Grant Template for Hopping in Time

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| **1. Contact Info**  **Applicant Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Job Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Phone Number:** (\_\_\_\_)\_\_\_\_-\_\_\_\_\_\_  **Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **2. Your Organization**  **Organization Name:** \_\_\_\_\_\_\_\_\_\_\_  **Organization Type** (select one):  Public School / Public Library  **Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **City:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **State:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Zip Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

In **100 words or less**, briefly describe the geographic location and composition of the population your organization serves.

**This would include specific educational environment data:** rural/urban school, student population, poverty rates, dropout/graduation rates, subsidized lunch percentages, minority populations, ELL populations, students with IEPs, etc.

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| **SAMPLE**: **Xxx** Elementary serves a **rural/urban** population of more than **#** students, **#%** of whom come from economically disadvantaged backgrounds and **#%** come from minority populations. By implementing the M&M Math program, we can finally offer our students a new path to learning that actually speaks to them. The drop-out rate for our district is **#%**, and **#%** of the population in **Xxx** County does not have a high school education.  The ability to tell time is an essential building block for math comprehension and success in STEM fields and today’s globalized workforce. |

3. Your Program

**What is the name of your proposed program?**

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| Hopping in Time |

**Describe in detail the program activities, including how the students, educators and caregivers will be participating.**

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| **SAMPLE**: We will implement movement-based learning using exciting, data-driven floor mats to boost our students’ achievement, enrich their learning experience, and increase their physical fitness. The bright colors and large letters and numbers on the floor mats make learning enjoyable and effective for children, thus decreasing frustration levels and shrinking achievement gaps. We expect the implementation of the accessible and engaging Math & Movement “Hopping in Time” program to increase student understanding of analog clocks, skip counting, and the role that addition and subtraction play in clock math. Students will also learn the order of and how to spell and pronounce the days of the week.  Most of the students will be seeing these math concepts for the first time, so there will be an initial explanation for each activity. My project will strengthen number sense and practice telling time until mastery. I will create a “clock shop” and encourage my students to arrange their bodies as hands on the large clock mat to tell the times (and days of the week) that I, or a buddy, announce out loud. My students, if struggling to understand increments of five (or ten) while telling time, will be asked to hop around the clock (on the hours and minutes) to visualize, while moving, how the hands move around the clock. Using one’s body on the mat as the hands of the clock make the exercise much more fun and interactive.  **While all** students in the class will participate, the program will target below grade level students, students with learning disabilities, and ESL students. We will integrate these math exercises into classroom academics, transition times, and before and after school programs. Of the participating students, I expect at least 80 percent will increase time-related skills and understanding by at least 25 percentage points. |

**How does this program support or extend the basic curriculum?**

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| **SAMPLE:** This project will help me teach Common Core curriculum in a new and engaging way. My students will learn the time units quickly and easily while increasing their creativity and cooperation skills. The materials and telling-time activities fully align with my current curriculum and help meet Common Core goals. This program “Hopping in Time” utilizes floor mats that offer amazing visual supplements to Common Core curricula. The Clock Hop Floor Mat helps students to tell and write time to the nearest minute and measure time intervals in minutes (3.MD.1) and to tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m (2.MD.7). Students will also be able to tell and write time in hours and half-hours using analog and digital clocks (1.MD.3) after practicing on this mat. |

**If not funded by a Mini-Grant, will the program go forward?** (choose one)

Yes/No

4. Structure & Budget

**How many sessions will be held?**

(per day/per week/for the future)

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| **SAMPLE:** This program will be implemented in approximately 15 short sessions, daily for three weeks during the math units that match the content of the requested mats. While we are on the subjects of telling/determining time, we will have our students use these floor mats and activity guides to supplement their learning within the curriculum’s math units. However, because of the nature and construction of the materials and training, this program has the potential to be sustainable for at least 10 years after the grant is awarded. My students will see exponential growth and benefit throughout the school year from the consistent learning goals the program supports. |

**What will the length of each session be?**

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| **SAMPLE:** Each session (using the mats) will be approximately 15 to 30 minutes, incorporated throughout the day’s lessons so that students have multiple opportunities to get up out of their seats and practice these concepts benefiting from the active movement and added learning. |

**How often will sessions be held?**

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| **SAMPLE:** Depending on what concepts and skills we are working on each week, we will try to incorporate the floor mats every day (for at least 15 minutes per day) for the **three**-week unit. The more opportunities students have to be physically active, the higher the likelihood they will retain and build on the math skills they gain in each lesson, as active learning has been demonstrated to increase material retention and understanding. |

**How many children do you expect to participate?**

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| **SAMPLE:** We expect **#** students to participate in the program across **#** grade levels. In upper grades, the focus will be serving students that are struggling with these concepts. As students master the math concepts, we will have them act as instructors for (younger) students. |

**How many caregivers?**

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| **SAMPLE:** We expect **#** caregivers to participate in the program. The activities that students learn and practice will be brought home, so parents and guardians will have numerous opportunities to participate in the program and share in the excitement of learning with their children. |

**How many other participants?**

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| **SAMPLE:** Teachers will play a major role in the instruction of these floor mats and the implementation of this program. We intend to train all of our Elementary math teachers to use these mats effectively. |

**COSTS**

**Remember:** A Mini-Grant funds a program.

Mini-Grants do **NOT** pay for general operating costs, administrative costs, transportation, salaries or books and equipment unrelated to the program or intended for reuse.

**MATERIALS**

(there is an **“Add Material”** icon that you will need to press to add to the list of mats/items you are applying for in the package for funding)

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| **Material 1:** | **Clock Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$395** |
| **Material Subtotal:** | **$395** |

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| **Material 1:** | **Days of the Week Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$95** |
| **Material Subtotal:** | **$95** |

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| **Material 1:** | **Activity Guides** |
| **# Needed:** | **\*\*\*** |
| **Cost Per:** | **$0** |
| **Material Subtotal:** | **$0** |

**\*\*\*Shipping is calculated by weight and the total mini-grant cost, materials plus shipping, will not exceed $500.**

**Materials and Shipping Total: $500**

5. Agree & Submit

Each grant application has directions on how to submit the grant.