



Collier County Public Schools  
Federal, State and  
Competitive Grants

# COMPETITIVE GRANT PROPOSAL ROUTING FORM FOR SCHOOLS

EMAIL TO: Federal, State and Competitive Grants(FSCG) Grants  
FSCGgrants@collierschools.com

DATE: 1/24/2022  
GRANT CONTACT NAME: Kathryn Doyle PHONE # (239) 377-8600  
SCHOOL/DEPARTMENT: Village Oaks Elementary  
GRANT NAME: \_\_\_\_\_  
VALUE REQUESTED: \_\_\_\_\_  
FINAL GRANT SUBMISSION DEADLINE: \_\_\_\_\_

The following sign-offs are required before the grant proposal can be reviewed:

I have reviewed the competitive grant manual on the CCPS website and agree to abide by School Board Policy and outlined Administrative Procedures.

Grant Award Contact Person (Printed Name) \_\_\_\_\_  
Date \_\_\_\_\_

Grant Award Contact Person (Signature) \_\_\_\_\_

I have reviewed and approve of the grant submission:

Beverly S. Budzynski  
School Principal (Printed Name)

[Signature]  
School Principal (Signature)

Please submit the following with this signed form:

- Grant Application/Announcement/Grant Requirements (if not provided in an ibriefing)
- Grant Request Proposal/Narrative
- Grant Budget
- Photos (if required)
- Letters of Support (if required)

1-24-2022  
Date

Collier County Grant "Stand Up for Justice"

Kathryn Doyle

**Describe the precipitating events that motivated you to initiate these lessons or activities.**

As an English/Language Arts and Social Studies teacher, I couple my love of books with my strong interest in history when I prepare my lessons. In Immokalee, 98% of my students are Hispanic, Haitian or African-American. Many of these students are new to our country and have little knowledge of our country's early or present-day history. At the beginning of the year, when I first taught a history lesson on the Attacks of September 11, it became apparent to me through their questioning and engagement that my students had a genuine curiosity about world events. I believe this was the initial event that triggered the course of my instruction in both ELA and Social Studies. From that point on, I carefully selected books to be read aloud to the class or placed out for students to read independently in hopes of quenching their thirst for knowledge. As they began to learn more about world happenings, including Holocaust Education and the Civil Rights Movement, my students were now able to discuss topics and begin to make connections in their own life to world events.

Kathryn Doyle

**Describe the lesson or activity.**

Village Oaks is a Leader-in-Me School. Our students are taught to live Covey's 7 Habits. I strive to tie the Habits into my lessons at every opportunity. The more the students hear the Leadership Language, they begin to use it in their own conversations. Another initiative that we implement at VOE is Connect for Success. During Connect for Success lessons (held twice/week) students use real life scenarios that are related to the 7 Habits to discuss, reflect and write responses. After reading a plethora of picture books and novels centered around themes of justice, equality, freedom, and of course, the 7 Habits, my students were able to view the world in a new way. They are beginning to understand the importance of citizenship and why our society needs to have laws. They see that it is important for them to be knowledgeable about the history of our country and how courageous people have helped shape our nation into what it is today. We decided to create a presentation combining as many of the topics, themes, and famous people we have been learning about this year, either through direct instruction from our Social Studies lessons, our ELA stories, videos, books, or poems. We would use the familiar alphabet to "brainstorm" names, topics, issues in history staying focused on the overall theme of JUSTICE. To gain an understanding of the key idea being taught, students were asked to reflect on the topic and put themselves into that time of history. They were encouraged to ask themselves questions

Kathryn Doyle

such as, "What if I lived during this time period? Would I be for or against slavery? Would I be willing to help smuggle a child out of the ghetto in Poland? Would I join the Sons of Liberty? Would I march on Washington?" Before writing their reflections, students discussed among their small group their responses to some of these questions.

**Explain how the lesson or activity teaches students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.**

Through real events in history and fictional events in stories, students gained a real appreciation of what sacrifice others have made so that we could enjoy the freedoms we have today. When my students first learned about the terrorists attacks on the Twin Towers they could not believe anyone would have that much hate for another culture. When they learned about the Holocaust, again, they were moved by the atrocities that occurred. They learned about how people treated African Americans in our country during the period of slavery and how young Sylvia Mendez could not attend a white school because she was Hispanic. Through their writings, discussions and drawings, I learned that my students understood the importance of treating others fairly and respecting people for their differences.

Kathryn Doyle

**Explain how it helped them counter bigotry and bullying and prepared them to stand up for justice.**

My students role-played what it would be like to be bullied on a playground and how they could take a stand toward correcting the situation. Students would report to me when they saw a classmate being treated unfairly and how they tried to intervene and befriend the child. We would have class discussions and always try to relate what had happened to an event we may have read or learned about and how it would take great courage to do the right thing. We talked about words like "integrity" as doing the right thing, even when no one is watching. Learning about famous people in history helped us build our understanding of positive character traits and gave my students role models to follow, particularly when it comes time that they need to make difficult decisions in their relationships with others.

**Evidence:** Together as a class we created a powerpoint slideshow titled the ABC's of Justice. Students added clipart and drawings to the presentation. Some students preferred to write a brief reflection on their topic (s). Others added their own artwork.

THE STRENGTH OF A PEOPLE.  
THE POWER OF COMMUNITY.

Jewish Federation  
OF GREATER NAPLES



### COLLIER EDUCATOR GRANT "STAND UP FOR JUSTICE"

Sponsored by the Jewish Community Relations Council of the Jewish Federation of Greater Naples

A monetary grant will be made to the educator whose lesson(s) and/or activity(s) is selected as best meeting the criteria below. The purpose of this grant is to honor Collier County's elementary, middle, and high school educators who strive to counter the prevailing tendency within today's popular culture for students to deride or denigrate others based upon difference. The lesson(s) or activity(s) should have as its major objective the purpose of instilling the positive character trait of "respect for others" in students. All applicants must have created lessons and/or activities of their own design or have successfully made adaptations from other programs and show evidence of a positive nature as a result of implementation. All applicants will submit a copy of the lesson(s) or activity(s), a description of its implementation, and evidence of its effectiveness. Applicants may include Collier County elementary, middle, and high school teachers, guidance counselors, supervisors, school librarians, administrators, psychologists, and media specialists. Students, parents, colleagues, and community members are encouraged to nominate an educator. Self-nominations are also encouraged and accepted.

View previous winners and submissions here: <https://jewishnaples.org/outreach/educator-award>

Applicant's name: Kathryn Doyle  
Applicant's email: doylek1@collierschools.com  
Number of years teaching: 35  
Grade or subject taught: 5th grade ELA/3.5  
School: Village Oaks Elementary School  
School Address: 1601 FL-29 Imhokalee, FL 34142  
Phone (daytime): (239) 377-8600 Phone (evening): (301) 720-1720  
Principal's name: Bruce Butzy Principal's email address: budzyb@collierschools.com  
Principal's Phone: 239-377-8604

On a separate page(s) with the name of the applicant on each page (BE SURE TO COMPLETE ALL OF THE FOLLOWING):

- Describe the precipitating events that motivated you to initiate these lessons or activities.
- Describe the lesson(s) or activity(s); and if adapted from another source please reference.
- Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.
- Explain how it helped them counter bigotry and bullying and prepared them to stand up for justice.
- Please provide evidence/proof of effectiveness such as but not limited to: a questionnaire, interviews, documented anecdotal conversations and/or observations, student writings, and etc.

Please complete the following if you have encouraged someone other than yourself to apply:

Your name: \_\_\_\_\_ Your email: \_\_\_\_\_

Phone (daytime): \_\_\_\_\_ Phone (evening): \_\_\_\_\_

Your relationship to this applicant: \_\_\_\_\_

Submit the completed form in writing, by email, or video format no later than February 11, 2022, to: Beth Povlow, Educator Grant Coordinator, C/O JCRJ, Jewish Federation of Greater Naples 2500 Vanderbilt Beach Road, Suite #2201, Naples, FL 34109