

General Information

Grant Number	502
Project Title	Enterprise City Field Trip
Please select the MAIN curriculum area your grant addresses.	Math
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input checked="" type="radio"/> No <input type="radio"/> Yes
Primary Contact Information	
First Name	Sabrina
Email	sabrina_passanante@allenisd.org
Last Name	Passanante
Phone Number	972-236-0923
Campus	Reed Elementary
Main Subject	Math - Elementary
Grade(s)	<input type="text" value="6"/>
I have co-applicants.	<input checked="" type="checkbox"/>
Social Media	
Please provide your work-related social media contact information.	
Facebook	
Twitter	
Other (please specify)	http://allenisd.org/Domain/3721

Grant Co-Applicants

Additional Grant Applicants			
First Name	Last Name	Campus	Grade
Shannon	Hullum	Reed Elementary	6
Valerie	Hinsen	Reed Elementary	6

Describe details of the project

Grant Number	502
Campus/Student Information	
Your campus:	Reed Elementary
Will other campus' be involved/impacted by this grant?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Your grade(s):	6
Will other grades be involved/impacted?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Project Purpose	
What is the problem, need, or opportunity that this grant will address? Explain what students will know and be able to do as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)	

The need is for students to gain first hand experience with financial literacy. Students will be able to participate in a real simulation as city workers managing the city. Students will be able to show financial literacy and TEKS mastery by being active

participants in the field trip experience at Enterprise City.

Project Description

How will the project or program be implemented? Describe activities and tasks.
Who is the target population and in what ways will they benefit? (500 words or less.)

The project will be implemented through all core classes prior to attending the field trip to Enterprise City. Students will be introduced to financial literacy prior to the trip to be able to show mastery during the simulation. Students will also practice social skills through interviewing and filling out job applications for jobs they are interested in obtaining for the simulation. The target population is all sixth grade students with a focus on the low socio-economic population to ensure they have the opportunity to practice real life financial literacy skills.

Project Summary

Provide a brief summary for use on the Foundation's website and social media. (2-3 brief sentences)

At Enterprise City in Richardson, real-world experiences are awaiting students who participate in this simulation that introduces them to their future roles as producers, consumers, and citizens. Students are introduced to skills including applying for jobs, writing checks and balancing a checkbook as they purchase and sell their goods and services.

Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

Math Grade 6 TEKS

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(E) identify and explain the advantages and disadvantages of different payment methods;

(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility; and

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers;

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

Writing Grade 6 TEKS

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);

Social Studies Grade 6 TEKS

(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:

(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;

(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and

(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:

(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries;

(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and

(C) identify and describe the effects of government regulation and taxation on economic development and business planning.

Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

We hope this field trip will measure the students' ability to demonstrate financial literacy, interviewing skills, filling out a job application, and successfully running a business during the simulation at Enterprise city. Students will be measured based on keeping an accurate checking account, a balanced check register, and adhering to the budget for business expenses. Students will be responsible for paying for a variety of items during the simulation as well as depositing their paycheck during a work break.

Students will also be measured on the business' profit and loss margin and their ability to collaborate as a part of a team in running a shop in the simulation city.

Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

1. Campaigning to run for mayor and judge of the city
2. Filling out a job application to apply for owner, accountant, or sales person
3. Filling out a deposit slip for the bank
4. Filling out a withdrawal slip for the bank
5. Balancing a check register
6. Creating advertisements for a shop and paying for advertising via radio, website, and newspaper
7. Learning about philanthropy, creating a philanthropy project, making the project during city simulation
8. Writing letters to one another, paying for postage, mailing, and delivering mail
9. Having the opportunity to purchase items while maintaining a check register
10. Applying for a loan to open a business

Timeline

What is the project timeline and the date of implementation?

April 2018 Field Trip 9:00am-2:00pm

Enterprise City curriculum will be taught and implemented 6 weeks prior to field trip to enable successful engagement while participating in the city simulation.

Curriculum/System Support

Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

Writing, Social Studies, and Math 6th grade TEKS are directly taught in the curriculum leading up to the field trip as well as during the simulation field trip.

(12) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) solve real-world problems comparing how interest rate and loan length affect the cost of credit;

(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator;

(14) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(C) balance a check register that includes deposits, withdrawals, and transfers;

(H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);

(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:

(C) identify and describe the effects of government regulation and taxation on economic development and business planning.

Budget details

Budget Details ** All awarded funds will be available by September of the next school year.

Budget Item	Item Type	Unit Cost	Quantity	Total Cost
Bus	Transportation	250.0	2	500.0

Enterprise City	Other Expenses	850.0	1	850.0
		BUDGET TOTAL	1,350	
Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.				
			Additional funds?	<input checked="" type="radio"/> No <input type="radio"/> Yes

Signature page and principal contact

Principal Approval Required		
Please provide the Name and Email of your PRINCIPAL. (Not your name)		
First Name	Last Name	Email Address(Completed)
Susanne	Miller	susanne_miller@allensd.org
Applicant Signature		
By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.		
		Signature Sabrina Passanante
		Date 02/10/2017

Principal's approval form

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans. **Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot **
No actions possible.
Comments
This this learning experience would support AISD Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics such as STAAR and other standardized test and local assessments as well as our campus goal: Student achievement will improve across all grade levels. Further more, this grant supports teaching and learning of our Math financial literacy TEKS and our Social Studies TEKS.

History and final disposition of application

State Change History	
State Change	***** 02/17/2017 07:17:03 Submitted
State Change	***** 02/17/2017 10:05:49 Accepted
Grant Status	
Grant Awarded	<input type="radio"/> Yes <input type="radio"/> No
Award Amount	1350