



Winning EIG Applications: Samples

Here are two sample Educator Initiative Grant applications that were recently awarded grant funding. You can see their answers below for inspiration.

APPLICATION #1: Relationship Building through Games and Movement

Provide a brief description of your Grant project that can be used for publication.

Through this grant opportunity, about 300 students at Eastridge will be given the opportunity to build relationships and practice social skills with peers through cooperative games. Students will learn how to play various indoor and outdoor games to strengthen bonds with peers, get more physical movement and build confidence in social situations.

Purpose: (Explain what you hope to achieve. What will be different or better if successful? Why is it needed? What inspired you to apply?)

The purpose of this grant is to give students the opportunity to build relationships with one another, engage in more physical movement and learn and practice social skills. Students in grades K-2 need opportunities to foster early childhood development skills such as practice taking turns, working with others, and following directions. Playing games together allows students to experiment through trial and error, find solutions to problems and work through strategies all while building new confidence and skills. These skills need to be explicitly taught, especially since the pandemic has had such a challenging impact on socialization for this age group. Many of the games I'm interested in include a physical component as well, which is an added bonus to the social and brain building aspects of playing games together.

Measurable Objectives: (Specific, Measurable, Attainable, Relevant, Time-Based (SMART) Goals. How will you know it is successful?)

Measurable objectives include students forming new relationships with others and strengthening current relationships. When students play games with one another, they become more engaged in their learning and positivity is increased. A student survey will be given to gauge their understanding and ability to work with others. Students will have an opportunity to reflect on how collaborating with others impacts their lives and how participating with others strengthens social skills and relationships.

How will your grant embrace the Core Values of Growth Mindset, Relationships, Equity, Engagement, Whole-Wellbeing?

The wonderful thing about playing games with others is that relationships are naturally built. Cooperation and teambuilding occur through working together, taking turns and problem-solving. Students will equitably participate, practice following instructions and become automatically engaged while doing something FUN! Students will also practice using a growth mindset while mastering skills (physical and mental) and can practice in hopes to get better at something (an example would be lawn bowling, magnetic arts, pop, and pass ball). Students will also learn the value of inclusion, competing for

fun, showing good sportsmanship, and taking risks. All these things increase a child's whole well-being and are beneficial to this age group.

Implementation of Strategy: (e.g., instructional procedures, steps of implementation)

I teach an Integrated Arts class called Energy. Energy is a class that combines aspects of both mindfulness and physical movement. Once a week, students are given the opportunity to play games with peers. Students will be able to play games twice a week for 30 minutes. This is when instruction and participation will take place.

Timeline: (Provide outline of your grant from beginning to end. Sustainability plan: will additional resources be needed in the future?)

Pending grant approval, K-2 students will have the opportunity to build relationships through playing indoor and outdoor games when they come to my Integrated Arts rotation every 4 weeks. As mentioned above, they are given the opportunity to play games twice a week for 30 minutes. This rotation will occur through the end of the school year and beyond. If equipment needs to be replaced or supplemented, I will reapply next year as well.

Evaluation Procedures: (Explain how you will measure the success of your program. Will you conduct a survey, interview, or request feedback from participants?)

As mentioned above, a student survey will be given to measure understanding and success of relationship building with peers. Also, I will be able to actively observe and guide students in real time, which will help me to measure their progress collaborating with others. I will be able to continuously discuss objectives of inclusion such as working and playing with others and foster social skills and peer positivity.

School/Community partners involved in grant, if applicable list the partners and a brief explanation of their involvement (e.g., financial support or volunteer).

Eastridge does not have a community partner which supports this grant. Our school PTCO is quite small and does not have a budget to support many of our teachers' endeavors.

BUDGET QUESTIONS

Budget Narrative: (Explain what is being purchased and how it relates to the goals of the project.)

If funds are awarded, I will be purchasing the following games:

Pop, Pass, Catch ball game

Magnetic Dart Board

Kidane Dance Mat

Shaking Swinging Balls Game Set (2)

Find and Seek Scavenger Hunt

All these games include skills necessary to foster relationships such as turn-taking, problem-solving, physical movement, working in small groups, practicing sportsmanship, making connections with others and brain stimulation.

How many budget items would you like to list such as Equipment/Supplies and other items?

1

Item

Various games listed above

Total cost for the item

\$300

Description

See above descriptions.

Total amount requested

\$300

APPLICATION #2: PAWS and Read!

Provide a brief description of your Grant project that can be used for publication.

Companion pets, also known as robotic pets, are increasingly being used for therapeutic purposes. At High Plains and Buffalo Trail Elementaries, our students will use these pets throughout the day as support for their social emotional learning. They will have a chance to read to these furry friends, not only increasing their independent reading skills but also their overall whole well-being.

Purpose: (Explain what you hope to achieve. What will be different or better if successful? Why is it needed? What inspired you to apply?)

We were inspired to create this program in our schools after learning about the high demand of the companion pets currently offered through the Arapahoe Libraries. They offer them as items to check out to their patrons, and we knew it'd be beneficial to offer them to our students as well. Our research on the benefits of companion pets reveals that as therapeutic pets, they are showing impact on overall well-being, in particular decreasing anxiety, creating a feeling of calm, offering companionship and comfort, and giving a sense of purpose and responsibility. They can also improve socialization and communication.

The PAWS and Read program at High Plains and Buffalo Trail will be an additional support for our students who need extra support with SEL, or social emotional learning. These pets meow, blink, clean their paws and face, purr, bark, turn their neck and heads, and more. They are furry and life-like and respond to motion and touch. They even have a heartbeat! Coming off of the pandemic and remote learning, more and more students are needing intervention and one-on-one help with handling stress and anxiety and regulating behaviors. With the companion pets, we hope to see students using them as tools to support their SEL as they respond to an academic and social environment in positive ways. Students will have books available with their animal to read aloud to them. This will improve their confidence and independent reading skills; thus, the program title, PAWS and Read. Additionally, if staff members are alerted about specific situations, like a family death or other trauma, the PAWS and Read kit could be checked out by the teacher or mental health support team to have ready and available as a support when the student returns to school.

This program would be in collaboration with two groups: one is with our mental health teams and school psychologists. The pets would be housed in the library and checked out to students on an as-needed basis as determined by the school psychologist or as requested by a classroom teacher. Each companion pet would come with a pet carrier (bag), fiction and non-fiction books that can be read with the pet, and a journal in which the student can write and describe what they did with the pet. The books and the journal provide the students additional avenues with which to interact with the companion pets and to write out feelings as they reflect on their engagement and feelings with the pets. These pets would also be in collaboration between our two schools; High Plains and Buffalo Trail Elementary, if we

are both awarded this grant. Depending on each school's need, the pets will be shared. For example, if there is a traumatic event, the pets can be sent to one of our schools. In addition, if there is a class with particularly high SEL needs, the pets can be combined to use for an activity like a whole class PAWS and READ-to-the-Pets Day!

Measurable Objectives: (Specific, Measurable, Attainable, Relevant, Time-Based (SMART) Goals. How will you know it is successful?)

We will know this project is successful when our school psychologists along with classroom teachers observe identified students interacting and responding positively with the companion pets as well as by reviewing the journaling about the students' positive experiences.

SPECIFIC: We will order the companion pets as well as the related materials for each of our schools. We will also select the books to go along with the kits. Together we will create a writing journal and assemble the kits. We will ask for additional support and feedback regarding distribution and set up from our school partners from the Mental Health teams.

MEASURABLE: This project will be evaluated using the student writing journals and well as anecdotal evidence from observation of student use to determine success. We will also meet with our Mental Health team to determine changes and modifications as needed.

ATTAINABLE: To make sure this is attainable; we will use and follow our timeline and budget. We will also consider various ways to communicate and promote the project with classroom teachers so that they are aware of the availability of the kits for students as needed, such as email, posters, staff meeting announcements, etc.

RELEVANT: This goal is relevant because of our increasing need to find ways to support students with their social emotional learning. This goal/project is specifically developed around the CCSD Core Value Whole Well Being: We believe in ensuring that our students, teachers, and staff are healthy, safe, engaged, supported, and challenged so that they can thrive in school and in life. To do this, we must focus on our constituents' mental, physical, emotional, and social needs. Additionally, this project will assist in improvements in both reading and writing literacy.

TIME-BASED: We will achieve this goal by December 31, 2022, and will begin circulation of kits in January 2023.

How will your grant embrace the Core Values of Growth Mindset, Relationships, Equity, Engagement, Whole-Wellbeing?

Growth Mindset: Giving students the responsibility of caring for the pets will positively impact their growth mindset with a sense of purpose.

Relationships: The companion pets will help students with their regulation of behavior and will have a positive impact on peer and adult relationships both in school and at home.

Equity: The companion pets will be available for any student to utilize and specifically will allow students with high SEL needs to have access to tools which will support them in their social emotional growth.

Engagement: The companion pets allow opportunities for students to have positive and empathetic interactions with an animal through self-regulation and journaling.

Whole Well-being: The PAWS and Read program will aid in decreasing anxiety, promoting calm, promoting responsibility, promoting confidence, and providing a sense of purpose which all contribute to overall well-being.

Implementation of Strategy: (e.g., instructional procedures, steps of implementation)

The instructors will work together to:

Buy materials: 2 companion cats, 2 companion dogs, carriers, 4-5 books for each kit, collars/tags for each school.

Make writing journal to be included in the kits

Create a parent letter to go along with the kits, if the kit is being sent home.

Add kits to the library collection as a cataloged item to be checked out

Introduce PAWS and Read program to the staff at a staff meeting; explain the purpose

Together with classroom teachers and Mental Health Teams, identify students who could benefit from spending time/caring for the cat/dog.

Introduce PAWS and Read program to students, the cat/dog, the kits, and the expectations.

Continue to identify students who would benefit from the PAWS and Read program throughout the school year.

Create a video to show to students and staff showcasing the PAWS and Read program.

Timeline: (Provide outline of your grant from beginning to end. Sustainability plan: will additional resources be needed in the future?)

After grant is approved, immediately order all materials (the companion cats and dogs, the carriers, the books, collars, name tags).

November 2022 -- assemble all pieces of the kits and send to Bibliographic Services to be cataloged for checkout to students and staff.

December 31, 2022 -- kits are ready for checkout

January 2023 -- present kits at a staff meeting

January 2023-May 2023 -- circulate kits amongst students identified by teachers and school psychologists.

Spring 2023-Create a video showcasing PAWS and Read program

May 2023 -- evaluate companion pets project overall and determine next steps for enhancing and continuing writing our goals for the following year.

Sustainability: The kits will be able to be used year after year. We will assess the need to replace journals and books and will pay for that with our library budget.

Evaluation Procedures: (Explain how you will measure the success of your program. Will you conduct a survey, interview, or request feedback from participants?)

At our schools, we will read the student journal looking for evidence of impact and through anecdotal observation of student behavior while using the kits. We will discuss with the Mental Health Team, classroom teachers and our administrators to discuss impact. We will then discuss together the overall impact to celebrate our successes. Additionally, together we will list and compare pros/cons and changes to make in future programming.

School/Community partners involved in grant, if applicable list the partners and a brief explanation of their involvement (e.g., financial support or volunteer).

N/A at this time.

BUDGET QUESTIONS

Budget Narrative: (Explain what is being purchased and how it relates to the goals of the project.)

We will be purchasing items to create a program at our schools called: PAWS and Read! We will assemble a companion animal kit that includes Companion Pet, books, and writing journal. We will also need rechargeable batteries and a charger. We also will make a tag specifically for our schools and a collar. The books we purchase will be SEL and dog/cat books. These items for the kit relate to the overall goals by assisting in the increasing need to find ways to support students with their social emotional learning. We are focusing these kits with our constituents' mental, physical, emotional, and social needs in mind. Additionally, this project will assist in improvements in both reading and writing literacy, the journals and books are needed for success with that component of the program.

How many budget items would you like to list such as Equipment/Supplies and other items?

9

Item

2 pet companion cats

Total cost for the item

\$270

Description

Two Pet Companion Cats from Joy FOR ALL

Description from Website:

The JOY FOR ALL Companion Pet cats look, feel and sound like real cats. But they're so much more than soft fur, soothing purrs and pleasant meows. These cats respond to petting, hugging and motion much like the real ones you know and love but don't require any special care or feeding. This personally rich experience can bring joy and comfort to aging loved ones without any vet bills to worry about.- Built-in sensors respond to motion and touch- Realistic, soft fur looks and feels like a real cat- Cat-like movements and sounds-VibraPurr sounds and feels like real purring-

Item

2 pet companion dogs

Total cost for the item

\$310

Description

Two Pet Companion Dogs from Joy for All.

Description from Website:

In between naps and being adorable real puppies require a lot of special attention. AGELESS INNOVATION'S JOY FOR ALL Companion Pet Pups have all the love in the world to give but it won't chew up your slipper! Thanks to built-in sensors and speakers the pup can recreate some of the more delightful moments of owning a dog including being a best friend foraging loved ones.- Built-in sensors

respond to motion and touch- Feel the heartbeat with your calming touch- Lifelike coat and authentic sounds- Responds to your voice with BARKBACK technology

Item

4 soft sided pet carriers

Total cost for the item

\$120

Description

Four Soft sided pet carriers with pockets to include books, journal, and dog or cat.
1 carrier for each pet.

Item

2 sets of pet collars

Total cost for the item

\$20

Description

We will have one pet collar on each pet to add a name tag with school information and pet name.
2 in each set=4 total

Item

4 engraved name tags

Total cost for the item \$20

Description

We will add a name tag to the collar with school information and pet name.

Item

12 Books

Total cost for the item \$300

Description

We will add 3 books to each kit. The books will be selected with EL themes and also dog/cat themes at a variety of reading levels.

Item

4 journals

Total cost for the item \$60

Description

We will provide writing journals for students to record thoughts, feelings and time spent with the dog/cat.

Item

8 Rechargeable 1.5V C Alkaline Batteries

Total cost for the item \$42

Description

These batteries will be used to swap out batteries as needed for power.

Item

1 Battery Charger

Total cost for the item \$21

Description

Used to charge the batteries.

Total amount requested

1163