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| **Name of Grant Program:** Playful Learning Institute Competitive Grant Program | **Fund Code:** 347 |

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| PART III – REQUIRED PROGRAM INFORMATION |

Please respond to the following questions. Responses should provide sufficient detail for the reader and be at least 2-3 sentences each in length. This narrative section should be no more than 10 pages, not including the District Team section or the attachments requested in Question 7, with 1” margins and a minimum of an 11-point font.

**District Team**

The participating team must include two (2) inclusive classroom educators from each grade level, Preschool **through** 3rd grade along (PK-3) with a district administrator (preferably one who has responsibility and oversight for curriculum decisions) and the school administrator of the building where the educators teach. If possible, the preference is for the educators to be from the same school but in cases where grade level configurations for schools don’t include all grades, two schools may be paired together to make up the team; in these cases, the building principal from both schools must be active participants.

Districts are encouraged to include classroom PK-3 instructional assistants, an English language support specialist (working with educators PK-3), a special education/inclusion specialist (working with educators PK-3) as well as community-based preschool and out-of-school time staff on the team. While these additional team members are encouraged to participate in the professional development, please note that the coaching allocated for each team is for 10 public school educators, PK-3, and the district and school leader.

**Name of School(s)/Program applying to be part of the Playful Learning Institute**

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| --- | --- | --- | --- |
| **Name of School/Program** | **Address** | **Principal** | **Principal’s Email** |
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**Team Members**

***Please place an asterisk beside the name of the person who has been designated as the team lead/coordinator.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Role** | **School Name, if applicable** | **Number of Years Working in the Education Field** | **Email Address** |
|  | PS Preschool Educator |  |  |  |
|  | PS Preschool Educator |  |  |  |
|  | PS Kindergarten Educator |  |  |  |
|  | PS Kindergarten Educator |  |  |  |
|  | PS 1st Grade Educator |  |  |  |
|  | PS 1st Grade Educator |  |  |  |
|  | PS 2nd Grade Educator |  |  |  |
|  | PS 2nd Grade Educator |  |  |  |
|  | PS 3rd Grade Educator |  |  |  |
|  | PS 3rd Grade Educator |  |  |  |
|  | English learner support specialist |  |  |  |
|  | Special education support specialist |  |  |  |
|  | School Principal |  |  |  |
|  | School Principal |  |  |  |
|  | District Administrator  Title: |  |  |  |
|  | Instructional Assistant |  |  |  |
|  | Instructional Assistant |  |  |  |
|  | Other: |  |  |  |
|  |  |  |  |  |

**Interest in the Playful Learning Institute**

1. Why is your district/school interested in applying to be part of the Playful Learning Institute (Institute) pilot? How does the concept of playful learning align with your district’s and school’s priorities?
2. What do you hope to accomplish by participating? What might successful implementation look like across your team?
3. What do you anticipate will be most challenging in your work to implement playful learning? What structures, policies and practices exist that may act as barriers to the integration of playful learning?
4. How can the Institute be supportive in developing additional strategies to address the challenges?

**Current School/District Context for Playful Learning in the Early Grades, PK-3**

1. There are many types of play that exist along a continuum from free play to guided play to direct instruction (For definitions of these different types of play, see description for Figure 1 in this article: [Zosh, Hirsh-Pasek, Hopkins, Hanne-Jensen, Liu, Neale, Solis, & Whitebread, 2018](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6084083/)):



The Institute will focus on the benefits of playful instruction, co-opted play, guided play and games as instructional strategies to enhance both academic and social-emotional outcomes for students, PK-3.

What examples can you provide of ways in which playful learning currently takes place during the day for students in each grade, PK-3? Use the space below to share examples of what playful learning currently looks like in your classrooms/school(s).

|  |  |
| --- | --- |
|  | Examples: |
| Preschool: |  |
| Kindergarten: |  |
| 1st Grade: |  |
| 2nd Grade: |  |
| 3rd Grade: |  |

1. Please place a check in the content domains in which playful learning is most likely to be in use in each grade level currently.

Then place an asterisk in any box checked or unchecked where you see opportunities to embed playful learning.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Language arts/literacy | Math | Science | Social Sciences | Art, Music and Dance | Health and Physical Education |
| Preschool |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |
| Grade 1 |  |  |  |  |  |  |
| Grade 2 |  |  |  |  |  |  |
| Grade 3 |  |  |  |  |  |  |

1. Please attach a schedule of the day along with a description of what curricular programs are used for the different parts of the day at each grade level. Does the district/school have flexibility in its curriculum and scheduling policies to possibly use the day differently (e.g., give more time for children to explore content through playful learning)?
2. Please provide some examples of how supports for English learners (EL) and students with disabilities are provided.
3. Do educators, PK-3, have instructional assistants supporting instruction in their classrooms? Please explain the role of instructional assistants, if any.
4. Is there flexibility in policies around staffing to include instructional assistants and specialists (e.g., EL, special education, art, music, physical education, etc.) to be part of this Institute?
5. Describe the current classroom/learning environments by grade. Include information about set up of the classroom, materials/manipulatives, visuals, classroom libraries, student access to materials, etc. Examples of information to provide can include but not be limited to: what types of seating options, play and/or games equipment (e.g., dramatic play props and costumes, blocks, sensory tables, garden space, dice, board games, clay/play-dough, climbing structures, sound systems for music, etc.).

Knowing that classroom configurations can vary, please use the classroom/learning

environments of the educators included on the team to respond to this question.

|  |  |
| --- | --- |
|  | Classroom/learning environments description |
| Preschool |  |
| Kindergarten |  |
| 1st Grade |  |
| 2nd Grade |  |
| 3rd Grade |  |

1. Is there anything you would like to change or strengthen about the classroom/learning environments? If yes, please describe.

|  |  |
| --- | --- |
|  | **Areas of Desired Change/Growth** |
| Preschool |  |
| Kindergarten |  |
| 1st Grade |  |
| 2nd Grade |  |
| 3rd Grade |  |

1. What is the school’s/district’s policy around common planning time for educators, PK-3 grade?
2. Other than common planning time, are there other collaborative structures exist for educators to be able to engage in the work of the Institute? If yes, please describe.

**Student Population Information**

1. Please tell us about your student population, PK-3, in the participating school(s). Feel free to use the space after the chart to share any additional information that is not captured in the chart.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total # Enrolled in the Participating School(s) | Racial Demographics | # of Bi-lingual or Multi-lingual Learners | # with IEPs | # of Students experiencing homelessness, in foster care or migratory |
| Preschool |  |  |  |  |  |
| Kinder-garten |  |  |  |  |  |
| Grade 1 |  |  |  |  |  |
| Grade 2 |  |  |  |  |  |
| Grade 3 |  |  |  |  |  |

1. Is there a particular equity gap/problem in PK-3 that your school(s) has identified and that the Institute may help to address? Please explain.
2. The Department has created this grant to support the use of playful learning as an anti-racist practice. How does your team think about/envision playful learning as a practice that addresses engagement of students, PK-3, who have been historically marginalized?
3. Given the Institute’s focus on playful learning as an anti-racist learning strategy, the Department seeks to ensure that all children, including those who have been historically marginalized, will have access to these important learning opportunities as a result of the Institute. How will you ensure that all children have access to playful learning?