



**WACO ISD EDUCATION FOUNDATION  
COVER SHEET – PART II  
Application for Grant:  
2026-2027 Funding Cycle**

Assigned Grant Proposal #: \_\_\_\_\_

Project Title: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ # of Students DIRECTLY involved: \_\_\_\_\_

Subject Area(s): \_\_\_\_\_

Amount Requested: \$ \_\_\_\_\_

**Grant Focus Area(s):** In order to be considered, Waco Education Foundation Innovation Grant proposals must fall under one or more of the E4 focus areas: early childhood development, enhanced programming for advanced students, extended education for staff, and emphasis on student performance. NOTE: In addition to meeting one of the E4 focus areas above, grant readers are especially interested in creative and innovative grant requests that target fine arts, STEM, literacy, or enrichment.

**(check all that apply)**

- |  |                                 |
|--|---------------------------------|
| Early Childhood Development                | Extended Education for Staff    |
| Enhanced Programming for Advanced Students | Emphasis on Student Performance |
| Fine Arts                                  | STEM                            |
| Literacy                                   | Enrichment                      |

## Proposal #: 47

### Project Title: Living Lab Lunch & Learn

**Project Description:** The Living Lab Lunch & Learn transforms the school nurse from a reactive responder into a proactive STEM educator. By repurposing "non-instructional" lunch periods, we deliver high-impact health literacy without using academic minutes. Through anatomical models and STEM experiments, students move beyond "band-aids and ice packs" to a "detective" model, diagnosing their own physiological needs. Partnering with Waco Family Medicine and Baylor Scott & White, we provide "Lab Leads" to mentor students, aligning wellness with regional health priorities. This innovative initiative empowers students to use deductive reasoning to own their long-term well-being.

#### 1. Rationale

This project aligns with the Waco Education Foundation's focus on STEM and Student Performance. Currently, school health services are primarily reactive, treating symptoms after they occur. This project shifts the paradigm to a proactive model by utilizing the lunch period—a time that does not subtract from core academic instruction—to provide hands-on health education. By teaching the biological "why" behind hygiene and wellness through STEM, we address the root causes of preventable illness, which directly relates to the district's goal of reducing absenteeism and improving the overall physical readiness of students to learn.

#### 2. Goals

- **Increase Health Literacy:** 90% of participating students will demonstrate an understanding of how germs spread and how specific organs function.
- **Promote Proactive Wellness:** Shift student behavior from "following rules" to "making informed health choices" using deductive reasoning.
- **Reduce Absenteeism:** Aim for a 5% reduction in illness-related absences (coded with (I) per nurse) in participating grade levels compared to the previous year.

#### 3. Plan of Operation

- **Activities:** The program will consist of "Monthly Micro Lab Modules" held in the cafeteria or a designated "Living Lab" space during lunch rotations.
- **Strategies:** We will use the "5E" instructional model (Engage, Explore, Explain, Elaborate, Evaluate). For example, students will engage with "Glo Germ" kits to see "invisible" germs, explore heart health using stethoscopes to collect data, and explain findings using working 3D models of human organs.
- **Partners:** The school nurse will lead the labs, partnering with campus STEM leads to ensure experiments align with grade-level science standards.

- **Parental Involvement:** A monthly "Lab Report" newsletter will be sent home to help parents replicate simple wellness experiments and reinforce hygiene habits and learning modules at home.
- **Community Involvement:** Adding local community partners is essential to build a sustainable network.
  - Waco Family Medicine - as a partner of WISD and a cornerstone of Waco's community health, plan visits during Living Lab and serve as "Guest Scientists."
  - BS&W - utilize the established "Asthma Education" and "Tobacco Cessation" (specifically the *Enuff of the Puff* curriculum) as reference material or guest speaker sources

#### 4. Communication & Dissemination Timeline/Calendar

This is a timeline that aligns each module with national health initiatives when possible to be part of a larger public health effort. Students will see the themes reflected in the news, social media, and even in school, which will reinforce "real-world" science.

- **August 2026:** Procurement of medical models and STEM kits.
- **September:** *The Invisible World* (Microbiology/Handwashing focus).
- **October:** *The Gateway* (Dental Health and National Dental Hygiene Month).
- **November:** *Breathe Easy* (Respiratory System and Great American Smokeout-Vaping).
- **January:** *The Pump Station* (Circulatory System)
- **February:** *Data Detectives* (Heart rate/oxygen measurements and American Heart Month).
- **March:** *Fuel For the Engine* (Digestive System and National Nutrition Month).
- **April:** *The Framework* (Muscular/Skeletal) and using community partners like Waco Family Medicine to participate in activities and teaching.
- **May:** *Wellness Fair* (National Physical Fitness Month).

To ensure the community sees the impact of the Foundation's support, each monthly module will be treated as a 'Media-Ready Event.' We invite Foundation representatives to join our 'Guest Scientists' from Waco Family Medicine for photo opportunities that bridge the gap between local philanthropy and classroom innovation. All digital content, including student 'Exit Ticket' breakthroughs and 'Home Lab' successes, will be tagged and shared via WISD social media channels, explicitly recognizing the Waco Education Foundation as the catalyst for this proactive wellness shift.

#### 5. Evaluation

- **Quantitative:** Analysis of attendance records to track "Illness" (I) absence codes.
- **Qualitative:** "Exit Tickets" where students must use deductive reasoning to answer a "Why" question (e.g., "Why did the hand sanitizer work better than water alone in our petri dish experiment?").

- **Observation:** Tracking the reduction of "preventable" clinic visits (e.g., hygiene-related skin issues).

**6. Long-Term Implications** The anatomical models and medical tools (stethoscopes, pulse oximeters) are durable goods that will serve the campus for 5+ years. Once the curriculum is established, the program becomes a sustainable "plug-and-play" model for the school clinic to remain a hub of proactive education long after the initial grant cycle. The partnerships that will be created will enhance the curriculum but more importantly build strong community relationships and improve long-term health outcomes in Waco with no added cost.

## 7. Key Personnel

- **Lead Applicant (School Nurse):** Responsible for clinical oversight, curriculum development, and lab facilitation.
- **STEM Lead/Teacher:** (Optional Partner) to ensure alignment with Texas Essential Knowledge and Skills (TEKS).
- **Community Partners:** Waco Family Medicine, BS&W

## 8: Budget Narrative & Justification

1. **Glo Germ™ Kits:** Crucial for the hygiene initiative. It provides a "wow" factor for students to see germs they cannot see with the naked eye, leading to a direct decrease in cross-contamination in the cafeteria. Visualizes germ transmission for the "Invisible World" module
2. **Anatomy Models and Busy Body Books:** These are long-term capital investments. Unlike a textbook, these tactile models allow students to "diagnose" health problems and understand the physical space organs occupy. Durable 3D models for hands-on organ identification and "Breathe Easy" modules. \
3. **Pulse Oximeters & Stethoscopes:** These medical-grade STEM tools transform a lecture into a lab. Students will use deductive reasoning to explain why their heart rate increases after movement, connecting biology to physical activity. STEM tool for "Data Detectives" module; teaches physiological data collection Used for auditory exploration of heart and lung sounds in the "Pump Station" module.
4. **Bacteria Science Kits:** Necessary for the scientific inquiry portion of the grant. Students will form a hypothesis, swab surfaces, and observe growth, making health education evidence-based. Consumable science supplies for testing "Clean vs. Dirty" handwashing efficacy.
5. **Organ Making Kits:** These allow for small-group collaboration. Building a "working" model (like a lung that actually inflates) cements the biological "why" behind healthy habits. Reusable kits that allow students to assemble "working" models of the digestive system.

**Waco Education Foundation  
Grant Budget Form**

Assigned Proposal #	47
Project Title:	Lunch and Learn Living Lab
Number of Students Served by Grant:	100+

Qty	Budget Item	Verify Vendor (Y or N)	\$ Requested from the WISD Foundation	Other Secured Source	\$ from Other Source (if applicable)	Total Amount
<b>Consumable Supplies</b>						
4	Kids Nitrile Gloves	Y	\$ 35.96			\$ 35.96
5	Straws	Y	\$ 7.75			\$ 7.75
100	Balloons	Y	\$ 9.99			\$ 9.99
1	Glo Germ Powder	Y	\$ 17.00			\$ 17.00
1	pH Test Strips	Y	\$ 8.94			\$ 8.94
						\$ -
total Consumable Supplies			\$ 79.64		\$ -	\$ 79.64
<b>Technology</b>						
						\$ -
						\$ -
total Technology			\$ -		\$ -	\$ -
<b>Long-Term Supplies / Equipment</b> (items that will last beyond the grant year)						
3	Anatomy Models Bundle	Y	\$ 375.00			\$ 375.00
10	Pulse Oxometry	Y	\$ 99.90			\$ 99.90
5	Dual-Head Stethoscopes	Y	\$ 75.00			\$ 75.00
5	Bacteria Growing Science Kit	Y	\$ 99.99			\$ 99.99
1	Storage/Transport Cart	Y	\$ 169.99			\$ 169.99
2	Glow Germ Lights	Y	\$ 8.99			\$ 8.99
12	Stop Watches	Y	\$ 27.99			\$ 27.99
2	Busy Body Book		\$ 49.98			\$ 49.98
1	Dental Model	Y	\$ 24.99			\$ 24.99
total Long-Term Supplies			\$ 931.83		\$ -	\$ 931.83
<b>Contracted Services</b>						
						\$ -
						\$ -
total Contracted Services			\$ -		\$ -	\$ -
<b>Personnel</b>						
						\$ -
						\$ -
total Personnel			\$ -		\$ -	\$ -
<b>Travel / Other</b>						
						\$ -
						\$ -
						\$ -
						\$ -
total Other			\$ -		\$ -	\$ -
<b>Totals</b>			<b>Total Requested from the WISD Foundation</b>	<b>Foundation Cost Per Student</b>	<b>Total from Other Sources</b>	<b>Total Cost of Project</b>
			\$ 1,011.47	\$10.11	\$ -	\$ 1,011.47

