

2022



MARTHA HOLDEN JENNINGS FOUNDATION

ANNUAL REPORT



challenge = opportunity

# 2020's Challenges Provided Opportunity



## A MESSAGE FROM THE PRESIDENT AND DIRECTOR

### *Martha Holden Jennings Foundation Mission:*

- 1 - Foster the development of young people to the maximum possible extent in Ohio's secular primary and secondary schools.*
- 2 - Provide a greater means for the accomplishment of Ohio's teachers by encouraging creativity in teaching and bringing greater recognition to the teaching profession.*

In 2020, schools across Ohio, and the rest of the country, scrambled to educate students during a global pandemic. From March through December, most educators in Ohio's largest urban districts served students entirely through remote teaching; this meant, in many circumstances, teachers worked with new students in the fall that they had never met in person. Other districts resorted to rapidly implementing newly designed hybrid schedules, alternating times between in-class and remote delivery. Some communities continued to educate in-person throughout the pandemic, but drastically modified building spaces, daily schedules, staffing levels, seat time, curriculum coverage, school calendars, and the ways everyone in the building interacted.

Establishing connections with students and maintaining effective school communities was further complicated by national struggles with racial and political divisions that widened for much of the year. The degree to which all of these matters would affect how schools educate was not widely anticipated when planning to end and start each school year. Without exception, these disruptive circumstances resulted in ongoing changed plans and alternative pathways for school leaders, teachers, students, families, and their communities.

Like our partners, the Foundation had to consider what these conditions meant to operating effectively and making a difference. A clear mission contributes to effectively prioritizing and making decisions, especially during chaotic and challenging times. Because of decades of exceptional people involved in reflection, work, and continuous thought towards improvement, we were able to rely on a well-established direction to navigate the challenges that unfolded. Specific values defined and reinforced when developing and implementing the 2018-2022 strategic plan provided even stronger guidance regarding how to proceed. Having this clarity helped all within the Foundation work with synergy in the face of this crisis. Doing so

resulted in adding to our history of providing essential support for deep learning and excellent teaching in Ohio.

For Jennings and most others, the challenges presented a need for flexibility that often meant disregarding previous preparation and responding quickly with new processes. The Foundation maintained core values while shifting action steps to address the conditions presented in this context. While all of the original plans to achieve goals did not materialize, several new and significant ones emerged to address priorities.

*To that end, this report will help show that in 2020 we:*

- 1 - Sharpened our focus*
- 2 - Enhanced our grantmaking*
- 3 - Increased awareness about our strategies in relation to impact*
- 4 - Continued to fortify our financial position*

Despite all of the challenges described, there was much to celebrate in 2020. This *Annual Report* shares stories about how our terrific partners played a role in keeping deep learning and excellent teaching the priority in 2020. It was inspirational to see the ways teachers and students rose to the challenge and encouraging that a deliberate focus on our priorities helped to empower others to overcome obstacles to grow and excel. It will take a similar focus to learn from this past year's events, feed and explore curiosities about what is possible, and chart future courses of action that will further strengthen our work.

MRS. ANNE C. JUSTER  
President and Board Chair

DR. DANIEL J. KEENAN, JR.  
Executive Director

# The Ohio Collaborative Fund Responds

**THE COVID-19 PANDEMIC** upended the educational landscape, resulting in profound challenges for school districts to deliver virtual instruction. While the magnitude of the crisis may not have been evident in March 2020, it became clear very quickly as virtual learning extended from the weeks encompassing spring break to the end of the school year. Ultimately, 1.7 million of Ohio's PK-12 students would be physically away from school buildings for six months or longer. The negative impact on students suffering inequalities and those with special needs would be significantly compounded without support for effective remote learning. Yet, forward-thinking and unprecedented collaboration among private foundations statewide, the Ohio Department of Education, the Ohio Governor's Office, and the Martha Holden Jennings Foundation resulted in an extraordinary effort that positively impacted 900,000 students in 71 counties throughout the state.

"We feel honored to have played a role in this effort and are thrilled that, because of years of past work from everybody at the Jennings Foundation, we were in a position to do so," says Dr. Daniel Keenan, the Foundation's Executive Director. "However, without any one of these partners, this effort would not have worked."

The effort Dr. Keenan describes is the formation of the **OHIO COLLABORATIVE FOR EDUCATING REMOTELY AND TRANSFORMING SCHOOLS**. Its goal was to directly support—through a competitive, grantmaking process—teachers, parents, and students across the state who were challenged by the pandemic's remote learning mandate. By November, 2020, the Collaborative had awarded \$5.7 million in grants to schools, districts, and ESCs throughout the state. Combined, this work aims to ensure equitable learning experiences and eliminate disparities in accessing education, so all students have meaningful, productive learning.

## How the Collaborative Evolved

With its unique mission to support public education in the state, the Jennings Foundation's Board of Directors committed \$200,000 early on in the pandemic for efforts designed to mitigate learning loss among Ohio's neediest students. Dr. Keenan then reached out to Philanthropy Ohio (PO), which was working with its member foundations throughout the state to raise funds for similar purposes.

"If we used our common values to partner, we would gain from their strength and they would gain from ours," Dr. Keenan remarks. PO had established relationships with funders in all corners of the state that were willing to support this cause; and the Jennings Foundation had expertise in grantmaking and a structure to award funds based on proposals focusing on excellent teaching and deep learning.

Weeks of discussions, Zoom meetings, and tireless work followed, and the Ohio Collaborative began to take shape. The concept was then introduced to Governor DeWine's Office and the Ohio Department of Education to garner public support through matching funds. Bringing the public sector into the collaborative would align public and private funds through a common purpose and encourage key public and private groups to learn with, and from, each other to transform education and address longstanding inequities in the state. To that end, ODE and the Governor's office committed a 3:1 match of public dollars

to all dollars raised from private entities. In just three months, PO tallied 1.5 million dollars in donations, which translated into close to \$6 million of grant money now available to Ohio schools.

"We all identified where we could contribute, and then with a generosity of spirit, we contributed that," remarks Claudia Herrold, Chief Communications and Public Policy Officer at PO, which has managed all aspects of the Collaborative's work. "There was work that had to be done, and it had to be done quickly. We had a lot of trust in each other, which came from our shared values and the relationships we had built over the years."

Using the Foundation's grantmaking process as a model, PO requested proposals from educators focusing on educational needs identified in Ohio's strategic plan: equity; effective use of technology and methodology; deep learning by students; and transformation/innovative practice. Efforts would contribute to a body of work that could guide and transform education to align with the Core Principles of Equity, Partnerships, and Quality Schools, as articulated in Ohio's Plan. Funds were awarded, once in August and again in November, across five geographic regions in the state.

"We had to be thoughtful in awarding the grants to use the funds effectively," explains Dr. Keenan. "We tried to address the highest need students first, work to mitigate inequities, and reach educators who are already engaging kids meaningfully to target deep learning and excellent teaching; this is what Jennings does all the time."

"My hope is that our greatest accomplishment will be that we helped educators, students, and families have a better year than they might have had otherwise, and that we reduced some of the disparity in accessing education."

CLAUDIA HERROLD Philanthropy Ohio

All funded projects were to be completed by May, 2021. They will be evaluated by educational consultants from the Jennings Foundation and surveys compiled by Youth Truth. Ultimately, they will contribute to a body of work that will be analyzed and used to transform education to better address inequities and barriers to Ohio's "Whole Child" vision for student success.

"There are lessons to be learned from these processes that go well beyond the immediacy," Dr. Keenan continues. "These challenges were not new but mitigated by this crisis. This has been an opportunity to learn new ways to address long-term challenges and new, enduring innovations needed to advance our education system."

"My hope is that our greatest accomplishment will be that we helped educators, students, and families have a better year than they might have had otherwise," adds Ms. Herrold, "and that we reduced some of the disparity in accessing education."

# Thought Partner Work 2020

The JENNINGS MATHEMATICS INSTITUTES are designed to re-energize Ohio's mathematics teachers. Presenters at the 2020 sessions were from High Tech High Graduate School of Education in San Diego, California, which supports teachers, educational leaders, and school founders in reimagining schools with a focus on equity, deeper learning, and shared leadership. The educators conducted both sessions via Zoom, one for teachers of grades 4-5, one for teachers grades 6-8. Below are some insights they passed on to participants.

KATERINA MILVIDSKAIA

*Being A Little Bit Uncomfortable, Assigning Big Problems and Making Mathematical Assumptions*

- “One of the issues we all experience going through ‘school’ math is that we are used to doing problems that have answers in the back of the book. But when mathematicians work on problems, REAL problems, there isn’t an answer in the back of the book. Real mathematicians make assumptions, they wonder in the dark, and that’s OK. Students need to have the experience of being given really big problems. They need to make assumptions, look up information, make viable arguments, and be able to critique other people’s arguments.”
- “When assigning problems, I am sure you think: ‘What standard does this problem connect to?’ But what’s more important is: What opportunities are we giving students to practice mathematical habits and develop thinking skills so they don’t walk away thinking there is always an answer in the back of the book? As safe and secure as that might feel, we have to be a little bit uncomfortable with the idea of maybe there isn’t just one right answer. We have to make some assumptions and then go from there.”

DR. CURTIS TAYLOR

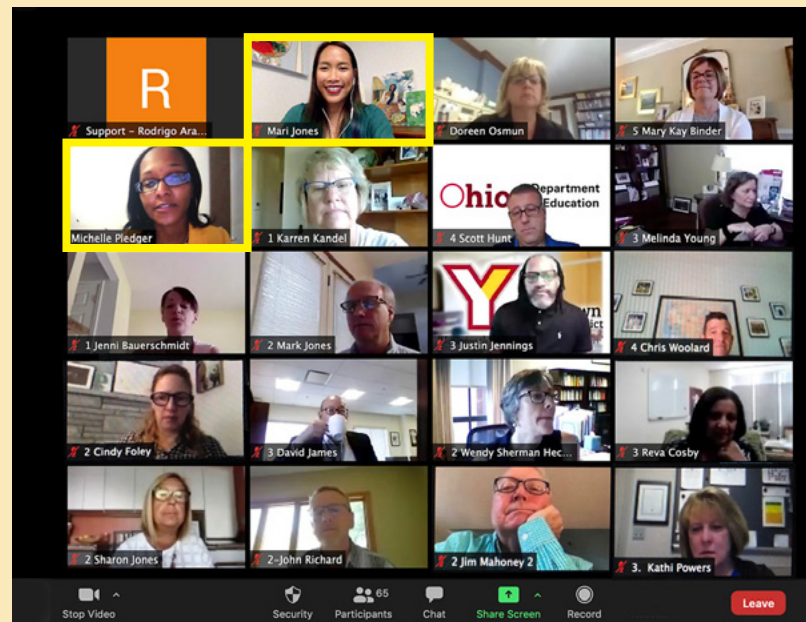
*Highlight Students’ Mathematical Brilliance, How Students Are Being Mathematicians*

- “Katerina and I conducted research around student discourse. We asked students how they viewed themselves as mathematicians. Students said the more they perceived that the purpose of the classroom discussions is to learn different strategies to solve a problem, then the more likely their belief that anyone can be a math person. And, the more students perceived that the purpose of the classroom discussion is to understand another’s thinking, then the more likely they are to believe that anyone can be a math person.”
- “So, when you are having those rich discussions in your classroom, students start to see all the valuable insights they can bring into the classroom, they start to see all the ways that they are mathematical, and they start to formulate their identity as a mathematician. That’s why having discussion and inquiry practice in your classroom is important. Allow students to talk. As a teacher, I remove myself from the front of the classroom. I move around. I want all the thinking and learning to come from them. What I am doing is listening and asking very specific questions.”

The JENNINGS EDUCATORS RETREAT is held at the end of each summer for a group of Ohio’s educational leaders. The event presents a forum to discuss critical issues in education under the direction of renowned educational thinkers. It allows educators to step away from day-to-day challenges and dedicate time to focus on core work.

Presenters at the 2020 event were DR. MICHELLE PLEDGER and MARI LIM-JONES, Co-Directors of the Deeper Learning Hub, a national practitioner hub whose mission is to spread deeper learning practices and ensure that more students across the country are achieving deeper learning outcomes. They also co-direct the “Share Your Learning Campaign,” which aims to focus on spreading a small set of practices (exhibition, student-led conferences, and presentations of learning) to millions of students to elevate student voice and promote student ownership of their learning.

At the Retreat, Ohio educators explored “Shaping the Path for Students Exhibitions” by examining examples of student projects and exhibitions and asking guided questions: *What work is worthy of exhibition? How is work shown connected and meaningful? How is the process of critique and revision evident in the exhibition?*





# A Network of Passionate Educators

“NexT Hub is a community. It’s a place for educators to meet, to challenge, to share, and to build. It’s a time when they can reimagine things. It’s a place to be creative—and everybody is bringing to it such strength and joy.”

DEREK BURTCH  
English teacher, Olentangy Liberty High School  
Co-Founder, Erase the Space



Above: South High and Olentangy Liberty High School students meet at Columbus Zoo shortly before school closures in spring, 2020.

IN 2016, DEREK BURTCH WAS TEACHING ENGLISH to high school students in a predominantly white, suburban school district just north of Columbus. A colleague and friend, Amelia Gordon, was an English teacher at Columbus City Schools’ predominantly African American, South High, when over a cup of coffee they decided to begin a letter-writing exchange between their students. While their schools are only 20 miles apart, their students live in very different worlds. Their intent was to match these teens from disparate backgrounds to learn with and from each other. Eventually, they would create a dialogue that would link them together, transcending the system that has been structured to segregate them throughout their school years.

The topic the educators chose to study was uncomfortable to broach, at best. “Our shared issue was segregation in Columbus and looking at how that impacted both groups of students,” explains Mr. Burtch, who continues to teach at Olentangy Liberty High School in Powell. “We wanted to engage students in learning together; then we wanted them to talk about it online, trade letters, and meet in person.” Ultimately, the groups would create a presentation together and propose ideas to confront problems facing their community.

“We were trying to simulate the democratic process and we found out it worked,” Mr. Burtch adds, emphasizing that the teachers were committed to providing a safe space where authentic discussion could take place.

Mr. Burtch and Ms. Gordon continued the cross-district exchanges with students from their schools the following year. At the same time, they worked to involve additional central Ohio teachers and students in the experience. Eventually, they created [ERASE THE SPACE](#), a non-profit “teacher-created, teacher-run, and teacher funded organization” that works to “give students the power to be agents of change.” By 2019-2020, Erase the Space worked with 16 teachers in five different school districts to facilitate writing exchanges.

In 2020-21, the focus shifted. With a grant from the Jennings Foundation, Erase the Space partnered with [OTTERBEIN UNIVERSITY](#) to create NexT Hub to provide professional development in educational justice and equity to educators in central Ohio. Through

NexT Hub, Mr. Burtch is working jointly with Margaret Koehler, professor and chair of English at Otterbein University, on projects to improve the quality of teaching for inclusive excellence and to support the learning of *all* students.

“Teachers yearn for a space where passionate conversations lead to creative solutions,” the educators wrote in their grant request to the Foundation. “Isolating teachers within a district and segregating them by district diminishes discourse and potential for excellent teaching.”

In 2020-21, NexT Hub attracted 32 teachers from 9 different K-12 schools to participate in a half dozen professional development sessions. Titled *From “Civil” Voyeurism to Civic Action*, the series addressed a variety of topics: *Reflections on white supremacy in the classroom and community*; *Creating a “brave space” to discuss race*; *Making of metropolitan inequality*; *What do your students need?*; and *How did we get here and where do we go from here?* Due to the pandemic, all sessions were held virtually.

Exchanges between teachers have also been established and reflect the same learning steps as the initial student exchanges: listening, learning, reflection, and action. In between PD sessions, participants are sharing writings and reflections about what they are noticing in their classrooms. Next year, these teachers plan to facilitate similar exchanges with their students.

“We are hoping as the learning series continues, we will go beyond talking about it in class to actually engaging in action and change in a way that will benefit our students,” says Dr. Koehler. She adds that NexT Hub is also growing additional networks, facilitating book discussions, and considering an oral history project where students will interview peers from their exchange schools to discover how their learning experiences differed during the pandemic.

“We tell our teachers this is a place to be honest,” Mr. Burtch concludes. “It’s a place where honesty can be constructive...It’s a time when teachers can shape and mold and reimagine things. That’s what I would say is the big word that describes NexT Hub: It’s about *reimagining*.”

# A Focus on Priorities for Ohio Schools

GRANTMAKING with the purpose of advancing EXCELLENT TEACHING and DEEP LEARNING is one way the Foundation makes a difference in Ohio's public schools. Excellent teaching projects allow educators to further develop the art and craft of their work. Deep learning engages students in meaningful work that requires higher-order thinking skills, ensures a thorough understanding of objectives, and creates powerful connections between students and their learning.

The unique circumstances of 2020 posed significant challenges for educators while at the same time provided unique opportunities to design innovative ways to reach and connect with students. Their work was inspiring. With a deliberate focus on deep learning and excellent teaching, they rose to the challenge to empower students to grow and excel. Here are a few examples:

**HARDIN-HOUSTON LOCAL SCHOOLS**, in partnership with Collins Education Associates, implemented "Writing Across the Curriculum," a district-wide initiative that supports PK-12 teachers as they incorporate cross subject writing as a common practice. Through a year-long professional development series, teachers have been learning the four different types of writing (capturing ideas, responding correctly to a prompt, editing based on "focus correction area," and peer editing) and how to use them in their disciplines. A common structure and language is being used for consistency across all grade levels and content areas. The frequent writing assignments are challenging students to make deeper connections to what they are learning.

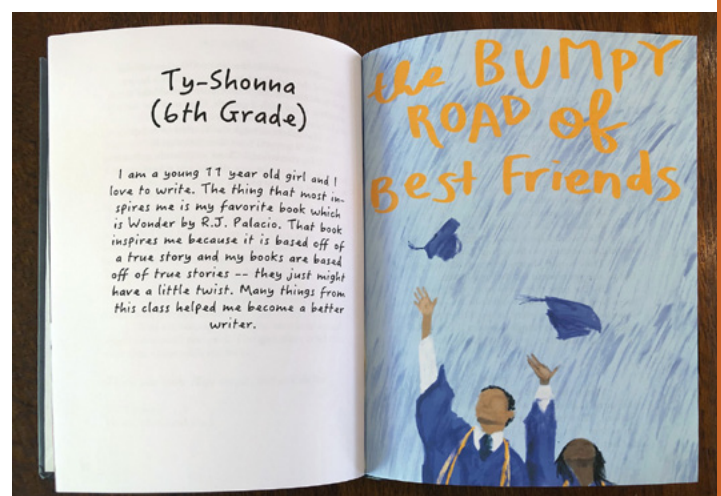
*"These writings are not meant to get surface-level information from the students. The purpose is always to go deeper—to get students to think deeper, outside the box, in more creative ways. That is something that is highly stressed in the professional development—that is the purpose of these writings."*

SARA ROSEBERRY Principal, Hardin-Houston Elementary School

**"I've always had a mission statement to empower students in underserved communities to express their voices and publish their stories. Through that, students can build confidence and success. Helping one child at a time and investing deeply in that child is the most important work we can do. Because their future—and our future—is at stake."**

ANN MARY VETTIKKAL 12th grade student, Mason High School

Through a program called "I Can Write a Story" a group of young writers have published Into Our Imaginations, a collection of stories penned by 4th-6th grade students from Evanston Academy in the **CINCINNATI PUBLIC SCHOOLS**. The authors had been attending an after-school creative writing program designed and instructed by Ann Vettikkal, a student from Mason High School. During weekly sessions, Ms. Vettikkal taught the children about narrative arcs, complex character building, realistic plots, and authentic dialogue—creative writing skills she honed as a competitor in *Power of the Pen*. While unable to meet during the pandemic, Ms. Vettikkal used the time to coordinate with illustrators, connect with a publisher, and manage all aspects of the book's publication, which is now available on Amazon.com.



Service-Based and Problem-Based Learning are transforming instruction in the **TALLMADGE CITY SCHOOLS**. Collaborative projects provide an authentic, integrated approach to students' academic studies, service work, career development, and civic engagement. Based upon the district's clearly-defined mission, the approach empowers all students to take ownership of their learning so they will be well prepared for employment, further education, or enlistment upon graduation.

Through a long-term affiliation with *Partnerships Make A Difference*, teachers throughout the district are continuing to receive job-embedded professional training to place these instructional strategies at the core of their work. Accomplishments during the past year include introductory PD for new staff; online coaching at teachers' requests; development of a team of internal SL coaches and a "Leaders Committee" that will guide program growth; and the establishment of partnerships with community organizations.

*"We want problem-based and service-learning to be authentic. To do this right, our educators need professional development. It is a huge endeavor and a paradigm shift for many teachers. But the positive outcomes are invaluable: it promotes collaboration, empowers students, and makes learning meaningful."*

SHELLEY MONACHINO  
Director of Teaching and Learning, Tallmadge City Schools

**SOUTH-WESTERN CITY SCHOOLS** expanded upon the district's partnership with **YOUTH YOGA PROJECT (YYP)** to support teaching strategies that contribute towards students' social-emotional learning. This professional development has been an ideal intervention response for teachers in the COVID-19 era. It helps both teachers and students focus through modeling and a consistent emphasis on self-care. Educators complete online training modules before each of the four units of the curriculum. Through that work, and Zoom meetings with the directors of YYP, they develop a repertoire of mindfulness tools and techniques, such as deep breathing and movement breaks, that can be implemented immediately within the school day. YYP has completed a three-year process with four schools in the district to become self-sustaining "Mindful Schools."

*"We achieve our mission by training teachers to take the tools and best practices they know help them stay well, focused, and calm and teach them directly to their students in the classroom."*

LAUREN GREENSPAN Director and Co-Founder, Youth Yoga Project

*"In creating **CAS Unboxed**, we focused on what students could get excited about—such as getting a package delivered to their home—as opposed to the loss we were experiencing with the pandemic. I think that was the key to our success."*

ADAM SHELDON  
Director, Community Arts School and Administrator  
Baldwin Wallace University



*How do we get students excited about arts education in the middle of a pandemic?* That's the question arts educators at **BALDWIN-WALLACE UNIVERSITY** asked themselves in March, 2020, upon realizing it would not be possible to hold the highly-regarded summer arts program on campus as usual. At the same time, these educators recognized a heightened need to connect with their typical program participants—particularly those from **CLEVELAND METROPOLITAN SCHOOLS**—as options for summer activities became scarce. With a steadfast commitment to finding a solution, BW's team of arts educators created *CAS (Community Arts School) Unboxed*. Instructors in five disciplines developed curriculum for a 5-week series of classes that would be held online through Google Classroom. Students received links to instructor videos and assignments they could complete on their own schedules and submit to instructors for individualized feedback.

What made the program unique is that materials needed for each class—props for theater classes; paintbrushes, paints, and canvases; rhythm sticks for music lessons—arrived at the student's doorstep days before classes began. This allowed any interested student to participate fully in the arts classes from home.



# Models of Deep Learning in Practice

GRANTS-TO-EDUCATORS support the Foundation's basic objective of recognizing and encouraging outstanding classroom teachers in Ohio's secular schools. Grants are available to teachers and administrators for classroom, school-wide, or district-wide projects. The Foundation reviews grants ten times a year. Applications are evaluated on the depth of learning the experience will have on students. For a grant application see: [www.mhjf.org](http://www.mhjf.org)

JESSICA GARRY AND ANNICK SIEGEL  
Perry Elementary School, Perry Local Schools

A project designed to address SEL standards has far exceeded the teachers' expectations. Working with a group of 4th grade "Kindness Club" members, Jessica Garry and Annick Siegel hoped to convey to students the importance of making a positive impact on the lives of their peers. They worked with club members to create, design, and produce permanent vinyl stickers displaying positive affirmations, which the students displayed throughout the school building. The project required problem-solving, critical-thinking, and communication skills and demonstrated a real-world use for mathematics and grammar. The best outcomes, however, were the friendships formed through working together for a common good.

CHARLES ELLENBOGEN  
Campus International High School, Cleveland Metropolitan Schools

Charles Ellenbogen challenged his 12th grade IB students to explore the Israeli-Palestinian conflict through reading *Shrapnel Maps*, a book of poetry by Philip Metres. The poems portray "small moments" in the lives of ordinary Arabs and Jews living in the region. Mr. Metres' words humanize the conflict and are meant to inspire dialogue among the students as they begin to understand the complexity of the ongoing hostilities. While virtual learning eliminated the extension activities Mr. Ellenbogen planned, students discovered how literature can link to real life and the role poetry can play in starting a conversation and extending thinking about controversial topics.



ANGELA WILLIAMS  
South Vienna Elementary School, Northeastern Local Schools

Leafy greens are growing in the hallway at South Vienna Elementary using aeroponic technology. Students germinated the plants from seed then placed them in pods on Tower Gardens. With no soil, water that circulates within the tower and sunlight coming from the windows nurtures the plants as they grow. The Tower to Table project introduces students to nutritious food choices. The responsibility of caring for the plants—monitoring growth and testing pH levels—leads students to take ownership of their learning.

*"I love the real-life learning this project involves. It's very student-friendly. They like that the project is theirs. When they have ownership in learning, it's more effective because they are the ones in charge."*

"I am a big believer that we educate students for global citizenship. I want them to realize the Israeli-Palestinian conflict is complex. It isn't just a question of one side versus another—there is more nuance to it. As an English teacher, I believe that literature is one way we can cross these boundaries."

CHARLES ELLENBOGEN Language and Literature Teacher, Campus International High School

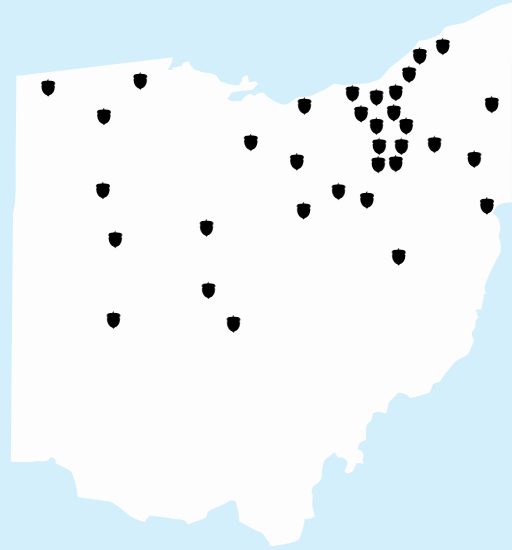
*"This was such a rich experience for my students. To see the compassion and excitement they had to learn about and meet students who are different from themselves was great. It really made them stop, think, and question what they know about others."*

KELLY VANARSDALEN  
South Elementary School



# 2020 GRANTS-TO-EDUCATORS

Grants-to-Educators issued through December 31, 2020



## SUSAN TENON

Harding High School, Fairport Harbor Exempted Village Schools

Students in Susan Tenon’s 7th grade ELA class had an opportunity to meet, write, and conference with a professional writer. Inspired by Stephen King’s use of a “toolbox” as a metaphor for the writing process, Ms. Tenon invited published author and union carpenter, Darlene Glass, to her classroom. She instructed the students in building their own toolboxes and also offered writing prompts and feedback on written assignments. After decorating the boxes, students planned to fill them with tools needed to advance their writing skills: notebooks, pens, and books of choice. Due to school closure in the spring, Ms. Glass completed each box and Ms. Tenon delivered them to students before summer.

“With the support of the Jennings Foundation, I have been able to take instructional risks in my classroom and explore creative paths for my students and myself that most likely would not have been possible otherwise.”

## KELLY VANARSDALEN

South Elementary, New Philadelphia City Schools

Gifted fourth grade students connected with Spanish-speaking peers across the country to collaborate in interdisciplinary work. Learners from both classrooms read *Front Desk* by Kelly Yang. Students worked through critical thinking questions and wrote essays and poetry based on “creating a positive change in the world.” The project’s essential question: How can my actions change stereotypes and assumptions others make based on outward appearances? Ms. VanArsdalen and her colleague in California also incorporated a STEM activity within the project. Students designed and built paper/cardboard roller coasters—a metaphor used by the book’s main character to describe her situation in life.



**SAM APPLEBY**  
Akron Public Schools

**LAURIE PERISON**  
Kent City Schools

**KIMBERLY BRENSTUHL**  
Norwayne Local Schools

**MACKENZIE PLASSMAN**  
Napoleon Area City Schools

**STACY CALLAHAN**  
Columbus City Schools

**MAUREEN POPA**  
Akron Public Schools

**FRAN COMPTON**  
Warren City Schools

**KERIANN PRATT**  
Pleasant Local Schools

**JOHN DOROTICS**  
Cleveland Metropolitan Schools

**JODI RZESZOTARSKI**  
Perry Local Schools

**CHARLES ELLENBOGEN**  
Cleveland Metropolitan Schools

**ADAM SHOEMAKER**  
Coventry Local Schools

**JESSICA GARRY**  
**ANNICK SIEGEL**  
Perry Local Schools

**JASON SMITH**  
Benjamin Logan Local Schools

**MEGHAN GHETTI**  
Cleveland Metropolitan Schools

**MICHAEL STARR**  
Akron Public Schools

**ZACHARY GRIFFITH**  
Akron Public Schools

**KORRI STORMS**  
Columbus City Schools

**JULIE HAMMOND**  
Amherst Exempted Village Schools

**JENNIFER STUMP**  
Hillsdale Local Schools

**MATTHEW KAULLEN**  
Bryan City Schools

**SUSAN TENON**  
Fairport Harbor Exempted Village Schools

**KATHLEEN MAVROS**  
Albert Einstein Academy of Ohio

**KELLY VAN ARSDALEN**  
New Philadelphia City Schools

**ANN MCNEIL**  
Triway Local Schools

**JENNIFER VONDERWELL**  
Shawnee Local Schools

**AMY MERRILL-WYATT**  
Springfield Local Schools

**DENISE WARD**  
United Local Schools

**WENDY ONEY**  
South Central Local Schools

**ANGELA WILLIAMS**  
Northeastern Local Schools

**WILLIAM YOUNG**  
Austintown Local Schools

# Honoring Outstanding Educators

The JENNINGS FOUNDATION'S ANNUAL AWARDS recognize Ohio educators who model excellent teaching and express appreciation for and celebrate their work. Each year, the awards are presented at the Foundation's Educators Retreat. Teachers are nominated by their superintendents—superintendents are nominated by their board presidents—and complete a proposal detailing how they will enhance student learning with award funds. While the pandemic has delayed some projects, all 2020 awardees have continued to work to empower their students, make learning relevant, and provide opportunities that challenge students to become the best they can be. It is an honor to present awards to the following educators.



## OHIO SUPERINTENDENT OUTSTANDING PERFORMANCE AWARD

DR. ROBERT HUNT  
Chagrin Falls Exempted Village Schools

*Project Highlights:* The district has been working internally on creating deep learning by providing students flexibility and choice. This involves breaking away from the traditional classroom setting and providing more blended opportunities, integrating more authentic learning, and making moves toward the mastery-based system. In simplistic terms: The district is moving away from content as the sole focus of teaching, placing students and their ability to display learning at the center of their work. The award will provide K-12 teachers appropriate blended learning coaching in small cohorts throughout the district. It will also help the district construct new ways to be flexible and authentic with students as it integrates capstone projects in grades 3, 6, 8, and 12.

*“The Foundation is consistently supporting those who are trying to innovate and move education forward with student learning and engagement always at the center of the conversation.”*

DR. ROBERT HUNT

## ARTHUR S. HOLDEN TEACHER AWARD FOR EXCELLENCE IN SCIENCE EDUCATION

JENNI BAUERSCHMIDT  
Preble Shawnee Jr./Sr. High School

*Project Highlights:* Ms. Bauerschmidt hopes to inspire her students to want to learn more about earthquakes by first connecting them with peers who live in areas where earthquakes are a major, real-life concern. She will then challenge her students to “see themselves as scientists” by asking them to design their own experiments to gather data on questions regarding earthquake formation and seismic wave behavior. Ultimately, students will use their new knowledge to engineer an earthquake-resistant building that can withstand the vibrations of a shake table.

*Photo right: In the convection current lab, students explore the relationship between temperature and density.*

“I’ve learned that I need to shift my focus in the classroom so students are more empowered. For example, instead of presenting objectives as content we are exploring, I present them as phenomena we are trying to make sense of. If students can make sense of phenomena, they become agents of their own learning.”

JENNI BAUERSCHMIDT





MASTER TEACHER AWARD

JENNIFER ZELEI  
Finland Middle School, South-Western City Schools

*Project Highlights:* Ms. Zelei will implement a multi-disciplinary project for 8th grade students centered on controlling erosion. Students will define erosion and identify features created by erosion that will be transferred to real-life experiments. They will collect, measure, and analyze data to determine the amount of erosion taking place in a stream table. Their findings will be presented in a proposal to a park service.

“Six years ago, we took the leap to focus on inquiry-based learning. It was very difficult, but it allows students to develop ownership of their learning, requiring them to figure out content on their own. Students gain confidence in themselves and their abilities, which is the best thing ever.”

JENNIFER ZELEI



*“Students become mathematicians by asking questions and using math to make sense of the real world. Our students analyze data about living organisms they collect in the vernal pool habitat; they assess the probability that a car will be searched based on the skin color of the driver; and they calculate how much they can potentially earn in future careers. Together we learn that math is everywhere.”*

CASSIE MULLER



GEORGE B. MILBOURN TEAM TEACHING AWARD

LISA GOTHARD, DAVID SAMBLANET, KARRAN KANDEL  
Osnaburg Local Schools

*Project Highlights:* The award will allow K-12 students to integrate graphic and visual arts skills—videography, graphic design, website design, t-shirt and poster design—into all PBL projects, allowing students to present their findings in a professional fashion and communicate the results of their work. This will bring the engineering design project full circle, building the students’ confidence and enabling them to get the recognition they deserve.

“Our team works collaboratively to give students of all abilities the opportunity to participate in problem-based learning in our STEM classes. We present students with authentic problems that require collaboration and revolve around real-world learning. Students are never left wondering: ‘When will I ever use this?’”

KARRAN KANDEL

GEORGE B. CHAPMAN, JR. TEACHER AWARD FOR EXCELLENCE IN MATHEMATICS EDUCATION

CASSIE MULLER  
Graham Middle School

*Project Highlights:* Through a partnership with Glacier Ridge Metro Park in Columbus, students will dive deeply into a study of vernal pools. They will create digital field guides about organisms of the pool to share with the community and interested school partners. In collaboration with a science teacher, they plan to rehabilitate an unhealthy vernal pool, which will involve planting more flora native to Ohio and monitoring water chemistry, soil quality, and plant growth.



# Stretching Educators: Personally and Professionally

The annual JENNINGS FUND FOR TEACHERS (FFT) program supports outstanding educators who think about their personal and professional improvement in big ways and are willing to take risks to pursue greatness. In spring, 2020, the third cohort of FFT was selected. These teachers designed educational experiences that would take them to destinations within the US and around the globe. Due to the COVID restrictions, experiences put off until 2021 are once again being pushed forward and are expected to take place in 2022.

“My advice to applicants would be to pick a topic you have an interest in but don’t necessarily consider your strongest teaching area. Being able to learn about the topic firsthand will make you more passionate and excited to bring the topic to your students, most likely with a new and fresh perspective.”

MATTHEW FERGUSON 2019 Jennings Fund For Teacher Fellow  
7th Grade Social Studies Teacher, Perrysburg Junior High School

## 2020 JENNINGS FUND FOR TEACHERS

### COURTNEY TERWILLIGER

Waterville Primary School, Anthony Wayne Local Schools

Participate in collaborative learning experience in Australia regarding its diverse ecosystems to enhance interdisciplinary problem-based learning units.

### JODY QUEEN, JESSICA ANDERSON

Litchfield Middle School, Akron Public Schools

Travel tour of WWI and WWII battlefields to grow their learning and understanding. Plan to document travels with video/audio.

### JULIE HILL, REBECCA GESELBRACHT, KERRI GUTEKUNST, JILL OSLESON

Amity Elementary School, Deer Park Community City Schools

Engage in intensive training at a Learning and Brain Conference in Boston to understand the science behind mindfulness and how to implement it within the classroom.

### BRAD BALLARD, MICHAEL DICK

Gateway Middle School, Maumee City Schools

KRISTY DISALLE Dorr Elementary, Toledo City Schools

Travel to Costa Rica to study biodiversity, conservation, volcanism, and geology under the direction of naturalists and conservationists.

### AMY BOROS

Hull Prairie Intermediate School, Perrysburg City Schools

Travel to Costa Rica to enhance knowledge of biodiversity and conservation and to learn from expert naturalists with plans to empower students to have a positive impact on the environment both locally and globally.

### KIMBERLY NOFSINGER

R.G. Drage Career Technical Center, Stark County Vocational School District

Attend a creativity workshop in Prague, Czech Republic to explore creative processes before visiting WW II sites in Poland, Germany, and France. Will examine the writing of war correspondents to strengthen a unit on the impact of war and the power of words.

### ILONA JUREWICZ

John Marshall School of Engineering, Cleveland Metropolitan Schools

Travel to Lusaka, Zambia, to work alongside Game Rangers International at Lilayi Elephant Orphanage. Will volunteer with conservation educators to learn new methods for developing problem-based learning units that speak to diverse populations.

### BRIAN SHAVER

Fostoria Jr./Sr. High School, Fostoria City Schools

Will visit sites in the Upper Plains of the United States to examine the concept of westward expansion, from 1860-90, and the subsequent conflicts between settlers and indigenous cultures. This experience will take place in 2021.

“I am most excited about the many opportunities I will have to mine data, photojournal, meet and talk with people academically, and create a resource collection of primary and secondary sources to enhance my teaching. The touristy highlight of the trip will be an interpretive evening at the staging camp for the battle of Little Big Horn followed by a horseback tour of the battlefield from the Native American perspective.”

The JENNINGS EDUCATORS INSTITUTE aims to energize educators, promote working opportunities, and enhance classroom instruction through a series of Saturday workshops held each fall. The program is open to administrators and teachers in selected areas of Ohio each year. In 2020, 68 teachers from the Dayton area attended the Institute, which was held virtually at Wright State University. The sessions featured the following: *Creating Cultures of Thinking in Classrooms and Schools*; *How Can you Create a Culture of Professional Learning at Your School?* and *What Does Teacher Self-Care Have to Do with Student Growth?*; *How Do We Nurture Imaginative, Critically-Aware Agency with Students at the Center?*

Participants may choose to take an extra step to put their learning into practice by becoming a Jennings Action Research Fellow. These educators design, implement, and document lessons incorporating ideas presented during the different sessions.



**Creativity Alarm Clock**

**Envision and create a device that everyone will have in the future, but that no one has now.**

**CMOA**  
Columbus Museum of Art

**MARATHA HOLDEN JENNINGS FOUNDATION**

*“We are genuinely appreciative of everything you do [as Jennings Action Research Fellows] and we value your work. By your participation in the Institute you have informed yourself, but then you took the extra steps to apply what you learned in the classroom to discover how it can create excellent conditions for your students. We will learn from you and with you and keep an ongoing relationship with you.”*

DR. DANIEL KEENAN  
Executive Director, Martha Holden Jennings Foundation

## 2020 JENNINGS ACTION RESEARCH PROJECTS: WHAT ARE YOU CURIOUS ABOUT?

*These Action Research Fellows worked under the mentorship of a Wright State University Professor*

### PROJECT 1 • Can Applying Self-care to a Daily Classroom Routine Have a Positive Effect on Students at School?

*Action Researchers:* Kimberly Barnhart, Weisenborn Jr. High School; John Isaacs, Weisenborn High School; Karen Robles, Weisenborn Jr. High School

*Research Question:* This school year teachers in the district are beginning to add SEL objectives into daily classroom activities. Would adding objectives make a difference academically as well as socially/emotionally in the classroom?

### PROJECT 2 • Creativity and Its Impact on Perceived Stress

*Action Researchers:* Aimee Ashcraft, Huber Heights High School; Becky Renegar, Milton Union Elementary School

*Research Question:* What is the relationship between creativity and stress in the classroom? Looked at creativity from three different aspects and used surveys to measure the students’ stress levels before and after completing different tasks. Would completing various creative activities alleviate stress?

### PROJECT 3 • Thinking Routines in First Grade

*Action Researchers:* Molly Ray, Reid Elementary School, Clark Shawnee Local Schools

*Research Question:* How does the use of thinking routines from Making Thinking Visible change student behaviors in a virtual first grade class setting?

### PROJECT 4 • How Can I Increase Creativity in the Classroom?

*Action Researchers:* Kim Grewe, Anna High School

*Research Question:* Can I teach creative confidence to students in the classroom?

*“We found that stress is not always a bad thing. There are benefits to going out of one’s comfort zone. It seems that the more cognitively demanding a task is the greater the stress, but also the more engaged students will be.”*

BECKY RENEGAR  
Milton Union Elementary School



# Support for Schools Throughout the State

OPEN GRANTS are available to any public school district, non-religious private school working with public schools, or tax-exempt organization that assists elementary and secondary schools in Ohio.

The Board of Directors reviews Open Grant requests six times a year. Grant proposals are evaluated on the impact that the quality of teaching and/or the depth of learning the experience has for teachers and students. Excellent Teaching involves motivating students, leading them in academic discovery, managing the classroom, and connecting concepts with personal experience. Deep Learning refers to higher-level thinking, complex processing, critical thinking, and problem-solving.

## 2020 GRANTS & ALLOCATIONS

*An alphabetical listing of all grants for the period ending 2020*

Akron Public Schools Portrait of a Graduate in Action-Year 2	\$ 125,000	Center for Arts-Inspired Learning ArtWorks Teen Apprenticeship Program Creative Connect Arts Residencies	\$ 10,000 \$ 14,270
Akron Zoological Park Akron Zoo STEM Challenges	\$ 12,160	Chagrin Falls Exempted Village Schools Growing A.B.L.E. Flexibility Project	\$ 14,940
America SCORES Cleveland Literacy, Fitness and Youth Development	\$ 12,500	Chardon Local Schools Life Beyond Graduation	\$ 15,000
Apollo's Fire: The Cleveland Baroque Orchestra I Love Music Virtual Education Series	\$ 14,960	Cincinnati Shakespeare Company PROJECT38	\$ 9,000
Art House Inc. Urban Bright Arts-in-Education	\$ 10,000	Cincinnati Youth Collaborative I Can Write a Story	\$ 3,500
Arthur Morgan Institute for Community Solutions, Yellow Springs The Big Map-Out!	\$ 11,725	Clermont Northeastern Local Schools, Batavia Pathway to Reading Success Thriving Cultures for Student Success	\$ 15,000 \$ 45,430
Arts Commission of Greater Toledo Inc. Young Artists at Work	\$ 15,000	Cleveland Clinic Foundation Cleveland Clinic eXpressions 2020-2021	\$ 35,000
ArtsinStark, Canton Genius Lab for Teachers Expansion	\$ 12,800	Cleveland Council on World Affairs Bridges to the World Program	\$ 15,000
ASM Materials Education Foundation, Materials Park Building Science Teaching Skills in Ohio	\$ 15,000	Cleveland Institute of Art Pathways to Careers In Art and Design	\$ 15,000
Baldwin Wallace University Summer Arts Programs	\$ 30,700	Cleveland Institute of Music 2020-21 CIM Teaching Artist Program	\$ 13,000
Ballet Metropolitan Inc., Columbus Dance-in-Schools	\$ 11,500	Cleveland International Film Festival Inc. FilmSlam 2020 Media Literacy Program	\$ 15,000
Barberton City Schools Advanced Manufacturing with Magicians	\$ 13,999	Cleveland Metropolitan Schools STEAM Residencies for CMSD Student Enrichment Campus International	\$ 29,000 \$ 8,000
Benjamin Logan Local Schools, Bellefontaine DNA Barcoding	\$ 7,000	Cleveland Museum of Natural History Inspire: Reach Every Child	\$ 15,000
Bonds of Union, Cincinnati Ascend Initiative	\$ 15,000	Cleveland Play House CARE Residency for Garfield School	\$ 33,500
Boys and Girls Clubs of Northeast Ohio ClubSmart Learning Centers	\$ 20,000	Cleveland Print Room Inc. InTransformation Self-Portrait Workshops	\$ 10,000
Boys Hope Girls Hope of Northeastern Ohio Academy Program	\$ 20,000	Cleveland Public Theatre Inc. Student Theatre Enrichment Program	\$ 12,500
Building Bridges to Careers Inc., Marietta Career Connected Learning Framework	\$ 43,750	Cleveland State University Foundation First Ring Leadership Academy Practitioner-Driven Action Research Youth Participatory Action Research	\$ 24,483 \$ 15,000 \$ 27,148
Case Western Reserve University Provost Scholars Program Scientific Enrichment & Opportunity	\$ 10,000 \$ 25,000	Cliffside Artists Collaborative, Hinckley Digital Art: Basics to the Future	\$ 10,000





“Boys Hope Girls Hope is meant to complement, not replace, life at home and at school. We work, outside the classroom, to activate a young person’s love of learning through problem- and project-based activities and by introducing them to a number of different experiences they normally would not encounter.”

TIMOTHY GRADY Executive Director, Boys Hope Girls Hope

Coach Sam’s Inner Circle Foundation Aiming Higher Youth Literacy Program	\$ 15,000	Envision Excellence in STEM Education Wir’ED	\$ 15,000
College Now Greater Cleveland Inc. Early Action for Motivated Middle Higher Education Compact	\$ 29,000 \$ 35,000	Facing History and Ourselves Inc. Northeast Ohio (NEO) Schools Network	\$ 20,000
College of Wooster B-WISER Science Camp for Girls	\$ 10,000	Fairfield County Educational Service Center, Lancaster Project Based Learning (PBL) Matters	\$ 30,000
Columbus Council on World Affairs Global Fluency Training Global Scholars Diploma Program	\$ 25,000 \$ 28,000	Fairview Park City Schools Reimagine Fairview’s Future	\$ 23,497
Columbus Museum of Art Cultivating Creative & Civic Capacities-Year 2	\$ 100,000	Friends of the Cleveland School of the Arts Festival of New Works 2021	\$ 15,000
Columbus Symphony Orchestra 2020 Columbus All City Orchestra	\$ 15,000	Graham School, Columbus Trauma-Informed Care of Teachers	\$ 13,150
Community Food Initiatives, Athens Sprouting Healthy Lifestyles	\$ 11,400	Great Lakes Theater Festival Inc. School Residencies 2020-21	\$ 20,000
Conservancy for Cuyahoga Valley National Park, Peninsula Summer Environmental Education Academy	\$ 15,000	Greater Akron Musical Association Inc. ASO North High Music Initiative	\$ 10,000
Contemporary Youth Orchestra Contemporary Classical Music Residency	\$ 7,500	Hardin Houston Local Schools Writing Across the Curriculum	\$ 15,000
Cuyahoga Community College Foundation Orchestra Program/Strings Attached FY21	\$ 15,000	Hudson City Schools Empower with Language in Mathematics	\$ 5,925
Cuyahoga County Public Library Connected Horticulture Pilot	\$ 10,000	Ideastream NewsDepth	\$ 20,000
DANCEVERT Learning in Motion	\$ 8,380	Invent Now Inc., North Canton 2020 Camp Invention Program	\$ 10,000
Dancing Classrooms Northeast Ohio BREAK Dance and BREAK Dance @ Home	\$ 10,000	iSPACE Inc., Cincinnati STEM Educator Academy (iSEA) Series	\$ 15,000
Dobama Theatre Inc. Dobama Education and Outreach	\$ 12,000	Jennings Arthur S. Holden Teacher Award for Excellence in Science Education Award for a science teacher in honor of the late Arthur S. Holden, Chairman Emeritus of the Jennings Foundation	\$ 8,000
Economics Center for Education and Research, Cincinnati Student Enterprise Program Expansion	\$ 12,925	Jennings Association Membership Fund Allows the Foundation to become a member in associations that share similar goals	\$ 15,000
Educational Service Center of Central Ohio, Columbus OSU Leadership Research Collaborative Project Zero - Going Deeper	\$ 17,125 \$ 16,500	Jennings Educators Institute – Wright State University Professional development institute for teachers and administrators	\$ 30,000
Educational Service Center of Medina County LETRS for Leaders	\$ 15,038	Jennings Educators Retreat Annual retreat for educational leaders	\$ 50,000
Educational Service Center of Northeast Ohio Ohio 8 Coalition 2020-2021	\$ 20,000		

# 2020 GRANTS & ALLOCATIONS *continued*

Jennings Fund for Teachers Recognition and support for teachers' professional growth and development in summer fellowships	\$ 57,000	Mayfield City Schools All-Access Learning	\$ 20,000
Jennings George B. Chapman, Jr. Teacher Award for Excellence in Mathematics Education Award for a mathematics teacher in honor of the late George B. Chapman, Jr., former President/Chairman of the Jennings Foundation	\$ 8,000	Miami University, Oxford Teacher Induction	\$ 28,072
Jennings George B. Milbourn Team Teaching Award Award for an exceptional team of teachers in honor of George B. Milbourn, former President/Chair of the Jennings Foundation	\$ 9,000	Minds Matter Minds Matter Cleveland Summer Programs	\$ 25,000
Jennings Grants-to-Educators Grants up to \$3,000 awarded to Ohio classroom teachers and administrators	\$ 150,000	Musical Arts Association Cleveland Orchestra Youth Orchestra Crescendo 2020-21	\$ 40,000 \$ 14,500
Jennings Leadership Series Convening of Foundation, educational, and community leaders to exchange ideas	\$ 10,000	Musical Theater Project Deep Learning through Kids Love Musicals	\$ 15,000
Jennings Master Teacher Award Award for an exceptional classroom teacher	\$ 8,000	Muskingum Valley Educational Service Center, Zanesville Kindness Crew	\$ 15,000
Jennings Ohio Superintendent Outstanding Performance Award Award to recognize the efforts of a public school superintendent	\$ 11,000	NERDS Nurturing Education Readiness & Development from the Start, Cincinnati Robotics Program	\$ 5,520
Jennings Opportunity Grants Grants up to \$1,000 awarded to schools and educational organizations for innovative projects	\$ 10,000	North Canton City Schools Extending Reading Success For All	\$ 12,000
Jennings Philanthropy Ohio Collaborative Fund Grant for Educating Remotely and Transforming Ohio's Schools	\$ 200,000	North Point Educational Service Center, Sandusky High Quality Data for Science Learning	\$ 11,900
Jennings Summer Mathematics Institutes Institutes designed to improve the skills of Ohio's mathematics teachers	\$ 54,000	North Ridgeville City Schools Growing Our Own Literacy Foundation	\$ 19,500
Kent State University Foundation Designing Identities: Beyond 28 Bricks ELLOS Racial Equity for Teachers Institute Science for Community Change	\$ 19,508 \$ 22,046 \$ 15,000 \$ 24,108	Northern Ohio Youth Orchestra Inc., Oberlin NOYO 2020-21: Supporting School Bands	\$ 12,000
Kirtland Local Schools Profile of a Hornet Portfolio Defense	\$ 20,000	Northwest Local Schools, Canal Fulton LETRS Literacy Training	\$ 7,500
Lake Erie Ink - A Writing Space for Youth Keeping Kids Connected with Creativity	\$ 5,465	Norwayne Local Schools, Creston Full STEAM Ahead	\$ 9,000
Lakeland Foundation, Kirtland The Teachers Guild, Year 2	\$ 15,000	Ohio Alliance of YMCAs Foundation, Columbus Youth and Government Program	\$ 15,000
Lakewood City Schools PBL as the Vehicle to Our Vision	\$ 28,500	Ohio Energy Project, Worthington Literacy + Energy	\$ 13,500
Leadership Lake County Inc., Mentor 2021 Youth Programs	\$ 15,000	Open Doors Inc. ODA's Response to COVID-19 Crisis Pitch Challenge and Young Entrepreneurs	\$ 40,000 \$ 11,841
Learning About Business Inc., Painesville LAB Week 2020	\$ 10,000	Organic Connects Inc. GLEEEExCohort	\$ 15,697
Literacy Cooperative of Greater Cleveland Professional Excellence	\$ 50,000	Otterbein University, Westerville Essex School at Otterbein 2020 NEXt Hub	\$ 9,900 \$ 35,000
Maltz Museum of Jewish Heritage Stop the Hate: Youth Sing Out	\$ 15,000	Partnerships Make A Difference Inc., Columbus SL: Making Learning Irresistible	\$ 20,000
		Philanthropy Ohio, Columbus 2020 Education Initiative	\$ 20,000
		Playhouse Square Foundation Classroom Connections Virtual Classroom Connections	\$ 29,000 \$ 33,000
		Progressive Arts Alliance Incorporated SEL Arts Integration	\$ 30,000
		Rainey Institute El Sistema@Rainey Music Program	\$ 15,000

Roots of American Music Inc. Blues Music Residencies in CMSD Schools	\$ 10,000
Sandusky City Schools Arts Careers Project	\$ 12,220
Say Yes Cleveland Scholarship Inc. Say Yes Cleveland Scholarship Program	\$ 50,000
Sebring Local Schools Game Changer - No Place Like Hope	\$ 15,000
Shaker Lakes Regional Nature Center Experiential Science for CMSD Students	\$ 10,000
South-Western City Schools, Grove City Mindful Schools	\$ 15,000
South Euclid-Lyndhurst City Schools ESL Student Success and Development	\$ 10,000
Spice Acres Field Kitchen Inc. Understanding Our Community Food System	\$ 14,523
Summit Education Initiative, Akron The First 45 Days	\$ 15,000
Tallmadge City Schools Service-Learning/Transformation: Phase 2	\$ 20,500
Teach For America Inc. Teacher Support and Development	\$ 20,000
The Works: Ohio Center for History, Art and Technology, Newark Powered by The Works Goes Virtual	\$ 12,343
Toledo Science Center Failure is an Opportunity	\$ 15,603
United Planet, Boston Global Virtual Exchange	\$ 10,000
University Circle Incorporated Early Learning Initiative 2020 Future Connections	\$ 25,000 \$ 20,000
University of Akron Foundation Engineering for Educators	\$ 13,000
University of Cincinnati Foundation 2020 Early IT Teacher PLC Resilience for Teachers STEM/STEAM Teachers PLC	\$ 18,000 \$ 12,950 \$ 15,500
VH1 Save The Music Foundation, New York DPS Music Education Rebuild	\$ 15,000
Western Reserve Historical Society Youth Entrepreneurship Education	\$ 15,000
Wexner Center Foundation, Columbus Wex School Programs: Pages and WorldView	\$ 6,000
Young Mens Christian Association Lake County, Painesville Arthur Holden Leadership Institute	\$ 55,000
Youth Yoga Project, Worthington School After the Pandemic	\$ 8,000
<b>Total</b>	<b>\$ 3,287,501</b>

Grantees are in Cuyahoga County unless otherwise noted in their title.



Erase the Space arranges exchanges between students from different backgrounds and schools in the Columbus area. (See pg. 5) They learn with and from each other and work to discover solutions to long-standing problems associated with equity within the schools.

## 2020 STATEMENT OF RECEIPTS & DISBURSEMENTS

For the year ended December 31, 2020

### RECEIPTS

Income from Investments	\$ 1,339,124
Capital Gain	2,022,740
	<u>\$ 3,361,864</u>

### DISBURSEMENTS

Grants and Programs	\$ 3,083,801
Grant-related / Operating expense	981,349
	<u>\$ 4,065,150</u>

**EXCESS OF DISBURSEMENTS OVER RECEIPTS**      \$( 703,286)

Note: The above figures are from the Foundation records prior to audit by RSM US LLP. Further information is available upon request from the Business Manager.



## 2020 BOARD OF DIRECTORS

The Directors of the Foundation meet six times a year to review the recommendations of the Distribution Committee to approve grants. They also conduct other Foundation business, including establishing policy and providing direction and accountability for the Foundation's funds. The Directors have a substantial background of business and educational experience and during their careers have been involved in educational activities at various levels. They volunteer their time as a further sign of their commitment to enhance public school education in Ohio.

### FOUNDATION STAFF



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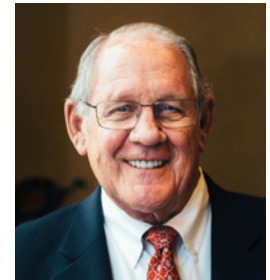
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## 2020 DISTRIBUTION COMMITTEE

The Distribution Committee meets six times a year to review Grants-to-Educators applications and make Open Grant recommendations to the Board of Directors. The committee members represent a balance of professional educators and experienced business persons who are dedicated to their responsibilities. Together, they brought keen insight and wisdom to their role as they individually read and weighed the value of 221 requests during 2020.



**MRS. JANE M. NEUBAUER**  
Chairperson  
Owner, Sugar Pines Farm



**DR. JAMES V. CONNELL**  
Dean of Graduate and Professional Studies, Ursuline College; Retired Superintendent, Berea City Schools



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**DR. SAJIT ZACHARIAH**  
Dean of College of Education and Human Services, Cleveland State University



## PHILANTHROPY OHIO RECOGNIZES LEADERSHIP

EXECUTIVE DIRECTOR, DANIEL KEENAN, JR., received the 2020 Philanthropy Innovation award from Philanthropy Ohio for his leadership in developing and implementing the Ohio Collaborative Fund for Educating Remotely and Transforming Schools, a public-private partnership with the Ohio Department of Education and the Governor's Office. (See page 3 for details.) The Innovation Award recognizes an individual whose approach to problem-solving explores new and sometimes disruptive paths in their philanthropic work. Such innovations often include public-private partnerships, leveraging resources, new collaboration, and grantmaking strategies.

"We feel honored to have played a role in this partnership, but it truly was the work of many who connected based on common values. Without Philanthropy Ohio, without the other foundations, without ODE, without the Governor's Office, this would not have happened," remarks Dr. Keenan.





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