Grant Template for Playground Math

|  |  |
| --- | --- |
| **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

|  |
| --- |
| **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?**

|  |
| --- |
| Playground Math |

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

|  |
| --- |
| **SAMPLE:** We will implement movement-based learning using exciting, data-driven outdoor stencil designs to boost our students’ achievement, enrich their learning experience, and increase their physical fitness. The bright colors and large letters and numbers on the stencils make learning enjoyable and effective for children, thus decreasing frustration levels and shrinking achievement gaps. I expect the implementation of the accessible and engaging Math & Movement Playground Math program to increase student understanding of division, multiplication, skip counting, and overall number sense and fluency.I want to help students strengthen their number sense, one-to-one correspondence, counting, skip counting, multiplication, division, and factoring. I also want to improve the health and the physical fitness of our students. This program will support student understanding of how math can be utilized in an engaging way *outside* the classroom. I want to create a way for my students to have an experience that supports their lifelong success. My project will strengthen number sense and practice different math exercises outdoors, playing and repeating the activities until mastery is reached. We will use stencils to paint the sidewalks and playground with patterns of numbers **(specifically 2’s, 3’s and 4’s)** that help students learn basic math skills. Before or after school and during recess, our students will run and jump on these number patterns. As the students jump on the number patterns, they will shout the multiples! The shouting and jumping increases oxygen intake to the lungs (and brain) and helps the student to remember the math patterns. Students will not only have the chance to play on a playground during the school day, they will also be able to practice math concepts or do their homework in a fun, engaging way. The main benefit to stenciling our playground will be the increased desire of our students to engage in exercise and active learning. We know that students learn more when they can interact with classmates, teachers, and materials. The Math & Movement stencils will boost our students understanding of numbers, help students meet Common Core standards and increase their test scores. These play-based activities on the playground will give our students more opportunities to enjoy learning math and become those lifelong learners. **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 math exercises into outdoor play times, transition times, and before and after school programs. |

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

|  |
| --- |
| **SAMPLE:** This project will help me teach math in a new and engaging way. My students will learn the multiplication units quickly and easily while increasing their creativity and cooperation skills. The math patterns and math activities are easily aligned with my current curriculum and help meet Common Core goals. This program “Playground Math” utilizes outdoor stencils that offer amazing visual supplements to what I teach in the classroom. Many of the subjects that I cover indoors can be brought outdoors, so the curriculum itself can be brought outside, which will keep my students much more engaged and energized. |

**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)

|  |
| --- |
| **SAMPLE**: This program will be implemented in approximately 15 short sessions during the multiplication, division and skip-counting units that match the content of the requested stencils. While we are on the subjects of multiplication and division, we will have our students use the patterns made with the stencils and their related activity guides to supplement their indoor learning of the curriculum’s math units. The stencils are durable and will last up to ten years with regular use; the designs/patterns we create on the sidewalks with them and the paint will last indefinitely (and can be re-painted using the same stencils if needed). My students will see exponential growth and benefit throughout the school year from the varied learning goals the program supports.  |

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

|  |
| --- |
| **SAMPLE:** Each session (using the patterns made by the stencils and paint) will be approximately 15 to 30 minutes, incorporated throughout the day’s outdoor activities so that students have multiple opportunities to practice these concepts, benefiting from the active movement and added learning. |

**How often will sessions be held?**

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

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

|  |
| --- |
| **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 struggling (or younger) students. |

**How many caregivers?**

|  |
| --- |
| **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?**

|  |
| --- |
| **SAMPLE:** Teachers will play a major role in the instruction of these stencils and the implementation of this program. We intend to train all of our elementary math teachers to use these stencils 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)

|  |  |
| --- | --- |
| **Material 1:** | **Skip Counting by xxx (Stencil)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$300** |
| **Material Subtotal:** |  **$300** |

|  |  |
| --- | --- |
| **Material 2:** | **Skip Counting by xxx (Stencil)** |
| **# Needed:** | **1** |
| **Cost Per:** |  **$300** |
| **Material Subtotal:** |  **$300** |

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

**Discount: $100**

**\*\*\*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.