



Foundation For Allen Schools Grant Application

Scholarship Fund Amount: \$0

Application #: AP197053

Applicant First Name: Sabrina

Applicant Last Name: Passanante

Applicant Email Address: sabrina.passanante@allenisd.org

Gender:

Cell Phone #:

High School:

Post Secondary School:

Application Status: Submitted

Application Questions and Answer

Question	Answer
Preferred name/name that you go by:	Sabrina
Best phone number to reach you at:	+15126618088
Campus	Reed Elementary School
Grade(s)	6
I have co-applicants:	Yes
Please provide your work-related Facebook contact information.	
Please provide your work-related Twitter contact information.	https://twitter.com/mrspassanante
Name of Grant	Enterprise City Field Trip
Please select the MAIN curriculum area your grant addresses.	Math – Elementary

Does your grant have a technology component?	No
Will other campuses be involved/impacted?	No
Will other grades be involved/impacted?	No
How many students will be involved in this grant?	100
Are there any additional funds available for this grant?	No
What is the problem, need or opportunity that this grant will address? Describe the impact of this project on your students.	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.
How will the project or program be implemented? Describe activities and tasks. Who is the target population and in what ways will they benefit?	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.
Provide a brief summary for use on the Foundation's website and social media.	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.
	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)

Which Allen ISD goals/TEKS does this project support? Please provide 2 or 3 examples.

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

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

<p>What specific measurements will be used to evaluate the effectiveness of the project?</p>	<p>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.</p>
<p>What teaching methods will be used to implement this project?</p>	<ol style="list-style-type: none"> 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
<p>What is the project timeline and the date of implementation?</p>	<p>April 2021 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.</p>
	<p>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</p>

<p>Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.</p>	<p>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.</p>
<p>Total Grant Budget Requested:</p>	<p>1200</p>
	<p><i>SP</i></p>

Additional Co-Applicants Set Number 1

Question	Answer
First Name	Shannon
Last Name	Hullum
Email	shannon.hullum@allenisd.org
Campus	Reed Elementary School
Grade:	6

Additional Co-Applicants Set Number 2

Question	Answer
First Name	Reagan

Last Name	Fuller
Email	reagan.reeves@allenisd.org
Campus	Reed Elementary School
Grade:	6

Additional Co-Applicants Set Number 3

Question	Answer
First Name	Tanya
Last Name	Johanson
Email	tanya.johanson@allenisd.org
Campus	Reed Elementary School
Grade:	6

Additional Co-Applicants Set Number 4

Question	Answer
First Name	John
Last Name	Lanier
Email	john.lanier@allenisd.org
Campus	Reed Elementary School
Grade:	6

Project Budget Set Number 1

Question	Answer
Item Type	Field Trip
List item to be purchased under item category:	Enterprise City Field Trip
Unit Cost	700
Quantity	1
Total cost of items in this category:	1

Project Budget Set Number 2

Question	Answer
Item Type	Transportation
List item to be purchased under item category:	Bus
Unit Cost	250
Quantity	2
Total cost of items in this category:	500