

Summary of all FEPS Grants to Teachers 2006-2009

Grant Year: 2006		
Grant Name:	Driven to Achieve / Lexia Reading Software	
Amount:	\$5000	This grant was targeted towards students performing below grade level in reading. Many of these students come from low income households and have families who speak a language other than English. The grant covered the cost of Lexia reading software and the cost of transportation. Students have the opportunity to use the software 2-3 times per week for 20-25 minutes per session. Students who spent the required time show at least one year's growth in reading ability. Currently, 250 students have access to the software. The grant has allowed for "proof of concept" and additional funding is being sought through the school system.
School:	Forest Hills	
Contact:	Jeff Thelen	
Dance Dance Revolution		
Grant Name:	Dance Dance Revolution	
Amount:	\$5000	Funding allowed for purchase of Dance Dance Revolution equipment for Oak Point physical education classes. Phy. Ed. had received little or no funding in prior years due to budget constraints. The project was leading-edge in use of technology for physical education. Teachers integrated NUA (National Urban Alliance) teaching strategies into lessons which also included vocabulary development. Teachers incorporated heart-rate monitors to measure exertion and held focus groups with students that measured a high level of engagement and motivation related to the activity. During the 06/07 school year, 1600 students participated in this particular physical education program. Teachers noted the benefits of a lesson that crossed cultural and gender boundaries.
School:	Oak Point	
Contact:	Karen Peterson Patti Just	
Geometry Through Art		
Grant Name:	Geometry Through Art	
Amount:	\$5000	This grant was awarded but never funded. Teachers involved declined the award based on unexpected time commitments. The purpose was to design a year-long course which enhanced the study of geometry through art. This year-long course would have covered normal geometry topics but tied them to art through hands-on applications like drawing perspective, Egyptian pyramids, and Islamic tiling patterns. By combining the logical with the creative, teachers expected to engage a wider range of students. Students who were expected to struggle in either topic area would have been targeted for inclusion in the course.
School:	EPHS	
Contact:	Alex Galt Nancy Gallas	

Grant Year: 2007

Grant Name:	Go Green: High-tech Environmental Science	
Amount:	\$7700	<p>The Go Green project built on 4th grade students' emerging understanding of electronics gained during their study of magnets and electricity. Students had learned about the fundamental properties of electric current. This project took the inquiry process to the next level – students explored the various sources of electrical energy fueling our everyday lives. Grant funds covered the cost of the materials needed to demonstrate various forms of energy production including fuel cell car kits. The materials were used to model alternative energy production including: electrolyzers (to generate hydrogen); solar cells (to power the electrolyser); larger DC motors and PVC tubing to build wind turbines (to power the electrolyser); small fuel cells (to generate electricity); low voltage motors/fans/cars (to provide a small appliance for the “clean” electricity); and electrical metering/monitoring equipment and software (to record experimental data). Throughout the learning process, students engaged in conversations about present, traditional methods of coal, nuclear, and hydroelectric power generation. As part of this project, students also wrote persuasive essays discussing the benefits and drawbacks of traditional and alternative energy sources and produced a capstone science project presented at a “Green Expo” in the spring. Students applied their understanding of relevant scientific principles to create a model or collect experimental results regarding a real world alternative energy source. Experiment included the five elements of the scientific method: Problem, Hypothesis, Procedure, Results, and Conclusion. Family and community members were invited to share in the fruits of students' scientific endeavors. The pilot project was completed in the Spring of '08 and involved two classes of 60 students. The Green Expo was covered by the local paper and by all accounts, this was a major success.</p>
School:	Cedar Ridge	
Contact:	Matt Hardy	

Grant Name:	Methods to Increase Non-fiction Reading Instruction	
Amount:	\$5000	<p>This proposal was based on the premise that children need more than just exposure to non-fiction texts; they need explicit instruction that teaches them strategies to construct meaning and meet the demands of the organization, structure and vocabulary found in this genre. This project is designed to address these concerns by applying the Concept-Oriented Reading Instruction (CORI) framework to the content area curriculum already in place for Prairie View students. CORI is an approach to reading instruction that helps children to learn about content areas while exploring non-fiction books. It connects reading with writing with spelling and the use of the English language. Reading and writing, in turn, connect to science and social studies. All students benefit from this format but particularly English language learners, struggling readers, and even students who are skilled readers but choose not to read.</p> <p>This pilot project includes the following methods for incorporating more opportunities to teach and practice strategies for reading and comprehending non-fiction in our students' days:</p> <ol style="list-style-type: none"> 1. Design and implementation of one CORI unit for third and fourth grades with the idea to expand to all grades if pilot proves to be useful for these learners. The unit (weather) links non-fiction reading with classroom lessons. 2. Purchase of text resources at varying reading levels to support the current content curriculum so that all students, but particularly struggling readers, may have books to read at their level even outside the time of the language arts block. 3. Creation of topic totes to be used by all students. The “Topic Totes” program is an idea inspired by Forest Hills teacher Bonnie Holman. Based on the results of teacher input and student interest surveys, tote bags were to be created on a variety of topics such as biographies of famous scientists, artists, politicians. The totes would include books appropriate for their reading level and a folder that contains activities that enrich the experience of reading the book. These resources would be used by the entire student body. <p>The funds were used to purchase non-fiction books including picture books, chapter books, field guides and specialty magazines in support of CORI. These are books the entire school will share across a variety of reading levels. A portion of these books will also be used for topic totes. Funds were also used to create 25 Topic totes.</p>
School:	Prairie View	
Contact:	Kay Rosheim	

Grant Year: 2007 (Continued)

Grant Name:	Tabletop Smartboards – Technology Access for All	
Amount:	\$4000	<p>This grant provided funding for 4 tabletop smartboards to be used in the Special Education departments of four different schools. Nine were requested. Funding for this technology was not available from district technology referendum funds.</p> <p>This pilot use of smaller, tabletop size Smartboards is meant to demonstrate the appropriateness and efficacy of using smaller size Smartboards in special education classrooms. Special education classrooms are by nature smaller than regular education classrooms, and have smaller learning areas which do not lend themselves to the larger Smartboard tool. There are many special education students who have significant access issues with the larger Smartboards: some students need access from the floor, a wheelchair or from a table. Some students have difficulty manipulating items on the larger boards because the surface is so large. The smaller, tabletop size Smartboards could have a significant impact on special education programming for small groups or individual sessions by allowing any student to access this technology. The electronic interactive Smartboard is a device that offers shared learning experiences for large or small groups—offering access for ALL learners.</p> <p>The boards can be used with any software, they are extremely adaptable for numerous uses and do not require acquisition of additional software. Special education students use specialized software such as Boardmaker, Read/Write/Gold, CoWriter and Kurzweil. These programs interface with the Smartboard, and allow special education students the ability to access buttons or text on the Smartboard and have their work spoken out loud. There are many special education adaptations which work well with the Smartboard. However, access continues to be a major problem with the large Smartboards. The small tabletop-size Smartboard gives students the ability to write on the board with their fingers rather than the stylus, to be able to reach more area of the board despite their limited mobility, and experience the multisensory aspect of Smartboard technology to increase interaction and engagement.</p>
School:	District-wide	
Contact:	Marcia Beezley	

Grant Name:	Eden Prairie School Math Nights K-6	
Amount:	\$5000	<p>The need for Math Nights comes from the Math Curriculum Improvement Committee's student survey, where students reported that they did not see an application of math in every day life. Additionally, in past needs assessments for Parent Involvement, the theme heard most from parents is that they would like to be supportive of learning at home but they are often not sure how. Many educators will attest to hearing parents' frustration at not knowing how to support their child's math learning, in particular.</p> <p>We know from research that what parents do at home to support their child's learning has a significant impact on student achievement. Math Nights allow parents to learn how to engage their child with math concepts, in a hands-on way. When parents learn how to point out math in every day life as well as engage their children in practicing math, children will be more motivated and successful in math at school.</p> <p>The grant provides about ½ the funds needed to support Math Nights at 5-6 elementary schools. Funds were used to cover the costs of materials (manipulatives, make-and-take materials, etc.), interpreters, teacher prep time, and transportation. The impact of this grant will be felt for years to come, as ¾ of the materials are reusable, and will provide years of Math Nights at each school.</p> <p>The grant request projected that 200-300 people would attend each of the individual Math Nights.</p>
School:	K-6 Schools	
Contact:	Terry Johnson	

Grant Year: 2007 (Continued)

Grant Name:	Forest Hills Art Club	
Amount:	\$3900	<p>The grant allowed the Forest Hills Art Club program to provide additional learning experiences for a far greater number of students. The grant allowed the Art Club to operate in the spring for third grade students with a projected membership of 30-40 third graders. Previously, only 4th graders could participate. The Forest Hills Art Club meets for one hour on Wednesday mornings before school. This past fall, fourth graders created murals that celebrated Forest Hills. The murals were displayed throughout the school and will increase student pride and the enhance school environment. Students also had the opportunity to create individual artworks that are planned by the instructor and also artworks that students design themselves. The Forest Hills Art Club has existed for the past three school years and has provided this extracurricular opportunity for fourth grade students, one hour per week, typically for 5-8 weeks.</p> <p>The most substantial event for the Art Club was to host a Real Art + Real Kids exhibit through Young Audiences of Minnesota. The Real Art + Real Kids exhibit was a learning experience for the entire school community. The Real Art + Real Kids exhibit provided a leadership opportunity for 20 additional fourth grade students, who may or may not have participated in the fall Art Club. Interested students applied to be docents, or student tour guides, of the Young Audiences exhibit. Student docents took a field trip to a local museum with the art teacher. During the field trip, docents learned about the artwork that was displayed as part of the exhibit at Forest Hills, through curriculum developed by Young Audiences of Minnesota. Docents practiced and rehearsed delivering the information, with the art teacher, for 4 weeks prior to the exhibit. As the culminating event for the Forest Hills Art Club, the Young Audiences exhibit was displayed at Forest Hills for 1-2 days. All Forest Hills students and community members were invited to take an exhibit tour guided by a fourth grade student docent.</p> <p>Funds were used to cover Art Club supplies, field trip costs and teacher time related to the club, docent training and the exhibit tour.</p>
School:	Forest Hills	
Contact:	Jennifer Totoritis	

Grant Name:	Stability Ball Chairs	
Amount:	\$4500	<p>This grant funded 30 of the 60 stability ball chairs requested. The grant was used to provide individual stability balls to students with disabilities in 5th-8th grade (ASD,OHD,EBD) in a small group setting or in a large classroom inclusion setting. The use of these chairs should positively affect students' learning by increasing their amount of time engaged in learning. The chairs provide sensory input to help the student better focus on the instruction.</p> <p>Research studies have shown that impact of stability balls in the classroom comes in the form of less squirminess, better posture, longer ability to stay on task and less classroom disruptions. Studies have also shown concrete academic results along with a rise in the students' self-esteem. It has also been stated in the research that students preferred to use the stability ball over the regular classroom chair.</p> <p>The grant was targeted towards a population of Eden Prairie special education students with a variety of disabilities both in the general education setting as well as in the smaller self-contained classroom. Some of the stability balls were to be implemented in a classroom of 25-35 students for those who could be identified as ADHD, but who were not receiving special education services. As a pilot, this program will provide data to show whether or not this is a successful intervention for a special class of students who have a difficult time staying focused on their work.</p>
School:	Oak Point, CMS	
Contact:	Cindy Stark	

Grant Year: 2008		
Grant Name:	Vision Software for EPHS	
Amount:	\$6,355	<p>Curriculum is only as good as the instructional method in which it is presented. The Vision program allows a teacher to make the most of teachable moments. For example, several students may be having difficulty grasping a concept. By taking one student's work and projecting it on the screen for the entire class, several students can have their questions immediately answered and have the concept demonstrated to them again. In addition, students who are doing exceptional work can have their work quickly shared with other students as an example for students to model or use as a guide.</p> <p>A teacher can project their screen on every student's computer monitor. This is especially important in a lab where there are obstacles to seeing the front of the room such as poor sight lines and room configuration issues as well as to a classroom where there are several students with learning concerns and issues.</p> <p>Vision software helps teachers keep students focused. It improves student retention of concepts and this will result in less re-teaching for the teacher. Teachers are able to quickly assess which students seem to be having difficulty or are off task and can assist them more quickly. A student can either raise their hand when they have a question, or individual instruction can be provided by a student instant messaging their question to the teacher via Vision. The teacher can take control of the student's computer with their own keyboard and mouse and show that student how to solve their problem.</p>
School:	EPHS	
Contact:	Lori Ford	
Grant Name:	Making Reading Accessible For All Students	
Amount:	\$5044	<p>The purpose of this project is to strengthen reading fluency and comprehension for high school students with autism spectrum disorders and developmental disabilities. Over the past few years we have seen a significant increase in the number of students with significant delays who struggle with learning to read. Students who are struggling readers have difficulty learning to read and communicate when words are used in non-literal ways. This project will encourage struggling readers to develop an interest in reading so they can get the critical decoding practice they need and increase their background knowledge and vocabulary. Students with a history of failure loose motivation to read. The Start-To-Finish Library provides a library of motivating paperback books with a companion computer book and audio book. This Library is designed to give them choices that will motivate them to keep reading. The written text and computer support ensure that students will be successful and attend for longer periods of time, and therefore improve achievement. Twenty special education staff members and numerous special education students will have the opportunity to utilize this assistive technology program to improve reading comprehension, reading fluency, and vocabulary development.</p> <p>It is difficult to find material at the high school level that provides interest, motivation, and remediation for struggling readers. The Start-To-Finish program is an innovative remedial reading program because it has age respectful reading material. This program piques the student's interest with short stories comparable to those found in standardized text. The books are written in two reading levels to engage students and eliminate the reading frustration caused by high-level readability factors. This program allows for individualized instruction using a variety of technologies, which motivates and engages struggling readers. These texts empower students to become self-directed learners</p>
School:	EPHS	
Contact:	Barbara Astry	

Grant Year: 2008 (Continued)

Grant Name:	Classroom Conversations on Race	
Amount:	\$6838	<p>The purpose of our project Classroom Conversations on Race and Diversity is to begin applying what we have been learning about equity. This project goes deeper and takes new curriculum and instruction to the next level. The project targets the strategic framework as outlined in the Eden Prairie Schools Equity Goals. Classroom Conversations on Race and Diversity has three parts. Culturally responsive teaching requires tapping into a wide range of cultural knowledge, experience, contributions, and perspectives.</p> <p>Part 1: Children’s Literature and Related Activities (Picture books to be used in Year 1 and Year 2) Students in fourth grade classrooms will have the opportunity to talk openly and honestly about race, cultural diversity and personal identity. Specifically selected children’s picture books will be read aloud to the class and students will have the opportunity to participate in courageous conversations as well as teacher designed writing and art activities based on the themes of each book. The books will be used as a grade level set during the course of this project, and in future years as the program is sustained. Writing and art activities will be developed with the support of Karen Casey, functioning as project leader and coordinator.</p> <p>Part 2-Tolerance Minnesota Partnership Tolerance Minnesota was founded in 2001 is an award winning K-12 educational initiative that has received the Minnesota Council of Nonprofits “Best Anti Racism Initiative” award and the National Spirit of Anne Frank award for outstanding citizenship. Tolerance Minnesota incorporates themes of art, literature, music and sports into existing school curriculum to help confront prejudice and respect diversity in the classroom and beyond. All fourth grade students will participate in Tolerance Minnesota’s The Color Project.</p> <p>Part 3-Teaching Artist and Speakers Bureau In March of 2009, Cedar Ridge fourth grade students will be attending the play, <u>Baseball Saved Us</u> presented by Stages Theatre Company and Mu Performing Arts performed at Mixed Blood Theatre. The playwright and teaching artist, Katie Hae Ryan Leo would be invited to Cedar Ridge to speak with fourth grade classrooms. A classroom activity would be planned for all fourth grade classrooms based on grade level curriculum.</p>
School:	Cedar Ridge	
Contact:	Karen Casey	

Grant Name:	Building Stamina	
Amount:	\$4500	<p>This project is based on the framework of the Daily 5 as developed by Gail Boushey & Joan Moser. Their work is founded on the most current research in developing strong, independent readers in the elementary classroom. The structure is a systematic means of teaching children to be actively engaged readers for a prolonged period of time. Children using this structure are able to better assess and actively participate in their own learning. This grant provides each classroom teacher, Kindergarten – 4th grade, with a toolkit to help implement this framework. The toolkit would include the book <u>Daily 5: Fostering Literacy Independence in the Elementary Grades</u> for teachers new to the system. Teachers already familiar with the structure would receive the next book in the series, <u>CAFÉ in the Classroom: Helping Children Visualize Literacy Goals</u>. The toolkit would also provide classroom teachers with the tools to help students struggling with independence in their reading, as suggested by the originators of The Daily 5. This project would provide <u>all</u> Kindergarten – 4th grade students an opportunity to improve their reading ability, regardless of current reading level.</p>
School:	Eden Lake	
Contact:	Lisa Birno	

Grant Year: 2008 (Continued)

Grant Name:	Especialkids' Dads	
Amount:	\$4000	<p>The purpose of Especialkids' Dads is to facilitate establishment of father initiated support and informational services as well as parent-child activities which will assist them in interacting with their child with educational (IEP) goals. The program will follow the unique format of the extremely successful Especialkids program in which the Special Services Family Strengths Specialist facilitated creation of educational and support programs for mothers (and a handful of fathers).</p> <p>A variety of activities will be created to meet the needs of fathers. Fathers may experience grief and/or a lack of control and self confidence without any means of relief. Activities will be initiated to respond to these needs while keeping in mind men's different comfort levels.</p> <ul style="list-style-type: none"> • Continue recruiting fathers for the special needs housing project for their children • Facilitate an IEP informational night for fathers in March and October 2009. A panel of fathers will be facilitated by a male special education teacher or administrator. The discussion will also focus on how fathers can successfully be involved in their "special" child's education • Create monthly family fun nights for families who have children with special needs • Each quarter there will be a community field trip with fathers and their child with special needs and other siblings if so desired
School:	ECSE	
Contact:	Michael Welsh	

Grant Name:	Kindergarten Literacy Backpacks	
Amount:	\$2300	<p>This project will provide for the creation of roughly 100 kindergarten literacy backpacks. The goal is to offer every child a new book every two to three days. Backpacks are intended to offer wonderful literature along with an interactive puppet to motivate and capture the young readers' imaginations. Stories will be both fiction and non-fiction. Each books and puppet will travel to and from school in clear, plastic, durable backpacks. The excitement of receiving a backpack is expect to peak a student's interest in reading and to generate opportunities for parents and students to read together when both are motivated to do so.</p>
School:	Prairie View	
Contact:	Sarah Kuipers	

Grant Year: 2009		
Grant Name:	The Robotics Initiative	
Amount:	\$10,128.84	This grant will provide six classes of 4th grade students with an engaging, science/technology related, experience with LEGO Robotics equipment. Students will model real-life mechanisms, and use their creativity, logic, and problem-solving skills to meet 9 weeks of challenges. Students will begin to solve problems by writing computer programs. They download the programs into the robots, which have been constructed by them to perform specific tasks. After testing, students modify and reconstruct the robots to meet specific criteria. These LEGO Mindstorms Learning Kits have been used successfully in schools around the world.
School:	Cedar Ridge	
Contact:	Katy Anderson	
Grant Name:	Increasing Biotechnology Awareness	
Amount:	\$6106	This grant will provide approximately 160 high school students (AP Biology and Enriched Biology) with a Polymerase Chain Reaction machine. This machine is found in colleges, research laboratories, and criminal investigation labs. The PCR machine will allow students to take a small amount of DNA and amplify it or copy it over again and again until there is enough DNA to manipulate or test in the laboratory setting. The PCR machine will help supplement and compliment the laboratory work done in genetics units, as well as make advanced biological technology more meaningful.
School:	EP High School	
Contact:	Kristin Gabel	
Grant Name:	Non-Fiction Texts for Science/Social Studies	
Amount:	\$5000	This grant will provide multiple classroom sets of 20 different non-fiction books that integrate science and social studies into the reading and writing curricula across all grade levels at Forest Hills Elementary. Adding non-fiction texts to curricula is a research-proven method for increasing science and social studies achievement. All grade levels will benefit by having standards-based, current, and accurate non-fiction available.
School:	Forest Hills	
Contact:	Nicola Huss	
Grant Name:	Standing Desks for CMS	
Amount:	\$2880	This grant will provide 8 adjustable-height school desks, with stools for a CMS special needs classroom. The teacher points out research on improved concentration and longer attention spans due to the innovative design of the desks. These AlphaBetter Desks were designed in Minnesota, and are built upon the need to have physical outlets for energy in order to concentrate and learn. The desk height is adjustable so that students can stand comfortably, or use the non-tipping stool with a noiseless pendulum footrest allowing them to rhythmically swing their feet.
School:	Central Middle School	
Contact:	Jackie Ahlers	
Grant Name:	Stand Up For Learning	
Amount:	\$4957	This grant will provide 14 adjustable-height school desks, with stools for a Prairie View classroom. The teacher points out research on improved concentration and longer attention spans due to the innovative design of the desks. These AlphaBetter Desks were designed in Minnesota, and are built upon the need to have physical outlets for energy in order to concentrate and learn. The desk height is adjustable so that students can stand comfortably, or use the non-tipping stool with a noiseless pendulum footrest allowing them to rhythmically swing their feet.
School:	Prairie View	
Contact:	Mike Skarp	