**You are able to type answers into this form or print and fill out by hand**

**\*\*APPLICATIONS DUE JUNE 1ST\*\***

**$1,000-$5,000 GO! Grants support more minutes on the move before, during, and after school through funds and gear for new classroom and playground programs.**

**A. APPLICANT AND CONTACT INFORMATION – TEACHER(S), make sure you’ve designated your “Champion” for the Grant! CHAMPION, please fill in YOUR information and the information for YOUR SCHOOL!**

1. Name of applicant / “Champion” for this grant:

2. Primary role within the school (parent, teacher, administration, etc.):

3. Applicant email and phone number (include summer contact info): Email:

Phone:

4. Secondary contact person:

5. Secondary contact person’s primary role within the school:

6. Secondary contact’s email and phone number: Email:

Phone:

7. How did you learn about the GO! Grants?

**B. SCHOOL INFORMATION – Please fill in the information for YOUR SCHOOL!**

1. Name of school:

2. School Federal ID #:

3. School Address:

4. Telephone Number:

5. Name of School Principal:

6. Principal’s contact info (email and phone):

Email: Phone:

7. School Website:

|  |  |  |
| --- | --- | --- |
| 8. | Type of School: Elementary Middle Public |  Charter |
| 9. | Student Enrollment: |  |

10. Is your school a Title 1 school?

\_\_\_\_\_Yes \_\_\_\_\_No

11. On average, how many minutes of PE do students in your school currently receive each week?

12. Is your school a ***Let’s Move*! Active Schools**? Yes No

a. If “No”, all GO! Grant awardees will be required to make the initial step to sign up as

a Let’s ***Move*! Active Schools** before receiving a grant. (https://www.letsmoveschools

.org)

13. If your school is awarded a GO! Grant, whom should the check be made out to? (must be school or school

district)

**C. PROJECT INFORMATION – Please, REVIEW, COPY and PASTE the Information in GREEN! Please REVIEW, FILL IN and/or CHANGE the Information that is in RED and/or HIGHLIGHTED!**

1. Project Name:

Quality Physical Activity Every Day (QPAED)

2. Two-three sentence summary of project: Our K-5 students currently spend little time (HOW MUCH?) in structured physical education (PE) or physical activity (PA) during their school day. Our school and district support the national recommendation of 60 minutes of PA every day for all students, and to achieve that, we are committed to expanding our afterschool programs and requiring 20 minutes of recess time per day. Our QPAED project will allow us to provide more intentional PA through our afterschool and recess programs, designed to produce the outcomes of improved fitness, motor skill proficiency and understanding of the value of a physically active lifestyle.

3. Is this a new project or an enhancement of an existing project? (see Guidelines)

 New project designed to enhance our after school and recess programs for K-5 grade students

4. Was the project chosen from our list of resources or designed by your school?

The project was selected from your list of resources.

5. Will you subcontract with a non-profit organization or deliver the project yourselves?

We will plan and deliver the project ourselves.

6. Name of non-profit and EIN or tax ID number, if applicable: N/A

7. Dates of project:

2015/2016 School Year **(Please, Add BEGINNING and END Dates from Your School’s Calendar Year)**

8. Requested GO! Grant amount (max $5,000): **This Will Depend on the NUMBER of Students in Your Project – Please See the BUDGET Section ($40/student MAX)**

 **$5,000**

9. If we are unable to fulfill the requested amount, what is the minimum amount needed to ensure your program will occur? **This Will Depend on the NUMBER of Students in Your Project – Please See the BUDGET Section ($40/student MAX)**

 **$3,500**

10. Is there anything else you would like to share that we haven’t asked?

We are a very diverse school and district, where many of our children face serious challenges based on the following demographics: **Add Demographics That Highlight Economically Disadvantaged Students, Free and Reduced Rates, Poverty Rates, ESL, etc.**  As a result, our students come with many delays in motor learning, which are difficult to remedy, when the kids do not get the recommended 60 minutes of PA per day and do not understand why being active should be important in their lives. We know that PA and academic success are closely tied together. Because of this important link and as part of our school and district commitment to improving PA for all of our students, we are ready to take on the challenge of ensuring that our students get more quality PA time every day and increase their overall activity levels, which will help them become successful in their educational career, motor skill mastery and healthy fitness development – a complete WIN for every student!

**D. PROPOSAL NARRATIVE**

**\*\*Please limit your proposal to a maximum of three (3) pages. We encourage brief but clear answers that help give a strong narrative of your proposed project\*\***

1. Project Description: (40 points)

**Need or challenge your project addresses -** PA opportunities for the youngest students in our school system are very limited. They receive PE and PA for only **(Please STATE the Number of Minutes and Frequency per Week Here**), when the national recommendation is 150 minutes per week. This deficit comes at a time when it is critical for kids to receive quality movement opportunities at school, at home and in the community in order to build the habit of PA, learn to value it and understand how it is connected to their long-term health.

**The student population you plan to serve, and why you choose this particular group -** Our project will serve all K-5 students at **BLANK Elementary School** during after school and recess programs. We choose to serve this population, because many of these children are delayed in fundamental movement skills, and we know that this is connected to their future physical and academic success. We also recognize that in order for kids to lead healthy and physically active lives, they need to build the habit of PA every day during their most formative years at the elementary school through persistent, consistent activity that helps develop a healthy attitude toward fitness and an understanding of the importance of PA. The framework for our afterschool and recess programs is in place, and our district supports our plan for QPAED. However, we lack the curriculum, training and equipment needed to ensure the defined positive physical and academic outcomes for all our K-5 students.

**How will your project meet the challenge: describe your project and how it addresses the stated need, and the changes you anticipate in your students** – Our school is ready to introduce and expand intentional movement opportunities through the QPAED project, using the FAB 5 After School (FAB 5 ASP) curriculum and equipment. Our students’ parents and the community are also committed to helping us provide QPAED through movement-based games, intentional motor skill development and diverse fitness activities. Having the curriculum, training and equipment needed to deliver QPAED in our after school and recess programs will ensure that the activity levels of all of our K-5 students will improve. FAB 5 ASP is designed to intentionally engage K-5 students in a dynamic, age-appropriate, environment, where they can effectively move and learn. Allowing kids to move while learning is a key strategy in elementary best practices, which is particularly beneficial to young African American boys, students who are overweight or obese and high poverty children. Even the children with highest needs at our **BLANK Elementary School** will be successful, because the FAB 5 ASP games are noncompetitive and fun, with the focus on the importance of PA and basic health and fitness concepts. Because this program is so intentional in its use of time and equipment, our students’ fitness will improve, while they are moving, discovering what it means to be fit and starting to value PA in their lives! QPAED will enable our students to become successful in PA by helping them master locomotor, nonlocomotor, manipulative and combination skills that are repeatedly practiced during activities. This program will build the habit and understanding of the importance of PA for all our K-5 students and will help them achieve academic and physical success in school.

**Project Goals, Objectives and Outcomes, including Resources, Tools, Performance Measures and Processes to Monitor Project Statistics.**

**GOAL 1:** Cultivate after school and recess PA curriculum, quality instruction and assessment, so QPAED has continuity and sustainability.

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| **GOAL 1—OBJECTIVES** | **GOAL 1—OUTCOMES** |
| **Furnish** staff development for the QPAED Program to generate continuity & articulation across the K-5 afterschool and recess programs.**Train** after school & recessPA Leaders in FAB 5 ASP and program design strategies.**Build** QPAED after school and recess program maps defining essential content to support sustainable program change.**Involve** parents by sending home activities from FAB 5 ASP to help students gain proficiency in fundamental motor skills. | **Annually**, 25% increase in fundamental motor skill proficiency in all K-5 students**Annually**, 100% of K-5 studentswill receive FAB 5 ASP Program.**By end of grant**, K-5 PA Leaders will create curriculum maps.**By end of grant**, K-5 PA Leaderswill deliver QPAED.**By end of grant**, 80% of K-5 parentswill use monthly FAB 5 ASP Program activities. |
| **Assessment and Process Instruments to Monitor Progress:** PA Leaders, Student (5th grade) and Parent Surveys, Motor Skill Pre & Post Assessments, K-5 QPAED after school and recess curriculum maps. |

**GOAL 2:** Build a comprehensive, complete QPAED Project that furnishes a realistic and natural school to life transition by obtaining appropriate, safe motor skill/fitness equipment.

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| --- | --- |
| **GOAL 2—OBJECTIVES** | **GOAL 2—OUTCOMES** |
| **Acquire** after school/recess equipment for QPAED (K-5).**Instruct** PA Leaders in equipment use & training (K-5).**Motivate** K-5 students to increase PA & fitness behaviors & develop lifelong PA and fitness habits.**Help** students/parents understand fitness using fun FAB 5 ASP activities that teach health-related fitness concepts (K-5). | **Annually**, 100% of functional equipment is used to improve PA & health-related fitness (K-5).**By end of grant,** 100% of students understand the 5 components of health-related fitness and how they are measured (in grades 4-5).**By end of grant**, 100% of parents receive fitness information & FAB 5 ASP activities. |
| **Assessment and Process Instruments to Monitor Progress:** Teacher/Parent Survey, Student 5 Components of Fitness Assessment (grades 4-5). |

**GOAL 3:** Extend the reach of the QPAED Project and the positive impact on the community by identifying/increasing number of suitable community partnerships: **(LIST/NAME Who Are They At Your School).**

|  |  |
| --- | --- |
| **GOAL 3—OBJECTIVES** | **GOAL 3—OUTCOMES** |
| **Build** current partnerships by expanding & enhancing common goals & providing parent/guardian involvement opportunities (K-5).**Build** partnerships to increase PA through out-of-school opportunities (K-5).**Build** capacity of parents through community partners & ongoing PA at home.**Share** success and next steps of QPAED with School Board. | **Annually**, parent/guardian attendance at community events that are designed to increase PA will improve.**Annually**, 25% increase in student participation in out-of-school, QPAED-related activities (K-5).**Bi-Annually,** provide flyers to families of low cost and free PA opportunities in the community.**Annually,** build awareness and report increase in QPAED at **BLANK Elementary School** throughSchool Board Report on progress of program. |
| **Assessment and Process Instruments to Monitor Progress:** Parent Survey, Partnership Survey, Attendance Logs, School Board Report. |

**2.** **Project Activities: (10 points)** **Please, FILL IN the Info As It Pertains to YOUR SCHOOL!**

• Estimated number of students involved

**Please Be Mindful of the Amount of $ Requested (up to $5,000) & the Equipment List & BUDGET**:

Number of Students X $40/student = Amount of $ requested (up to $5,000). Modify **the Equipment List & BUDGET** to accommodate the **number of students**.)

• Duration of project

One school year from **date, month, 2015** to **date, month, 2016**

• Number of days per week the project will be offered

Please, **Review &** **Make Sure that this is Realistic** at YOUR School & that it MATCHES THROUGHOUT the APPLICATION! Please, Try NOT to GO LESS:

**After School Program: Two Days per Week for 30 Minutes Each Session; AND**

**Active Recess: Five Days per Week for 20 Minutes Each School Day.**

• Number of hours per week students will be active in the project

Please, **Review &** **Make Sure that this is Realistic** at YOUR School & that it MATCHES THROUGHOUT the APPLICATION! Please, Try NOT to GO LESS:

**1 Hour (2 days x 30 minutes) After School + 100 Minutes at Recess (5 days x 20 minutes) + Home and Community PA Time = Approximately 3.5 Hours Per Week.**

• Specific activities offered

 FAB 5 ASP Program activities (like Energy Pin Down) that increase PA, fitness and motor skills; At-Home activities from the FAB 5 ASP Program to include PA, fitness and motor skills; Varied Community Events and Activities – to be determined.

• Facilities to be used

Gym and Classrooms; Black Tops; Fields; Homes and Community Facilities

• Equipment needed for project

Functional equipment for PA, fitness and motor skill development, such as: stretch bands, dumbbells, agility rings, step boxes, stability balls, sand bells, balance rollers and basic sports and game equipment.

**3. Project Staffing:** (20 points)

• **Who is your champion (project overseer and implementer)? Why was s/he chosen?**

**• Paid staff, volunteers, student aides and why you chose this particular staffing pattern**

• What training will be offered to project staff?

One day of PD for the implementation of the FAB 5 ASP Program and functional equipment training. Will take place prior to the program beginning (August, 2015)

• If you are sub-contracting with a non-profit organization to implement your project, explain their mission and why you believe they can accomplish the goals of your project**– N/A**

• How will you provide outreach to the community? Samples – **Please, Review, Edit & FILL IN YOUR OWN Samples. List any partners you currently work with, too (YMCA, Boys & Girls Club, etc.)**

Attend Parent Group meeting and Wellness Committee Meeting and request help in engaging new partners, who can provide free and low cost PA opportunities for our students. Talk to Principal about current and potential partners.

**4. Project Sustainability:** (15 points)

• How will you KEEP IT GOING?

Our teachers’, PA leaders’, school’s and district’s commitment to collaboratively improving activity opportunities during recess and after school is key to the sustainability of improved PA for our students. Our PA leaders will apprise the classroom and PE teachers of the purpose, activities and outcomes of the QPAED project. Once QPAED has been implemented, our plan is to further increase PA by using activity breaks (ABs) in all classrooms. We will begin implementation in the fall of 2016, using free resources. PA Leaders will collaborate on the importance of ABs and make a plan for effective and efficient use and sharing of the resources during the beginning-of-the-year staff meeting in August. Our *team of champions for QPAED* will also join together and create monthly challenges, using the FAB 5 ASP and AB resources, for all K-5 teachers. Incentives will be provided by community partners.

The support of parents and community partners will help us ensure sustainability of QPAED. During parent/teacher conferences that occur twice a year, classroom and PE teachers will connect with the parents and explain our project’s purpose and outcomes. Teachers will also share flyers of low cost and free PA opportunities provided by community partners. These will include existing and new partners engaged during the project. Our after school and recess PA leaders will hold an Open House to demonstrate QPAED during parent/teacher conferences. Parents will be provided with sample activities that can be done at home to increase PA, improve fitness and help their children master fundamental motor skills. Once the project is complete, Open Houses demonstrating QPAED and the distribution of the PA opportunities flyers will continue during parent/teacher conferences in Fall and Spring. Parents who have expertise in PA, exercise, fitness, dance, etc., will be invited to after school programs and recess to share live demonstrations, experiences and commitment to PA and a healthy, fit lifestyle.

Expanding the QPAED Project throughout the district is paramount to the sustainability of our project. In order for our system to understand the impact of the QPAED, it needs to be shared with the decision makers. The School Board Report at the end of the project will help facilitate that and also enlist support for the continuation of PA Every Day for our youngest learners. Our principal and the *team of champions for QPAED* will assist in the delivery of the objectives and outcomes of our QPAED project, as well as present on and outline the goals for continuation and sustainability. Data from our surveys and assessments will also be shared during our School Board Report.

• How will you follow-up with students to check their fitness level?

After the QPAED project is complete, PA Leaders will continue administering the 5 components of fitness student assessments (grades 4-5), student surveys (5th grade), motor skill pre and post assessments and attendance logs. PA Leaders and the PE teacher will continue to instruct K-5 students on the 5 components of health-related fitness (i.e. cardiorespiratory endurance, flexibility, body composition, muscular strength and endurance) and how they can be measured and improved. All of this is taught through the FAB 5 ASP Program, which also builds the connection between understanding the 5 components of fitness and fitness measurements. PA Leaders and the PE teacher will practice fitness improvement assessments and goal setting with students as a part of the afterschool program and PE curriculum. The importance and meaning of health-related fitness and how it is measured will be explained to parents during parent/teacher conferences.

**E. BUDGET** (15 points)

**This Will Depend on the NUMBER of Students in Your Project: $40/student MAX. Please Also See the EQUIPMENT & SUPPLIES List in Excel AND the PROJECT Information Section (at the beginning of this document), Questions 8. and 9.**

**Revenue Amount $8,200**

|  |  |
| --- | --- |
| GO! Grant (max $5,000) | $5,000.00 |
| Other grant sources | $0 |
| Fundraisers, events, etc. | $0 |
| Donations | $0 |
| School allocation | $0 |
| District allocation | $0 |
| Other (specify):**GYM Use @ $20 per session X 80 per=$1,600** | $1,600 per year |
| **Total** | **$6,600** |
| In-kind (estimate monetary value):***After School Leader Volunteer Hours:***approx. 80 hrs X $20/hr X 1 Leader | $1,600 |
| **Total Revenue** | **$8,200** |

**Expenses Amount $5,000**

|  |  |
| --- | --- |
| Staff | $0 |
| Staff Training costs | **$500** |
| Marketing/Outreach | $0 |
| **Equipment and Supplies (please attach list)** | **$3,153** |
| Facilities | $0 |
| Transportation | $0 |
| Fees (i.e., for approved vetted programs) | **$1,347** |
| Sub­contracting costs (not included above) | $0 |
| Other | $0 |
| **Total Expense** | **$ 5,000** |

**F. END OF PROJECT REPORT**

All grant recipients will be required to submit a final report to KIDS in the GAME, detailing your project’s activities and results. Your report should including the following information:

• Number of kids who participated, split by gender

• Race/ethnicity of participants (optional)

• Other identifying characteristics of the participating kids

• Hours of physical activity the entire project generated

• Sports and/or activities in which students were engaged

• Pre- and post-project performance measures: aggregate results and results by specific group

• Challenges encountered during implementation of your project

• Identify one or two project highlights or outstanding achievements

All grant recipients will be asked to complete a brief survey regarding satisfaction of the GO! Grant process, including suggestions for improvement.

**Thank you for submitting your application and for your commitment to increasing physical activity in our youth! Please feel free to visit our Resources page to continue learning about successful programs and find opportunities for additional grants and funding.**

**Please mail, fax or email applications to:**

KIDS in the GAME

875 SE 3rd St. Suite 240

Bend, OR 97702

P: (541)508-3966

F: (541)639-3645

 grants@kidsinthegame.org