Grant Template for Mini Multiplication & Division

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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 Math & Movement Science 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.  |

3. Your Program

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

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| Mini Multiplication & Division |

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

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| **SAMPLE**: Math comprehension is at the core of being successful in STEM fields in general and in today’s globalized workforce. My project 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 “Mini Multiplication & Division” program to increase student understanding of division, multiplication, skip counting, units, and overall number sense and fluency. I plan to use these materials with my students on a daily basis to boost their confidence and competence in remembering and reciting multiples. My students will jump on the floor mats repeatedly while reciting the multiples out loud. This activity will be both a physical and mental exercise, thus increasing their retention of these multiples. In addition, the students will engage in cross-body movements while reading from and hopping on the multiples of the skip counting mats. **While all** students in the class will participate, the program will target below grade level students, students with learning disabilities, and English as a Second Language (ESL) students. We will integrate 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 math fluency by at least 25 percentage points. |

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

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| **SAMPLE:** This project helps me teach my curriculum in a way that students learn the information quickly and easily while increasing their creativity and cooperation skills. The materials and math activities are easily aligned with my current curriculum and help meet Common Core goals. This program “Mini Multiplication & Division” utilizes floor mats that offer amazing visual supplements to Common Core curricula. The Skip Counting mats help students strengthen their understanding of measurements and data (5.MD.5), numbers and operations/fractions (5.NF.4), numbers and operations in base ten (5.NBT.5), and operations and algebraic thinking (3.OA.1). Students with this knowledge will be able to relate volume to the operations of multiplication and addition, apply and extend previous understandings of multiplication to multiply fractions or whole numbers by a fraction, and fluently multiply multi-digit whole numbers.  |

**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 at least three weeks. At a minimum, while we are on the subjects of multiplication and division, we will have our students use these floor mats and activity guides to supplement their learning within the curriculum’s math units. Additionally, 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. The Math & Movement “Mini Multiplication and Division” Program will be sustainable because I will be able to continue movement-based teaching in succeeding years.The materials are durable and will last up to ten years with regular use. 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 at least one **three**-week unit (I may also weave their use into other topics because multiplication/division/skip counting are foundational concepts that underlie other math concepts/skills). The more opportunities students have to be physically active, the higher the likelihood they will retain and build on the multiplication and division skills they gain in each lesson, as active learning has been proven 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 multiplication 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:** | **Skip Counting by xxx Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$175** |
| **Material Subtotal:** |  **$175** |

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| **Material 2:** | **Skip Counting by xxx Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$185** |
| **Material Subtotal:** |  **$185** |

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| **Material 3:** | **Skip Counting Workbooks (ebooks)***Multiplication Mar-a-Thon 30 and 60 per page (ebooks)**Math & Movement Training Manual (ebook)* |
| **# Needed:** | **\*\*\*** |
| **Cost Per:** |  **$110** |
| **Material Subtotal:** |  **$110** |

**\*\*\*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.