

Franklin-Simpson Educational Excellence Foundation, Inc.

GRANT APPLICATION COVER PAGE

Application must be typed. If you experience difficulty completing, please contact our office at email fseducationalexcellence@gmail.com

Applicant Name & Position: DarBy Haas MSD teacher

School/Non-Profit Organization

Involved: Simpson Elem School Amount Requested:
\$ 1,329.99

Purpose of Funding: Independent Skills

Targeted Grade Levels: PreK-K 1-3 4-5 6-8 9-12 Other: _____

Number of Students/Persons Affected by Grant: 15

Academic Area: Reading Language Arts Social Studies Math Life Skills
Science Fine arts Community Other

Brief Summary of Project (2 - 3 Sentences):

The goal is to obtain task boxes to foster independence for students with special needs.

Address of School/Organization: 711 Witt Rd Franklin, KY

Contact Person: DarBy Haas

Phone: (Day & Evening) 270 993 8512 Fax: _____

E-Mail: darby.haas@simpson.kyschools.us

Grant Cycle Submitted: September November February April
- August -

Required Signatures

Simpson County Schools:

Principal/Supervisor Uteah Gaur Date 7/24/25
Superintendent ASHL Date 7/28/25

Community 501c3 Non-Profit Organizations:

Grant Preparer _____ Title _____ Date _____

Board Representative _____ Title _____ Date _____

PLEASE USE THE FOLLOWING INFORMATION TO CREATE YOUR GRANT APPLICATION.

Writing Guidelines

- 1) Application is complete and follows format outlined below, two to four pages in length, postmarked by deadline, includes 12 copies (one for each director & staff) or digital media and one hard copy including signed cover sheet.
- 2) Demonstrates innovative and/or program/curriculum or identifiable need.
- 3) Clearly defines learning goals and offers a meaningful way to measure success.
- 4) Clearly defines an area of need for students, school, or community.
- 5) Simpson County Schools applicants **MUST** include signatures of principal & board approval before submitting to FSEEF. (See Important Considerations below.)

A. NARRATIVE: Choose Option I or II depending on organization's status:

I. SIMPSON COUNTY SCHOOLS AND PERSONNEL

Describe Your Request

- 1) Describe the problem(s) or need(s) addressed by this request. Be sure to:
 - a. State your school's mission.
 - b. Clearly describe how this program/project will help your school to carry out its mission
- 2) Describe in detail the specific activities and strategies of this project, 3) Incorporate a timeline for implementation.
- 4) Describe in detail the expected outcome/goals of your project and how these outcomes will be measured.

OR

II. COMMUNITY 501c3 NON-PROFIT ORGANIZATIONS

Organizational History and Structure

- 1) Briefly describe your organization's purpose, mission, and goals.
- 2) Is your organization tax-exempt?
- 3) Detail your sources of total program funding/ financial support.
- 4) Provide a list of board members and staff as an attachment.

Describe Your Request

- 1) Describe the problem(s) or need(s) addressed by this request.
- 2) Describe the specific activities and strategies of this project.
- 3) Incorporate a timeline for implementation.

- 4) Describe the expected outcome/goals of your project. Explain how the outcomes will help meet your organization's mission.

B. EVALUATION

- 1) Please describe the evaluation method you will use to measure the success of your project. What questions will be answered?

C. BUDGET—Must be reasonable for scope of project and number of learners affected.

- 1) Provide a **detailed** budget of how you plan to use the requested funding to ensure the success of your proposed project. Applicants may attach estimates, quotes or data collected online to support budget projections. Attachments DO NOT replace a constructed project budget.
- 2) Please indicate any other sources of funding you are seeking for this project and the amounts anticipated from those sources.

D. APPLICATION SUMMARY—The mission of the Franklin Simpson Educational Excellence Foundation, Inc. is “to supplement existing educational opportunities through funding to educators and community organizations in order to facilitate effective learning.” Applicants should clearly discuss how the proposed project meets not only their school/organization's mission statement, but also how it meets FSEEF's mission.

IMPORTANT CONSIDERATIONS for completing your proposal:

- FSEEF funds learner-directed projects. Applicants should not submit for travel, training, “bricks and mortar,” or salaries UNLESS it can be ***justified clearly and completely*** as an integral part of the project.
- Applicants must follow the format outlined in this application packet. A completed cover sheet must be included in addition to the narrative portion which addresses A-D in outline above. Failure to submit a complete application will result in application being returned for revision to meet the established guidelines and will delay consideration until the next cycle.
- Out of fairness to all applicants, FSEEF board members should not be asked to review applications prior to submission.
- Applications will be reviewed in order received. Early submission is encouraged.

Grant applications will be compiled and reviewed on a quarterly basis as indicated below.

<i>2024-2025 FSEEF Meeting Dates for Grant Review</i>	<i>Grant Must Be Submitted by 2:00 p.m on this date</i>
<i>8/26/2024</i>	<i>8/19/2024</i>
<i>9/23/2024</i>	<i>9/16/2024</i>
<i>10/28/2024</i>	<i>10/21/2024</i>
<i>11/25/2024</i>	<i>11/18/2024</i>
<i>12/23/2024</i>	<i>12/16/2024</i>
<i>1/27/2025</i>	<i>1/20/2025</i>
<i>2/24/2025</i>	<i>2/17/2025</i>
<i>3/24/2025</i>	<i>3/17/2024</i>
<i>4/28/2025</i>	<i>4/21/2025</i>

***Applications submitted by Simpson County Schools personnel MUST have board of education approval PRIOR to submission to FSEEF. Contact the Central Office to have approval of your application included on the board agenda. Central Office will need a copy of your proposal to be signed by the superintendent after board approval. Board of Education meeting dates are subject to change. Applicant is then responsible for submitting the SIGNED proposal to FSEEF.*

Allow a 1-2 week review period. All applicants will be contacted within one week of grant review meeting.

Send completed application and 12 copies to:
FSEEF Grant Applications, P.O. Box 94, Franklin, KY 42135-0094
or e-mail to fseducationalexcellence@gmail.com

Simpson Elementary School -Moderate to severe disabilities classroom

A. Narrative

- I. 1. Simpson Elementary school has a mission to spark each student to be ready for success. Our vision is to develop students to become life-ready in an environment where everyone is honest, responsible, respectful and safe. I am requesting financial support to purchase task boxes for independent learning for students with severe disabilities. A task box is a pre-made activity that includes directions (written and visual) for each activity along with the manipulatives needed to perform the activity. Task boxes vary in difficulty and content which allows a variety of students to use them for learning. In my classroom setting, we have instructional time in small groups, larger groups, and independent work stations. Independent work for students with disabilities is often very frustrating for students and time consuming to create. Fostering independence follows our mission to develop students who can complete some tasks independently to become responsible for their work. Severe disabilities range in looks, needs, and forms. In order to provide independent work activities, task boxes are needed.
2. The task boxes that I am asking for begin with basic skills (tracing, lacing, counting) and increase in difficulty leading up to those students who can read basic sentences independently and solve basic math equations. Students will have specific task boxes to be completed daily; and with the variety provided, the daily task boxes can be changed out to incorporate a variety of topics/skills.
3. The timeline for this project would be immediate. Once we receive the materials, we can put them to use. We will have 2-3 tasks per day for each student and will change them out throughout the year. The students will begin with the task that meets their current needs, and as they grow, we can give them more challenging tasks.
4. The goal of using task boxes is to nurture the independence of individual students to help them succeed to the best of their ability. Success would mean that a student can complete an entire task box without any prompting from the teacher or para-educator. We will use a daily monitoring chart to measure the independence of activities, analyze the growth, and plan new tasks according to success. Task box work also helps us to monitor student growth in specific content areas as well as comprehension. I can use the information to analyze and create small group instruction or to work on specific skills with guidance that a student may be struggling with. Once the student has guided practice, they can try an independent task box to show success.

B. Evaluation

1. Measuring success for students will be done with a daily check sheet using a point system to evaluate individual success. I have attached a point system to demonstrate how success will be measured.
2. I will be able to answer questions such as can the student follow directions, can they manipulate objects, can they read, can they trace etc. The activities vary; therefore the questions that can be answered are endless.

C. Budget

Individualized task boxes are available on Etsy. The following sets are desired.

There are 96 activities to enjoy!

Each one comes with laminated activity cards and the manipulative pieces that are pictured with it.



1. Trace and write uppercase letters
2. Trace and write lowercase letters
3. Fruit matching
4. Number Building with colored cubes
5. Counting 1-12 with clothespins
6. Addition Links
7. Shape matching with clothespins
8. Color matching with clothespins
9. Counting Fingers 1-10
10. Coin Counting with clothespins
11. Fruit and Veggies Matching
12. Number matching 1-20
13. Roll a sight word
14. Ten frame counting and number tracing
15. Roll a math problem
16. CVC missing vowel
17. Ten frame addition
18. Lowercase letter matching with foam letters

19. Uppercase letter matching with foam letters
20. Human organs labeling
21. Beginning sounds with foam letters
22. Counting Links 1-10
23. 3D Shapes Matching
24. Craft stick shape and pattern
25. Matching Pictures to words
26. Number Tracing 0-20
27. Craft Stick Alphabet
28. Geometric Shape pictures
29. 3 letter spelling with foam letters
30. 4 letter spelling with dry erase markers
31. Mini Pom count and color match
32. Shape Tracing
33. Pom Patterns
34. Colored Tile Patterns
35. Farm Animals Matching
36. Beginning Sounds with clothespins

This set provides 96 activities of varying difficulty.

Price \$1,260.00



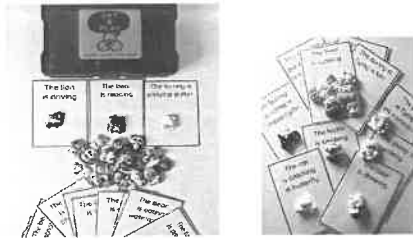
CVC matching



Story Completion

This set combines CVC reading with objects, helps students to answer comprehension questions about stories read, and teaches students to retell stories.

Price \$45.00



This set allows students to read independently and demonstrate comprehension by matching the correct manipulatives.

Price \$24.99

Budget \$1,260.00

 \$ 45.00

 \$ 24.99

Total: \$1,329.99 This provides 98 total task boxes of varying difficulty.

D. Application Summary

Students need tasks that they can complete independently to improve self confidence, master skills, and to begin understanding directions without prompts. Effective learning for students with disabilities varies student by student and year to year. Task boxes are a way to challenge individual needs while supporting the mission to create students who are responsible. Our schools have curriculum we use to address our academic needs such as reading and math, but we do not have enough opportunities for individual work independence that is meaningful and measurable. This grant would allow opportunities for engaging learning that not only meets the needs of these diverse students, but helps them learn how to be successful in a meaningful way.