



Classroom Innovation Grant Application (*formerly Venture Grants*)

Deadline - October 27, 2010

Overview

The information that you will include in the attached application form will provide the LPEF Grants Committee with the data needed to determine whether or not to fund your project. Applications may be from staff, students, parents or community members who partner with School District of La Crosse staff. Applications for other opportunities with the Foundation are available for download on our website at www.lpefonline.org.

Guidelines

- Grants must serve the students in the School District of La Crosse.
- Projects must be innovative, creative and new funding initiatives within the School District of La Crosse.
- The grant may be denied if another funding source might be more appropriate.
- Project funds must be spent by May of 2012.
- Interim and final reports will be required.
- Payments for services of La Crosse School District employees are prohibited.

Criteria

Applications will be reviewed on a competitive basis by the Grants Committee of the La Crosse Public Education Foundation. Priority is given for Classroom Innovation Grants that:

- meet multiple educational objectives
- align with district/school/curricular goals
- impact a variety of students and/or schools
- are collaborative
- are sustainable

Please see the Classroom Innovation Grant evaluation rubric for the grant proposal evaluation criteria. Although most applications are worthy of awarding, the committee has limited funding and must set priorities that help the foundation fulfill its mission.

Instructions

- € Complete the following grant application.
- € Save as a Word document. Name the document the same name as your grant proposal.
- € Print page 1 of the application. Sign and obtain other necessary signatures. Submit a paper copy of page 1 to the La Crosse Public Education Foundation at Hogan via inter-school mail or by mail to P.O. Box 1811, La Crosse, WI 54602-1811.
- € Submit the entire application electronically to lpef@centurytel.net.
- € Both the paper copy and electronic copy must be received no later than 5:00 p.m. on October 22, 2010.

If you have questions, please contact Geva Thole at 608-397-0176.



**La Crosse Public Education Foundation
Classroom Innovation Grant Application**

Section 1: Personal Information:

Name : Kylie Burns

School: Hintgen Elementary

Position/Title: PreK Teacher

School Phone: 789-7767

Section 2: Basic Project Information:

Project Title: Building Gross Motor Skills in our 4 year olds

Total Request \$ 1158.81

Signature of Applicant _____

Signature of Principal _____

Signature of IT Department Rep (if applicable) _____

The intention of the Foundation is to fund projects not covered by the regular school budget. Please document that regular avenues of funding have been exhausted. (i.e. requests to Principal and curriculum supervisors)

Section 3: Project Description:

I. By January 1, 2011, tricycles and outdoor equipment will be purchased,
(date) (something will happen - activity)

resulting in preschool children building gross motor skills.
(objective)

II.

Objectives of Project	List the corresponding district/school/curriculum goals (if applicable)	State how you will evaluate whether objectives are met.
Get the four year olds at Hintgen Elementary School moving.	Students in the preschool program will be active during their preschool experience.	I will document the number of times the students utilize the equipment purchased. I will also document the number of times I observe preschool children actively engaged during outdoor play as compared to my finding from the first semester when this equipment was not available for use.
Build gross motor skills in students.	Students in the preschool program will have opportunities for large motor skill building.	I will work with the physical therapist at Southern Bluffs to create a gross motor skill assessment to use with the children both before and after they have utilized the equipment for a period of at least 3 months time.
Make connections between gross motor development and overall development required of young children in school today.	Students in the preschool program will be prepared for the expectations of kindergarten after their preschool experience.	I will evaluate the development of my students both prior and after a 3 month period using this gross motor equipment. Do they seem more stable, balanced, and coordinated on their feet? Do they seem more capable and confident outdoors and in problem solving situations? How has their 3 finger pencil grip progressed?

III.

Activities to Accomplish Objectives	Who Will Be Responsible for Implementation	Resources Needed (not financial)	Timeframe to Accomplish
Purchase tricycles and integrate their use into the preschool day.	Preschool Teacher (myself) Preschool Teacher Assistant Building Principal Building Custodian Building PE teacher	Catalog to order from Storage space	1 month
Purchase climbing , pushing, pulling, and	Preschool Teacher	Catalog to order from	1 month

crawling materials and integrate them into the preschool day.	Preschool Teacher Assistant	Storage space	
Coordinate with the the early childhood teacher, physical therapist, occupational therapist, and adaptive p.e. teachers at Southern Bluffs to learn about the best way to implement this equipment for overall gross motor development.	Preschool Teacher Physical Therapist Occupational Therapist Adaptive PE Teacher Early Childhood Teacher	Work time to meet: I team-teach with the early childhood staff at Southern Bluffs. Once ½ per month has been given to us for prep time together. I will utilize this time to meet with the “team” working on this project.	Ongoing throughout the 2010-2011 school year.

IV. What is the lifespan of this project? The project will begin in the 2010-2011 school year, but will extend to the preschool classes held at Hintgen Elementary for years to come. Documentation will be made through the current school year as to the impact the gross motor equipment has on student achievement in the realm of physical activity and large motor skill.

V. Approximately how many students will be affected by this project? Explain your number. My project will touch approximately 36 youngsters in the preschool class I teach this school year. I will also share the equipment with other staff in my building, especially the other students in our kindergarten classrooms. This equipment will also be utilized during my preschool family nights so it will impact all of the children within the preschool families I serve.

VI. Please state how you will collaborate with...

Other organizations in the community (if applicable)

I would find it beneficial to share my findings with other early learning centers in the area. For example, Family Resources in La Crosse, and/or other parent groups that teach about childhood development such as Gunderson Lutheran or Head Start. This gross motor building work is missing in the lives of our current 4 year olds, and that must stop. Having concrete data to share with individuals in the future is vital to spreading the word about getting children out of the stroller, off of the couch, out of the computer chair, etc. and teaching them to MOVE instead.

Other schools in the district (if applicable)

I am going to be working closely with the physical therapist and occupational therapists at Southern Bluffs Elementary. They have volunteered to help train me on how to best utilize this equipment to lead to gross motor development for our students. I will also share my findings and research with all other preschool teachers in my district.

Other departments/classrooms (if applicable)

If the equipment I purchase does lead to gross motor skill development in the preschool classroom, I will so research the impact this development has on subsequent grade levels. Are the students in the program more prepared for hand writing in kindergarten? Do the students in the program have stronger upper body strength and a greater ability to focus on the speaker in a large group?

VII. What will happen to the project at the conclusion of the grant? If it is to continue, how will it be sustained? The grant will purchase the equipment, the children will utilize the equipment in the gymnasium during the winter months and outdoors once spring arrives. After the 2010-2011 school year, I will evaluate the impact of the gross motor skill building and continue to implement it with classes for years to come as long as it remains a valuable tool to promote large motor skills in young children.

VIII. How could the project be shared with other teachers and schools to benefit more students? I will share the equipment with staff in the district as much as I can, but I will also take my findings, information, and skills to the other early childhood staff in the School District of La Crosse. I will use pictures, video recording, and student interviews and work samples to show the impact of this equipment on the motor development of young children.

Section 4: Budget Information:

Item	Supplier	Budgeted Amount
10" Trike (1)	Teacher's Discount	154.99
12" Trike (1)	Teacher's Discount	164.88
12" Low Rider Trike (2)	Teacher's Discount	169.99 x 2 = 339.98
Quickly Trike w/ Cargo (2)	Teacher's Discount	199.99 x 2 = 398.98
Pedal Roller (2)	School Specialty	49.99 x 2 = 99.98

Total request: \$1158.81

Other sources of funding for this project (if applicable): none

Total budget to accomplish project: \$ 1158.81

Section 5: Summary:

How will this project bring visibility to LPEF in the community?

I will be happy to share my project with school board members, parent committees , and anyone who works with young children. Every times the question is asked as to who backed me in my research, I will cite the LPEF as my educational partner in this project. I am a capable public

speaker who is passionate about childhood development and the gift of young children that we as adults have been entrusted with.

Please provide a one paragraph summary of your project including an explanation of why we should fund your project. Have you even met a four year old who couldn't ride a tricycle? Do you know a young child in school who cannot crawl on all fours when asked? Have you ever witnessed a four year old more intrigued by a computer or television screen than a set of Duplo blocks or a sand box?

After 5 years in the La Crosse School District and 1 year as a preschool teacher in the School District of La Crosse, I have seen all of the above and so much more that worries me about the physical development of our youth. Children today are set in front of, strapped into, and protected by more and more devices that help parents to supposedly keep their children safe, but are doing great harm to the physical development of their bodies. Babies need to roll, toddlers need to crawl, and four year olds need to run, climb, swing, pedal, and play using their imaginations. This is imperative for the success of our young children in not only school but in the larger world as well. Crawling, swinging, rolling, and pedaling all takes concentration and struggle. It is during these times of struggles that connections are being made in the brain of our youngsters. It has been proven that during the act of pedaling a tricycle and steering its handles, synapses spark and connections are made within the malleable brains of our youngsters. These connections will allow children to find success in the areas of reading, writing, problem solving, conflict resolution, and many more. I want this for our youngsters in La Crosse, don't you?