, due to a lack of believe in their own abilities, a lack of motivation, under-developed skills or a lack of sufficient personalized opportunity or support. SEF/SEL funds may be used to develop and implement a comprehensive, systematic and on-going program of leadership development at any school level that is designed to help students discover their leadership potential and to put that potential into practice to develop leadership experience.

### **Ineligible Activities**

- Activities not falling within one of the categories listed above
- Stand-alone, one-time events (assemblies, speakers, field trips, “fairs”, “(focus) nights”, (e.g. “SEL night”, etc.) However, such activities could possibly be part of a larger program of activities for one of the above categories, providing that these activities lead to implementation of on-going structure or support of activities that promote strong socio-emotional learning.
- One-time trainings without implementation follow-up support and without the expectation of on-going use of the trained skills by all school staff.



## CASEL's School Theory of Action for Systemic SEL

CASEL's school theory of action highlights the following school activities:

- **Establish a shared SEL vision with all stakeholders.** Using the district's SEL vision as a guide, the school convenes stakeholders to establish a clear SEL vision that aligns with the district's vision and includes social, emotional, and academic success for all students.
- **Conduct an SEL-related resource and needs inventory.** the school thoroughly examines ongoing activities and assesses the needs of students, families, and staff. this allows the school to build on existing program strengths, to eliminate ineffective programs, to link programs when appropriate, and to plan to meet identified needs.
- **Develop an implementation plan.** the school develops a multi-year implementation plan for SEL that outlines how the vision will be attained, including monitoring progress over time.
- **Provide ongoing professional development.** With training and coaching, schools build internal capacity to provide SEL-related professional development to staff, including new staff who begin working at the school after the initial training has taken place.
- **Adopt evidence-based SEL programs.** Schools select and implement one or more evidence-based SEL programs that provide staff with research-based guidance on classroom, school, and family practices that support SEL skill development and help establish coordinated programming and a common language related to SEL.
- **Integrate school-wide policies and activities to foster the social, emotional, and academic learning of all students.** the school integrates evidence-based SEL programs and practices with student-centered instruction, curriculum, and assessments that are standards-based. Also, with support from central office staff, school leaders clarify how SEL relates to other key initiatives in the district or school, such as the Common Core State Standards, with the goal of creating seamless integration, coherence, and efficiency.
- **Use data to improve practice.** School leaders and staff use data on school climate, student social and emotional competence, and implementation of evidence-based programs to start a cycle of inquiry to enhance practice, guide school-improvement plans, and inform the district of needed supports for SEL.

### The Desired Outcomes of School implementation of Systemic SEL

School systemic SEL programming aligned with evidence-based SEL classroom programs aspires to enhance the learning experiences and outcomes for all students. It enables educators and family members to partner in creating positive relationships and a climate where each student feels connected, cared about, and physically and emotionally safe. It also establishes high expectations that support the belief that all children can learn with appropriate supports.

Ongoing SEL-related school and classroom activities foster active student voice in decision-making, problem solving, and engagement for lifelong learning. Positive student outcomes will include improved social-emotional skills across the five competencies, enhanced self-esteem and connection to school, better classroom behavior, reduced conduct problems and aggression, less emotional distress, and improved academic performance.