

YOUTH SERVICE GRANTS 2025-2026

Kindergarten
Learning

Deadline to use grant funds is June 15, 2026 or they will be forfeited.

Grant Schedule:

| <u>Application Deadline</u> | <u>Application Reviewed by YIP Board</u> | <u>School Board Approval</u> |
|-----------------------------|--|------------------------------|
| November 21, 2025 | December 2, 2025 | December 15, 2025 |
| February 1, 2026 | February 3, 2026 | February 9, 2026 |
| April 1, 2026 | April 7, 2026 | April 20, 2026 |

WHO IS ENCOURAGED TO APPLY?

All applications must be written by students (with the exception of the younger learners who will need an adult to fill the grant out for them). All applications must be for youth-centered programs.

WHAT PROJECTS WILL BE CONSIDERED?

Projects that address one or more of the following youth focus issues will be considered for funding:

1. Youth At Risk
2. Building Self-Reliance and Self-Sufficiency
3. Positive Youth Empowerment/Advocacy and Public Awareness
4. Interpersonal and Multi-Cultural Relationships
5. Family Issues and Relationships
6. Youth Service

HOW DO YOU GO ABOUT APPLYING FOR A GRANT?

Complete an application using the attached form. Submit to Nedra Henline before the application deadline. The Youth In Philanthropy Board will meet and decide if the grant gets submitted to the school board for approval. There will be a cap of \$500.00 per grant, unless it is a field trip and bussing is needed, then it is a \$1,000 cap. Please use denominations of \$100 up to \$500 when applying for funds. Special consideration is given to proposals that are cost effective and impact youth at relatively low cost.

EXPENSES THAT ARE NOT ELIGIBLE

- Personal items such as clothing, gifts, etc.
- Capital expenditures such as equipment items (supplies that are necessary to carry out a project are not usually regarded as capital expenditures)

Community Education monies.

YOUTH DEVELOPMENT GRANTS PROGRAM CONDITIONS FOR ELIGIBILITY

1. Grant applications must be written by youth for youth-based programs. (exceptions made for youngest youth- then adult can fill out application)
2. The proposal must provide service opportunities for persons between birth and age 21.
3. The proposal must provide opportunities for children and youth who live within the boundaries of District 0001.
4. The applicant must consult Community Education staff in its planning, implementation and evaluation.
5. All expenses must be paid by Community Education from funds granted to the project.
6. The proposal must address at least one of the focus issues.
7. The proposal must have a program evaluation plan that includes identifiable outcomes.

EVALUATION CRITERIA FOR GRANT APPROVAL

1. Special priority will be given to proposals that help youth address problems that place them at risk.
2. Special priority will be given to proposals that are directed toward the prevention of problems.
3. Special priority will be given to proposals that are developed and evaluated with significant youth involvement.
4. Priority will be given to applicants that demonstrate the ability to carry out the project.
5. Special consideration will be given to proposals that include matching other funding or volunteer sources with Youth Service grant funds.
6. Special consideration will be given to proposals which are cost effective and impact youth at relatively low cost.

Date: 3/5/2026

Project Name: Hands-On Learning: Arctic Animal Habitats in Kindergarten

Name of Organization/Group: Rippleside Kindergarteners

Name of youth applying for grant: 62

Age/Grade: 5-6

Adult overseeing project: Jessica Stifter

Email of adult: jstifter@idl.org

Adult phone number: 218-927-2115 ext: 2125

DESCRIBE YOUR PROJECT:

This project will support hands-on learning during our kindergarten Animal Habitats unit through purchasing Arctic animal magnetic manipulatives for all three kindergarten classrooms. Students will use the magnets to build Arctic habitat scenes, match animals to their environments, and discuss how animals survive in cold climates. These materials will help young learners better understand habitat concepts through visual and tactile exploration. The manipulatives will encourage student engagement, collaboration, and the development of science vocabulary. Through these activities, students will build a stronger understanding of Arctic animals and the environments in which they live.

PROJECT FOCUS ISSUES, GOALS, AND OBJECTIVES

PROJECT NAME: Hands-On Learning: Arctic Animal Habitats in Kindergarten

Focus issue(s) addressed by project:

This project addresses the need for engaging, developmentally appropriate, hands-on instructional materials to support science learning in kindergarten. Many young learners benefit from tactile and visual tools to build understanding of animal habitats, vocabulary, and basic ecological concepts. Arctic animal magnetic manipulatives will support active learning, fine motor development, and inclusive instruction for diverse learners.

Goal(s) of project:

The primary goal of this project is to deepen students' understanding of Arctic animal habitats through interactive, hands-on learning experiences. Additional goals include improving student engagement during Dr. Science activities, strengthening vocabulary development, and supporting collaborative learning and discussion among students during small group stations.

Activities to fulfill the goals: (be specific, you should include the number of youth to be served and the number of hours of contact time.)

The Arctic animal magnetic manipulatives will be used during our kindergarten Animal Habitats unit. Approximately **20–21 kindergarten students** will participate in each class, with three kindergarten classrooms this will include approximately **62 students**.

Activities will include:

- Whole-group lessons to introduce and identify Arctic animals and learn about their habitats
- Small-group and center-based activities where students create Arctic habitat scenes using the magnetic manipulatives
- Guided discussions focused on animal needs (food, shelter,

- Independent practice where students explain their habitat choices using academic vocabulary with peers and teachers

What is the timeline for this project? (Be sure to include beginning and ending dates)
Describe how this project will be evaluated. How will you determine if this project is successful?

The manipulatives will be used in January 2027 to enhance our 3 week unit on Animal Habitats.

Materials will be purchased prior to the unit and used throughout the Animal Habitats instructional period.

The success of this project will be evaluated through multiple measures:

- Teacher observation of student engagement and participation during lessons and centers
- Informal assessments, including student discussions, drawings, and explanations of Arctic habitats
- Comparison of student understanding before and after the unit using simple, age-appropriate checks for understanding

The project will be considered successful if students demonstrate increased ability to identify Arctic animals, describe their habitats, and use related vocabulary accurately during discussions and activities

Background of the applicant and ability to carry out project:

The applicant is a licensed kindergarten teacher with experience designing and implementing developmentally appropriate, standards-based instruction. The teacher regularly integrates hands-on materials, visual supports, and interactive learning strategies to meet the needs of all learners. With established classroom routines and effective instructional practices, the applicant is well-prepared to successfully implement this project and ensure materials are used purposefully to support student learning outcomes.

