

If You Give a Kid a Ball!

2026 EIG Application

Cuyahoga Falls City Schools

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Application Form

Contact Information

Please note that the application uses **CHARACTER COUNTS** for each question, *not word counts!*

For more information about EIG grants, please visit our website: <https://www.garfoundation.org/eig>

School Name*

Richardson Elementary School

Team Members*

Please list the names, titles, and email addresses for each member of your core team.

Stephanie Petit	Physical Education teacher	cf_petit@cftigers.org
Jessica Moore	4th grade teacher	cf_moore@cftigers.org
Carie Hartsoe	4th grade teacher	cf_hartsoec@cftigers.org
Jackie Mishler	1st Grade teacher	cf_mishler@cftigers.org
Linda Collins	1st Grade teacher	cf_collinsl@cftigers.org

Principal Name*

Please enter the name of your school's principal here.

Danielle Terlonge

Principal Email*

Please enter your principal's email address here.

cf_terlonged@cftigers.org

Treasurer Name*

Kristy Stoicoiu

Treasurer Email*

cf_stoicoiuk@cftigers.org

Request Information

Project Name*

If You Give a Kid a Ball!

Is this a new project, or Year 2 or 3 of a previously funded EIG project?*

New Project

Amount Requested*

This number should match the total on your EIG Budget spreadsheet.

\$10,000.00

Grade Levels to be served by your project*

1st & 4th

Project Overview*

Please write a brief, two-sentence description of your project and desired outcome.

This project pairs First and Fourth grade students to connect literacy, physical education and SEL through purposeful play with a ball. Students transfer shared movement experiences into stories while building literacy and leadership skills.

Compelling Story*

Why do you believe in this project? What are you seeing in your students that you want to address?

ChancesPlaying with a ball can have several positive impacts on the health and well being of students. Physically playing with a ball promotes cardiovascular health, builds muscle strength and improves coordination. Playing outdoors stimulates creativity, problem solving skills, encourages students to think critically and adapt to different game situations. Studies have shown that outdoor play also reduces stress, anxiety and improves overall mental well being. Playing games with others, fosters communication, teamwork, develops friendships and a sense of belonging.

This year our district announced they will repurpose school buildings and alter boundary lines changing our school dynamics in 2026-2027, increasing our student population by 30%. This project addresses the academic and social needs of a diverse student population students who are transitioning into a new school community due to the recent district decisions. Many students are entering unfamiliar classrooms, routines and peer groups, creating a critical need for intentional relationship building and inclusive learning experiences.

A project that gives a kid a ball and ties it to writing isn't just a PE game or a writing task, it's an interdisciplinary education experience. It's necessary because it supports fundamental developmental skills (motor, cognitive, social, emotional) but it's exceptional because it transforms learning into something fun, integrated, and more effective than teaching writing and physical skills separately.

This project provides our current and new to our building students, with a shared goal and voice. By working together to create a personal journal, students quickly form relationships, feel valued and begin to see themselves as part of a supportive school community. Writing becomes not just an academic task, but a bridge for connection and healing during a time of transition. "Chances are, if you have a kid go outside and play, they'll want a ball to take with them".

Project Description*

Please write a brief description of your project.

- What need are you seeking to address?
- What do you plan to do?
- What do you want your students to achieve?

If Through a cross grade writing partnership, this interdisciplinary unit engages students in brainstorming, drafting, revising, and illustrating a shared journal centered on a familiar object...a ball. The ball serves as an accessible and universal entry point for all learners, allowing students to connect physical experience with written expression.

First grade students will develop foundational writing and oral language skills by generating ideas, contributing descriptive language and sharing their experiences. Fourth grade students will strengthen leadership, mentoring and revisions skills as they guide younger partners through the writing process and provide constructive feedback.

In physical education class, students will build and practice manipulative skills such as bouncing, catching, dribbling, kicking, rolling, striking and throwing, using a ball. The shared physical experiences provide authentic material for students to reflect on and transform into written narratives and illustrations. By integrating language arts and physical education, this project supports whole child learning while reinforcing the connection between movement, communication and creativity.

This year long project begins with experimental learning outside with appropriated peer buddies, creating and fostering relationships, collaboration, teamwork and support for self regulation and perseverance in young writers. We will begin the year at an off site area that allows the teachers to begin the project with explicitly teaching of self regulation within authentic writing tasks and exploratory practices with reading buddies and a ball.

Following the off site learning experience and professional development for teachers on modeling shared writing routines and mentor texts such as "If you Give a Mouse a Cookie", students will study how authors structure ideas, build sequences, and persist through challenges in the writing process. These mentor texts will help students recognize patterns in storytelling and understand how ideas develop across a complete narrative.

Through practice and play and supported by purposeful read alouds in physical education, students will be explicitly instructed in and practice the corresponding manipulative skills. Each read aloud will intentionally connect movement vocabulary and physical actions to language, reinforcing comprehension and skill development.

Together, these experiences deepen students' understanding of how physical activity, literacy and reflection

work in tandem, strengthening both written expression and motor skills through an interdisciplinary approach.

This process will continue throughout the school year culminating in an off-site celebration that includes peer buddy readings with written and illustrated journals, shared celebrations and physical outdoor play...with a ball. This culmination experience honors students' growth and collaboration while reinforcing the value of authentic audiences and shared accomplishments.

Cradle to Career Continuum*

At which transition point/indicator on the [Cradle to Career Continuum](#) does your project fall? If you're not sure, [click here for more information on the transition points](#).

College & Career Readiness

Student / Teacher Impact*

- How will this project impact your students and/or other teachers?
- What will you do to ensure your project supports various student needs?
- Please include any practices or impact that focus on social emotional learning.
- Have you included professional development in your project design, and, if so, how will it support your project goals?

This project will have a meaningful academic, physical and social impact on both students and teachers. Our first graders will strengthen their early literacy skills by writing and illustrating an original book while our fourth graders serve as book buddies and mentors, fostering their leadership abilities and advancing their literacy skills. Students in both grade levels will engage in purposeful play during physical education, practicing manipulative skills such as bouncing, catching, rolling, kicking, striking and throwing to correlate with their academic standards.

Teachers will benefit from a collaborative, cross curricular model that connects literacy, physical education and social emotional learning. This project encourages grade level collaboration and provides teachers with instructional strategies that integrate mentor texts, physical movement and student voice, which can be utilized beyond the grant period.

The project is intentionally designed to support our diverse learners. Writing and illustrating allow multiple entry points for students with varying literacy skills, fine motor abilities and language needs. The use of physical manipulatives supports our kinesthetic learners and students who benefit from movement based learning. Pairing first graders with fourth grade book buddies provides individualized support, positive peer modeling and differentiated instruction in a natural, non threatening and inclusive way. Every student receiving a ball ensures equitable access to practice both at school and at home, removing barriers related to equipment availability. Every student will receive a ball that fits their needs.

We purposefully embedded social and emotional learning throughout the project. First graders build confidence, perseverance and self expression as authors and illustrators while fourth graders develop empathy, leadership, communication and responsibility as mentors. Purposeful play in physical education reinforces cooperation, self regulation, goal setting and respectful interaction. All of which are discussed prior to learning the manipulative skill through discussion or read alouds related to the monthly topic.

Professional development is also a key component to this project. Teachers will participate in a book study related to executive functioning skills and take a professional development session from a Summit Educational Service Center coordinator focused on mentor texts and social emotional learning strategies. This training supports teachers in guiding students through the writing and illustrating process while intentionally embedding SEL practices and purposeful play.

This PD ensures instructional consistency and aligns classroom and physical education experiences with the project's goals. The skills and strategies learned will continue to benefit teachers and students well beyond the duration of the grant.

Technology*

- What technology (if any) is necessary for the success of this project? Explain how it will be used and why it is important to the project.
- If technology is not needed as part of this project, then please describe why and how objectives will be achieved without added technology.

Remember: Technology cannot be more than 40% of your total budget, and if you are requesting funding for technology you are expected to allocate at least 10% of your total budget to professional development.

Technology is not required for this project. The goals are achieved through face to face collaboration, hands on wringing and game design as well as oral language, modeling and peer interaction.

Communication - New Project

Communication - New Project*

How will other building stakeholders (other teachers, building leadership, parents of your students, etc.) learn about the project and its outcomes?

Our building staff, teachers, administration, paraprofessionals, will learn about our project and its outcomes through collaboration and shared celebrations. Classroom teachers and specialists have developed a year long itinerary with monthly lessons including ELA and PE Standards blended with read alouds and will continue to collaborate biweekly to ensure the instructional strategies learned through our PD are aligned and review any adjustments necessary. Teachers involved in this project will share outcomes, successful strategies and interdisciplinary connections during scheduled team, district and building staff meetings quarterly.

District administrators will be invited to observe writing sessions, physical education lessons and culminating activities to see the interdisciplinary impact first hand. Parents and families will be engaged through weekly and monthly newsletters along with photo's through our district approved communication portal Parent Square, as well as our district and building social media platform, Facebook.

This year long project will culminate in an off-site celebration where families, staff and administrators are invited to attend the peer buddy readings. During this event, students will share their writing and reading with peers and guests, highlighting their growth as communicators and collaborators. Students will also demonstrate how a simple ball inspired their storytelling, teamwork and creative play by incorporating it into engaging activities that mirror their shared experiences.

The celebration will recognize the relationships built throughout the year while showcasing literacy as a tool for connection, confidence and community building. The event will also provide families an opportunity to participate in and celebrate student voice and achievement in a welcoming, inclusive environment.

Attachments

There are two required attachments to complete your application. **No other attachments will be accepted.**

Endorsement Form*

This form must be completed by the Superintendent (or Head of School) and Principal. Click here to download the Endorsement Form.

[scan_cf_petit_2026-02-12-15-35-24.pdf](#)

Project Budget Form*

Use this form to provide an itemized list of all expenses that you expect to incur in connection with the project. Please use actual cost quotes that reflect the best available prices on materials. **Use only the form provided; do not create your own form.**

Click here to access the Project Budget Form in Google Sheets. Please note that you must upload the budget here as an xlsx or pdf. Google Sheets files (.gsheets) will NOT be accepted.

[EIG Budget Template Richardson Elementary 2026.xlsx](#)

File Attachment Summary

Applicant File Uploads

- scan_cf_petit_2026-02-12-15-35-24.pdf
- EIG Budget Template Richardson Elementary 2026.xlsx



Educator Initiative Grant Endorsement Form

By signing this Endorsement Form, you acknowledge that the proposal meets the focus of the School's or District's mission and supports your school improvement plan. The district also accepts fiscal responsibility for any grant resulting from this request.

I/we endorse the applicants' request for If You Give a Kid a Ball
(Project Name)

in the amount of \$ 10,000.00
(Amount Requested)

Richardson Elementary School
Name of School

Cuyahoga Falls City Schools
School District

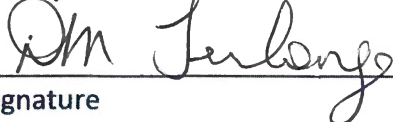
Superintendent or Head of School


Signature

Andrea Celico
Print name

2/10/26
Date

Principal


Signature

Danielle Terlonge
Print name

2/10/26
Date

GAR Foundation EIG Budget

Please round all amounts to the nearest dollar. This spreadsheet will automatically round up your TOTAL PROGRAM EXPENSE to the nearest \$10. The AMOUNT REQUESTED in your

School & Project Title:				
PROGRAM EXPENSES	Cost Per Unit	Units Needed	Total Cost	Explanation
Technology				<i>This column is mandatory for all of your line items.</i> <i>Up to 40% of budget</i>
<i>Technology Subtotal</i>			\$ -	
Professional Development				<i>Projects with technology are expected to allocate at least 10% of their total project budget to PD</i>
Trainings/Workshops	\$ 920.00	3	\$ 2,760.00	The fee for 2 PD days and 1 day of planning for ELA/Literacy consultant from the Summit Educational Service Center on the writing process for utilizing the self regulated strategy development.
Books/Publications	\$ 40.00	6	\$ 240.00	The Book: Executive Function Skills in the Classroom: Overcoming Barriers, Building Strategies. For grantee's book study. Book will be shared with grade levels.
Coaching	\$ -		\$ -	
Technology Professional Development	\$ -		\$ -	
Other:	\$ -		\$ -	
<i>Professional Development Subtotal</i>			\$ 3,000.00	
Materials/Supplies				
Identify each:	\$ -			
Gator skin jingle ball 6 count	\$ 60.00	2	\$ 120.00	Adaptable equipment for students who need an accessible item to meet their needs.
Journal stickers	\$ 10.00	9	\$ 90.00	Ball stickers for journals
Sidewalk chalk	\$ 35.00	6	\$ 210.00	sidewalk chalk for activities that need boundaries like basketball or four square
All about me posters 1st grade	\$ 25.00	4	\$ 100.00	Used for get to know you activities, Executive Functioning skills and SEL lessons with reading buddies
All about me posters 4th grade	\$ 30.00	4	\$ 120.00	Used for get to know you activities, Executive Functioning skills and SEL lessons with reading buddies
8.5 Kickball, 6 pack	\$ 45.00	28	\$ 1,260.00	Toledo Sprts Supplies Kickballs to be used to practice manipulate skills in and out of the classroom walls
Small handheld ball, 6 pack	\$ 45.00	28	\$ 1,260.00	Toledo Sports Supply Super-soft, squeezably fun PVC balls have a tacky surface that's easy to catch
Books/Publications	\$ 150.00	2	\$ 300.00	Hygloss Half Blank Books for Kids to Write Stories and Illustrate – Bulk 100 Pack – 5.5" x 8.5" A5 – Small Primary Journal
If you give a mouse a cookie book set	\$ 50.00	4	\$ 200.00	9 Book Set of If you give a mouse a cookie, series for each 1st grade classroom for read alouds
The Ball Adventure:	\$ 13.00	1	\$ 13.00	Rolling, Bouncing, Scoring: for read alouds in PE Class
Pete the Cat: Play Ball!	\$ 10.00	1	\$ 10.00	Pet the Cat Book for read alouds in PE class
Pass the Ball, Mo!	\$ 10.00	1	\$ 10.00	Pass the Ball, Mo! Step into reading for read alouds in PE class
The luckiest snowball	\$ 10.00	1	\$ 10.00	The luckiest snow ball for read aloud in PE
First pitch	\$ 10.00	1	\$ 10.00	Ready to read book on throwing for PE read allowed for read alouds in PE class
Randy Riley's really big hit	\$ 10.00	1	\$ 10.00	Randy Riley's really big hit read aloud for PE
Oversized Lawn play ball	\$ 45.00	8	\$ 360.00	Oversized Lawn play ball for students who have adaptable needs
Flat hopscotch rings for outdoor play	\$ 30.00	4	\$ 120.00	Flat hopscotch rings for outdoor play, slamball as well as for adapability purposes
<i>Materials/Supplies Subtotal</i>			\$ 4,203.00	
Refreshments				<i>Up to \$500 per project can be used for refreshments and snacks.</i>
GoGo SqueeZ	\$ 20.00	4	\$ 80.00	Fruit Puree Variety Pack, Apple, Banana & Strawberry, 3.2 oz (Pack of 20), for outdoor purposeful play days
Rold Gold Tiny Twists Pretzels, 1 Ounce (Pa	\$ 25.00	6	\$ 150.00	Pretzels for purposeful play days
Black Forest, Fruit Strips,	\$ 30.00	5	\$ 150.00	Fruit Strips, 48 ct for purposeful play days
Gold Fish Crackers 30 count	\$ 20.00	6	\$ 120.00	Gold fish for purposeful play days
<i>Refreshments Subtotal</i>			\$ 500.00	
Miscellaneous				
Substitutes	\$ 110.00	9	\$ 990.00	<i>Up to 10% of budget</i> Substitutes for PD Days
Lions park rental	\$ 300.00	1	\$ 300.00	Rental fee for pavillon used for creative play and practice following creation of books for all 1st and 4th grade students
Camp Y Noah facilities rental	\$ 1,000.00	1	\$ 1,000.00	Facility rental fee for the use of Camp Y Noah for our introduction to our project, experiential learning and purposeful play day for 1st and 4th grade students
Other:	\$ -		\$ -	
<i>Miscellaneous Subtotal</i>			\$ 2,290.00	
TOTAL PROGRAM EXPENSE			\$ 10,000.00	This amount is automatically rounded up to the nearest \$10 (eg, \$542.50 will round up to \$550). Your AMOUNT REQUESTED on your application should match this number.