Grant Template for One Hundred Hops

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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.  Math comprehension is at the core of being successful in today’s globalized workforce. We expect the implementation of the accessible and engaging M&M math program to increase student retention rates. |

3. Your Program

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

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| One Hundred Hops! |

**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 numbers and letters on the floor mats make learning enjoyable and effective for children, thus decreasing frustration levels and shrinking achievement gaps.  My project will strengthen number sense and offer practice counting to 100 until mastery. One example of an activity I would do with my students would be to call for the attention of my students and ask them to stand quietly in a circle. I will tell the class that today we are going to pretend to be dinosaurs, Tyrannosaurus Rexes, to be specific. I will show the class how they can be T-Rexes, by stomping their left foot when they say “one,” their right foot when they say “two,” and then grabbing their prey when they say “three.” I will demonstrate how the class can repeat the “stomp, stomp, grab” movements and count all the way to 100. I will then lead the class in counting to 100 by pretending to be dinosaurs. My project will also strengthen number sense by practicing the recognition of odd and even numbers. Each student (for example) will receive nine items of the same color to mark spots on the Add/Subtract Mat. The winner is the first to get five of their items (markers) in a row vertically, horizontally, or diagonally. Students roll a die to determine who is first. In each turn, each student rolls the die. If an odd number is rolled then the student can place marker on any available odd number. If even, then the student places the marker on an even number. Each student strategizes as to whether he/she would like to attempt to get five in a row. Once the student has a plan, he/she places his/her marker on the odd or even number specified by the roll of the die. The next student tries to create his/her own strategy while simultaneously trying to block other students from realizing their goal of five in a row.  **While many** students will participate to some degree, the program will target below grade level math students, students with learning disabilities, and ESL students. We will integrate math exercises into classroom academics, transition times, and before and after school programs. Of the participating students, at least 80% 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 “One Hundred Hops!” utilizes floor mats that fulfill many different Learning Standards. The mats will strengthen the mathematical foundation for years to come for each student. It all starts with counting. The Add/Subtract floor mat helps students to solve two-step word problems using the four operations (3.OA.8) and to identify arithmetic patterns (including patterns in the addition table or by multiplication table) and explain them using properties of operations (3.OA.9). The skip counting mat will help my kindergartners understand the basics where they can then compare two numbers between 1 and 10 presented as written numerals (K.CC.7) and can understand that the last number name said tells the number of objects counted. |

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

(yes/**no)**

1. 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 addition and subtraction, 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. Our project becomes sustainable immediately after our teachers receive the training and materials. Staff will share their knowledge with teachers who have not been trained at our school or other local schools and youth programs. 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 long term, sustainable learning goals the program sets. |

**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 counting skills they gain in each lesson, as active learning has been known 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:** | **Add/Subtract Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$400** |
| **Material Subtotal:** | **$400** |

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| **Material 2:** | **Ten Frame Hop (Floor Mat)** |
| **# Needed:** | **1** |
| **Cost Per:** | **$145** |
| **Material Subtotal:** | **$145** |

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| **Material 3:** | **Activity Guides** |
| **# Needed:** | **\*\*\*** |
| **Cost Per:** | **$0** |
| **Material Subtotal:** | **$0** |

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

**Materials and Shipping Total: $500**

5. Agree & Submit

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