                                                            **GO! Grant Application**

**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:

|  |  |  |
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| 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: ELF (Early Learning and Fitness) = PA4K (Physical Activity for Kindergarten) PROJECT

2. Two-three sentence summary of project: Our kindergarten students have no structured Physical Education (PE) or Physical Activity (PA) in their school day (if they do, please note HOW MUCH). By providing the ELF program and training for our Kindergarten teachers, we will ensure that our students get the much needed structured physical activity, which will continue after the grant with the support of our teachers, parents and the community. The overall outcome of the ELF Project is to improve Kindergarten students’ physical activity through an intentional plan of movement­based learning during the school day, so they receive additional minutes of structured PA that leads to understanding the importance of being physically active and fit.

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

New project designed to provide PA for Kindergarten students.

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

The Project was chosen from the list of resources AND its design was enhanced by our school.

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

We will deliver the project ourselves.

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

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 school district with great financial challenges, which make it impossible to provide PE or structured PA for our Kindergarten students. Yet many of our students enter our school with considerable delays in motor learning and academic skills. We know that physical activity and academic success are closely tied together. Because of this important link, we as Kindergarten teachers, are ready to take on the challenge of preparing our students to be successful in their educational career by improving their physical and academic learning. **Add Demographics That Highlight Economically Disadvantaged Students, Free and Reduced Rates, Poverty Rates, ESL, etc.**

**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) **(Please, Be MINDFUL of the SPACE, When You Add Info!)**

**Need or challenge your project addresses -** PA opportunities for the youngest children in our school are very limited. They receive some unstructured free play recess of blank minutes per day, but no PE or structured PA. This deficit comes at a time, when it is crucial for students to build the habit of being active, as well as understand why movement is important and how it connects to their long-term health.

**The student population you plan to serve, and why you choose this particular group ­** PA4K will serve our Kindergarten (K) students at **BLANK Elementary School**. We have selected this group, because they do not receive structured PA or PE from a PE Specialist. Our K teachers are required to administer motor learning assessments, and therefore, understand how delayed many of their students are in basic movement patterns ­ and how important motor learning is to the kids’ academic success. Our school’s K teachers are ready to take on the job of providing students with intentional movement through the PA4K Project using the ELF curriculum designed to help close the gaps in motor learning and academics using structured PA.

**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** – PA4K Project will use the ELF curriculum to intentionally engage and deliver positive outcomes for all K students at **BLANK Elementary School**, focusing on underprivileged early learners, who may be physically and cognitively behind their peers. PA4K will improve PA, movement experiences, and learning opportunities for our K students and build healthy PA habits by teaching them **how** and  **why** it is important to be physically active. The ELF program will deliver movement­based learning, which is a key strategy in early learning best practices, particularly beneficial to young African American boys, overweight or obese students, and high poverty children. The ELF curriculum was written by K and PE teachers from high poverty schools with expertise in developmentally delayed children. It helps K students catch up with delayed locomotor, nonlocomotor, and manipulative skills, as well as missed motor learning and spacial awareness skills (like crawling). Practice is repeated throughout the program by design, allowing students to master basic movement skills needed to be physically active and successful in the classroom. We anticipate that as the result of PA4K, all of our K students will become more active during and outside of school and will understand the importance of PA. PA4K will also help our developmentally delayed students master the motor skills they need to be physically and academically successful.

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

**GOAL 1:** Cultivate PA curriculum, quality instruction, and effective assessment, so PA4K Project has continuity and sustainability.

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| --- | --- |
| **GOAL 1—OBJECTIVES** | **GOAL 1—OUTCOMES** |
| **Furnish** staff development for PA4K to build Kcurriculum continuity & articulation.**Train** teachers in the ELF curriculum & program design strategies.**Build** ELF K curriculum maps defining essential content to support sustainable program change.**Involve** parents by sending home activities from ELF that help students gain proficiency in fundamental motor skills. | **Annually,** 50% increase in fundamental motor skill proficiency in all K students.**Annually,** 100% of K students will receive ELFprogram.**By end of grant,** K teachers create curriculum maps.**By end of grant,** 100% of K teachers will use the ELF curriculum.**By end of grant,** 80% of K parents will use monthly ELF activities. |
| **Assessment and Process Instruments to Monitor Progress:** Teacher and parent surveys, MotorSkill Pre and Post Assessments, K ELF Curriculum Maps. |

**GOAL 2:** Build a comprehensive, complete PA4K 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** equipment for PA4K/ELFprogram (K).**Instruct** K teachers in equipment use.**Motivate K** students to increase movement & fitness behaviors & develop lifelong PA habits.**Help** K students transition into their educational career with ability to be academically and physically successful. | **Annual** 60% improvement from Pre to Post on ELF Fitness Checklist for the emerging fitness skills in K students.**Annually,** 100% of K teachers are able to define how functional equipment use improves components of fitness.**By end of grant,** 100% of K students know that 5 components of health­related fitness exist and can be measured.**By end of grant,** 100% of K teachers will be trained in the use of functional equipment to improve student fitness, motor skills and PA levels. |
| **Assessment and Process Instruments to Monitor Progress:** ELF Pre/Post Fitness Checklists, Teacher Surveys, Student 5 Components of Fitness Picture Assessment. |

**GOAL 3** Extend the reach of the PA4K Project and the positive impact on the community by identifying/increasing number of suitable community partnerships: **(LIST/NAME Who Are They At Your School).**

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| --- | --- |
| **GOAL 3—OBJECTIVES** | **GOAL 3—OUTCOMES** |
| **Build** current partnerships by expanding& enhancing common goals & providing K parent/guardian involvement opportunities.**Build** partnerships to increase PA through out­of­school opportunities (K).**Build** capacity of K parents through community partners & ongoing PA at home.**Share** success and next steps of PA4Kwith school board. | **Annual** improvement in K parent/guardian attendance at community events that are designed to increase PA.**Annually,** 25% increase in K student participation in out­of­school, PA4K­related activities.**Bi­Annually (2X per year),** provide flyers to K families of low cost and free PA opportunities.**Annually,** 60% improvement from Pre to Post on ELF Fitness Checklist for the emerging fitness skills in K students.**Annually,** build awareness through School BoardReport on progress of PA4K. |
| **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, reflect what it is at YOUR School & **Make Sure** It MATCHES THROUGHOUT the APPLICATION!

**NO LESS THAN:** Two times a week for 30 minutes each session, PLEASE!

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

Please, review & **Make Sure** that it can be realistic in YOUR Project **(please try NOT to go less!)**:

**1 hour per week during school + at-home and community time = approximately 2 hours per week**

• Specific activities offered

ELF Program to increase PA, fitness and motor skills; At­home activities (provided from ELF) to include PA, fitness and motor skills; Community activities – to be determined.

• Facilities to be used

Gym and Classrooms; Homes and Community Facilities

• Equipment needed for project

Functional equipment for PA, fitness and motor skills

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 PA4K and the ELF 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?

The K teachers involved in the project are key to the sustainability of improved PA for our students. They will receive training and share their expertise, as well as the ELF activities, with other teachers, including special education, to generate additional PA throughout the school. They will also donate time to train teachers in other schools to help spread the reach of PA4K. Administration will purchase ELF curriculum and equipment whenever possible. After two years, a PA4K Cadre will be trained to provide continued teacher coaching and expand the project to all **BLANK SCHOOLS**.

Parents and community partners will learn about PA4K’s purpose and outcomes during parent/teacher conferences that occur twice a year. Teachers will provide parents with ELF activities to do at home to help their children increase PA, improve fitness and master fundamental motor skills. Teachers will also share (and continue to do so after the grant ends) the flyers of low cost and free PA opportunities provided by community partners (including existing and new partners engaged during the project). Sharing the impact of PA4K with the decision makers and expanding it throughout the entire district will ensure the sustainability of our project. The School Board Report at the end of the project year will help enlist ongoing support for continued structured PA for our youngest learners. The **Early Learning Coordinator and Health and Physical Education Coordinator (CORRECT TITLES HERE, PLEASE!)** will assist in the delivery of the project goals, objectives, and outcomes. The report will show how PA4K provided additional PA and supported students’ mastery of motor skills that are a required K assessment for the state of Illinois **(YOUR State and Name of assessment goes here).**

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

After the PA4K project, teachers will continue to use the Pre/Post Fitness Checklist and teach emerging fitness skills, such as holding body weight in push­up position, cardio runs, sit and reach stretch, etc. They will continue to deliver the ELF Program, which builds the connection between understanding and measuring the 5 components of fitness. In grades 1­3, PE teachers will practice fitness improvement assessments and goal setting with students as a part of PE requirements. At the **4th (is this correct?)** grade level, students will begin to participate in the PYFP assessments. This is also required by the state of Illinois **(please adjust to fit YOUR State and or district requirements)**.

**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 $15,000**

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| --- | --- |
| GO! Grant (max $5,000) | $5,000 |
| 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 | $1,600 per year |
| **Total** | **$ 6,600** |
| In­kind (estimate monetary value): ***Teacher******Volunteer Hours:*** approx. 80 hrs X $35/hr X3 teachers | $ 8,400 |
| **Total Revenue** | **$ 15,000** |

**Expenses Amount $ 5,000**

|  |  |
| --- | --- |
| Staff | $0 |
| Staff Training costs | **$500** |
| Marketing/Outreach | $0 |
| Equipment and Supplies (please attach list) | **$3,525** |
| Facilities | $0 |
| Transportation | $0 |
| Fees (i.e., for approved vetted programs) | **$975** |
| 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