



Grant Application

Spring Deadline: May 1, 2024
Fall Deadline: November 1, 2024

The mission of the Garrison Children's Education Fund (GCEF) is to enrich the educational experience of children in grades PreK-12 who reside in the Garrison Union Free School District. GCEF raises funds to support high-quality programming in the priority areas of the arts (visual, performing and literary); Hudson River Valley science, history, and heritage; academics; and physical education that helps children to foster connections to their community and environment, supports their intellectual and physical development, and enables them to develop diverse means of creative expression.

Funding priority will be given to those projects that:

- Address one or more priority areas (arts; Hudson River Valley science, history and heritage; academics; physical education)
- Have the highest educational value
- Deepen engagement with existing curriculum and facilitate mastery of curricular goals
- Extend and enliven the curriculum
- Can be readily implemented
- Include students across multiple grades and promote collaboration within the school community
- Promote collaboration between the school and community organizations
- Would not otherwise be supported by the Garrison Union Free School District Board of Education

Please visit gcef.net/grants and gcef.net/grant-guidelines for more information on applying for GCEF grants.

The primary applicant is responsible for gathering all required approvals and signatures prior to the application deadline (see Part 1 below). Applicants are encouraged to meet with the GUFSD Principal at least one week prior to the application deadline for this purpose. **Once all approvals and signatures have been received, completed applications should be submitted to the GCEF Grants Committee at gcef.grants@gmail.com.** Incomplete applications without signatures will be returned to the applicant.

Thank you for your interest in partnering with GCEF and supporting the students of the Garrison School District. We look forward to reviewing your application!
-Lauren Hale Biniaris, *GCEF President*

Part 1: Approvals and Signatures

The applicant(s) and all impacted and/or implementing parties to this grant, in addition to the GUFFS Principal, must provide their endorsement and signature below prior to submitting this application.

The undersigned applicants represent that they are familiar with and approve of the contents of this GCEF Grant Application:

Applicant(s)

Name/Title: _____

Signature: _____

Date: _____

Name/Title: _____

Signature: _____

Date: _____

GUFFS Administration

Name/Title: Allison Emig, *Principal*

Signature: _____

Date: _____

Other Impacted / Implementing Individuals

Name/Title: _____

Signature: _____

Date: _____

Name/Title: _____

Signature: _____

Date: _____

Part 2: Grant Summary

Project Name	
Project Summary (2-3 Sentences)	
Total Project Budget and Amount Requested (if different)	
Number of Garrison Students Impacted	
Grade Level(s) Impacted	
Project Start and End Dates	
Applicant Name(s)* and Title(s) / Affiliation(s)	
Primary Applicant Phone	
Primary Applicant Email	

**Any/all applicant(s) listed must execute Part 1: Approvals and Signatures of this application*

Part 3: Grant Description

Please describe the grant request in detail by responding to the following prompts:

Describe the need for this grant-funded project. What do you hope to change or improve within the Garrison School District?

Describe the project's goals, objectives and specific activities.

How does the project align with the GUFFS Vision of the Graduate (see below)? How will this grant enhance Garrison students' learning?

Does the project align with any of GCEF's stated priority areas (see above)? If so, which one(s)?

How many Garrison School District students and grade levels will benefit from this project? Please describe.

List who will be responsible for implementing the project, including their specific roles and responsibilities.

All impacted and/or implementing individuals must provide their endorsement of this application (see Part 1).

Is this a one-time or recurring project? If recurring, is there a plan for continued funding so that the project and/or its benefits will continue after the project period ends? Do you anticipate needing additional funds from GCEF or other external sources in the future for this project?

Part 4: Budget & Supporting Materials

Along with your application, please submit a detailed, itemized budget for the project. Please also submit any supporting materials relevant to the proposal including brochures, flyers, resumes of speakers, etc.

Expenses	Amount (\$)
Supplies/Equipment/Materials	
Travel	
Admission Fees	
Advertising/Printing	
Professional/Consultant/ Speaker Fees	
Other Expenses <i>Please describe:</i>	
Total Expenses	

Contributions	Amount (\$)
GUFS	
Parents	
PTA	
Other Sources <i>Please describe:</i>	
Total Contributions	

Part 5: BOCES Reimbursement

If your grant request is eligible for reimbursement by Northern Westchester-Putnam Board of Cooperative Education Services (BOCES), please complete the following section. For information about BOCES reimbursement, you may refer to the [BOCES](#) website, or you may speak with the GUFFS Principal.

Is the proposed vendor on Northern Westchester Putnam BOCES pre-approved list of Arts/Educational organizations?

Who will submit required BOCES paperwork for reimbursement?

By what date will required BOCES paperwork be submitted?

Note: date of submission to BOCES must be at least 30 days prior to the planned event.

Part 6: Grant Reporting

If your grant request is funded, a brief project reflection based on the prompts below is to be completed and submitted within 60 days of the completion of the project. Please also submit photos, videos, testimonials, articles, links and/or other supporting materials that demonstrate the impact of your project.*

Please provide just a few short sentences or bullet points for each answer. Alternatively, the applicant may have a brief conversation with a GCEF Board member based on the questions below, and the Board member can complete this section on the applicant's behalf.

**If a project extends beyond six months, please submit an interim progress report at the end of the first six months, and a final report within 60 days of the completion of the project.*

Provide a brief summary of your project's accomplishments. Did you meet the goals and objectives you set out to?

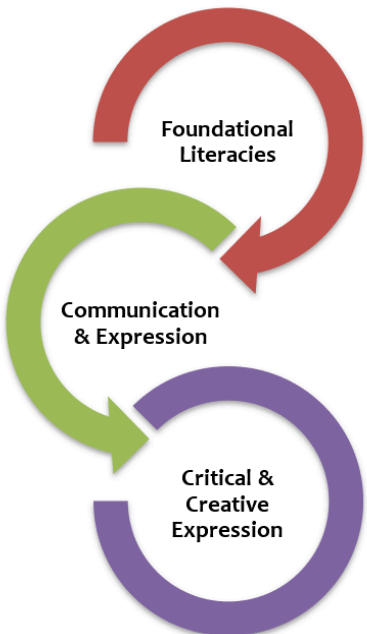
How was your project received by Garrison School District students?

Did you encounter any obstacles in implementing your project?

If this is a recurring project, are there any aspects of it that need improvement and you would change in the future?

How was your experience partnering with GCEF on this project? Please feel free to offer any feedback you have on the grant process.

GUFS Vision of the Graduate



Foundational Literacies

Communication & Expression

Critical & Creative Expression

Foundational Literacies: *Garrison students are fluent readers, interpreters, and sense-makers within the multiple modalities in which they receive information.*

Indicators of Success/Obtainment:

- Discern main ideas in a variety of media
- Analyze, evaluate and apply information in authentic contexts
- Apply mathematical and scientific principles in real world applications
- Read, write, and listen effectively

Communication & Expression: *Garrison students are expressive written, verbal, and artistic communicators.*

Indicators of Success/Obtainment:

- Organization and logic of message
- Understanding audience and purpose
- Appropriate use of media, arts, tools, and languages
- Apply in real world applications.

Critical & Creative Thinking: *Garrison students are critical thinkers who analyze, evaluate, and effectively solve problems.*

Indicators of Success/Obtainment:

- Analyze and evaluate data, source validity, ideas, problems, and situations
- Understand point of view, bias and differentiate fact from opinion
- Construct arguments based on evidence
- Develop and pursue methods of inquiry
- Demonstrate innovation, flexibility and adaptability

Curiosity & Resilience: *Garrison students explore their curiosities, believe in their capacity to learn, seek to understand when/why things don't work and persist to overcome challenges.*

Examples of what this might look like in our community:

- *Always exploring and asking questions*
- *Willing to try new methods or think about new ideas*
- *See failure as an opportunity for growth*
- *Understanding that learning is a process not an event*
- *Embracing challenges and remaining positive*
- *Motivated to apply what they've learned to improve their community*

Integrity & Empathy: *Garrison students have a strong moral ethic, value honesty, and make choices based on the best considerations of themselves, their environment, and others.*

Examples of what this might look like in our community:

- *Making intentional and thoughtful choices*
- *Being honest and having strong moral principles*
- *Valuing the opinions of others and listening carefully*
- *Helping others on your own*
- *Being reflective and responsible for your own actions*
- *Making contributions that protect and improve the environment*

Diversity, Equity & Inclusion: *Garrison students value themselves and others, and are committed to equity and improving the world around them.*

Examples of what this might look like in our community:

- *Advocating for self and others*
- *Showing an appreciation of diversities in identities and cultures*
- *Working to ensure equity and inclusion*
- *Are true to themselves both online and in-person*



Curiosity & Resilience

Integrity & Empathy

Diversity, Equity & Inclusion