

# **CHESS IN EDUCATION (CIE) GRANT APPLICATION AID**

## **PURPOSE OF THIS DOCUMENT**

The following information is provided to assist you in preparing grant applications to develop a sustainable Chess in Education program based on proven best practices. Use any of the information provided here as needed to prepare your grant. If you need additional information, please do not hesitate to contact us.

## **CONTACT INFORMATION**

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## **CIS MISSION STATEMENT**

Chess in Schools (CIS) seeks to expose all students to chess and chess-related thinking by training teachers to use chess in the classroom to introduce and reinforce academic and life skills. Teacher-driven and classroom oriented, CIS provides field-tested resources and ongoing support to help schools promote higher order thinking and life skills.

## **WHAT CIS PROVIDES**

CIS can help your school(s) become part of the new wave of Chess in Education through programs that are teacher-driven with a focus on education.

Here is what Chess in Schools LLC offers.

For State & Local Education Agencies:

- Program management and development of a teacher-driven, multi-school Chess in Education program with the goal of achieving a sustainable, agency-managed program within two to three years. *[This bullet recommended for most grant applications.]*
- For agencies with the resources to develop and manage such a program, CIS provides training, consulting, chess equipment, and/or other support services.

For Schools:

- Professional Development for teachers and chess coaches
- Chess equipment for participating schools
- On site and online support
- Lesson Plans written by teachers, developed in partnership with the Alabama State Department of Education

## ACIS RESEARCH SUMMARY

**The following information may be helpful if your grant requires proof of data-driven research, as most do.**

The Alabama State Department of Education sponsored a research study in conjunction with the Alabama Chess in Schools Initiative that examined the use of chess in instruction in elementary and middle grades. The research was conducted by the University of Alabama and Tennessee Technological University, and the data were collected between 2015-2019. Part of the evaluation involved examining the relationship between the use of chess during core subject area instruction and critical thinking skills (as well as other 21st Century Skills). The results showed a positive correlation as well as improved discipline, student engagement, and student self esteem.

The Alabama Chess in Schools methodology focused on training teachers to use chess in the classroom as a means to teach curriculum standards, critical thinking, and 21st Century Skills. Preference for the pilot initiative was given to school systems with no history of a chess program. Since state funding targeted the at-risk student population, the schools selected had relatively high at-risk [Title 1] demographics.

The full report can be found at the link below.

<https://chessinschools.us/wp-content/uploads/2019/01/ACIS-Years-1-3-Report-01-08-19.pdf>

## SAMPLE ABSTRACT FOR GRANT PROPOSALS

**(This one is tailored to the [At Risk and High Hopes Grant](#) awarded from the Alabama State Department of Education (ALSDE). You can apply for this grant FY 2019 and submit your proposal by July, 2019. However, the format is generally appropriate for most grants with tweaking, reorganizing topics, and addition or deletion of some information.)**

### **Description**

The *[local education agency name]* Chess in Education (CIE) Initiative exposes students and teachers in \_\_\_\_\_ public schools to the benefits of chess culture and chess play as part of the school curriculum on a regular basis. This is to promote transference of the disciplines of chess thinking to all cognitive and affective processes to improve student achievement and life skills development. Teachers and administrators receive training, resources, and ongoing support enabling them to teach chess to students and integrate chess language, thinking skills, and strategies into core curriculum in all academic areas.

### **Purpose**

The purpose of CIE, therefore, is to establish a motivating learning environment promoting chess as an agent that enables students across all cultures to think critically, take intellectual risks, and strengthen 21<sup>st</sup> Century Skills necessary to achieve both academically and in life in a global society. The CIE Initiative also seeks to strengthen parent and community involvement through chess nights and chess open houses where students teach parents how to play, as well as student and parent led chess tournaments.

This program is based on the successful Alabama Chess in Schools Initiative in the United States, as it is 1) teacher-driven, 2) inclusive of all grade levels (K-12) in different configurations, 3) aligned with state curriculum standards, 4) contains components to address the academic needs of students of all ability levels, and 5) is research based including research involving Alabama schools, teachers, and students.

### **Supporting Research**

Research suggests that the discipline required to be a chess player enhances traits that are beneficial in both academic and social-emotional student development, as well as executive skills required for success in and beyond school (Dauvergne, 2000; Ferreira & Palhares, 2008; Smith & Cage, 2000; Thompson, 2003). An [ongoing research study sponsored by The Alabama State Department of Education](#) (ALSDE) and conducted by researchers from The University of Alabama and Tennessee Technological University confirms and expands these conclusions. Data were collected from participating ACIS schools between 2015 and 2019 that examined the correlation of chess in classroom instruction in elementary and middle grades and improved critical thinking skills, 21st Century skills, student engagement, and discipline. The research findings supported a significantly positive correlation.

*[Also, see the research reference included in ACIS RESEARCH SUMMARY above.]*

### **Implementation Process**

- Administrators will select teachers who will implement CIE in their classrooms based on teacher interest and availability to attend summer training.
- Teachers will receive CIE training during the summer months prior to implementation with students. During training, they will learn to play chess; increase chess proficiency; receive hands-on experience with the online chess program, ChessKid.com; receive ChessKid accounts for students; write chess related, Course of Study linked lesson plans in their specific academic areas; practice teaching chess and their chess related lessons; learn how to access CIS Resource Library with lesson plans, curriculum, teaching aids and tips, etc.
- Meet with administrators and other chess teachers within the school/district to inform, schedule, inventory supplies, and share resources and ideas.
- Order or distribute class sets of chess equipment, including chess boards, pieces, demonstration boards, clocks, and curriculum, and other resources.
- Inform parents of the CIE program and how it will affect instruction
- \*Sponsor chess “boot camp” at the start of the school year to introduce students to basic chess vocabulary, rules, etiquette, and strategies for the purpose of integration of these elements into core classroom lessons.
- Schedule regular periods, at least one hour per week (can be rotated among subject disciplines to avoid loss of content teaching time), for chess instruction and chess play.
- Review lesson plans in academic areas for opportunities to use prepared chess related lessons or chess vocabulary/principles, strategies, etiquette, etc. that integrate chess thinking into cognitive and affective domains.
- Maintain records or logs documenting how often chess and chess related lessons were taught.

- Hold “Chess Night” or other open house events in which students share or demonstrate their chess knowledge and teach parents or others how to play or host within school or community chess tournaments.

### **Demographic Information**

**Depending on the type of grant sought, schools may need to include demographic information in one or more of the following areas:** population, racial diversity, Title One or Non-Title One, percent of English Language Learners, rural or urban, school or system attendance, discipline, graduation rate, etc. Demographic information for schools or districts may be available at your state department of education website. In Alabama find the ALSDE website data at

<http://www.alsde.edu/dept/data/Pages/datasources.aspx?navtext=Data%20Sources#>.

### **Leveraged Resources**

**This information is beneficial because grant evaluators like to see validation that others see value in the program. You will also want to add any other funding from local sources.**

The ACIS Initiative was funded by grants from the Alabama State Department of Education for years 1-3, along with The Alabama Association of Resource Conservation and Development Councils, Inc., Chess Kids Nation, Blue Cross/Blue Shield of Alabama, and private donations in years 2-4.

### **Sustainability/Expandability**

CIE achieves sustainability through the following elements built in to the program:

- Training more than one teacher per school.
- Employing administrative and community support through “chess night,” open house activities, and school/community chess tournaments.
- Engaging in the ongoing training and support provided by CIS personnel.
- Maintaining long-term student enthusiasm.

Historically, the ACIS Initiative has maintained participation by pilot schools, with most schools and districts expanding their programs since its initial implementation in 2015. (See ACIS Historical Information Section.)

### **Performance Measures**

**Most grants require one or more evaluation tools to gauge the success of the intervention. Any or all of the following instruments are suggested in addition to others that you may choose to use.**

1. Student surveys (Located on the CIS Team Drive in the Research Subfolder)
2. Teacher logs (Located on the CIS Team Drive in the Research Subfolder)
3. Teacher and Administrator sign-in sheets for training/s.
4. 21st Century Student Behavior Checklists
5. Student scores, pre and post implementation, from STAR Reading, STAR Math, or other standardized test scores.
6. Sign in sheets from parent nights, open houses, in-school tournaments

## **Target Levels of Performance**

**To be determined by individual teachers/schools/school systems**

## **Generic Budget**

**As a general guideline, a typical full three-year Chess in Education program offered by Chess in Schools is likely to have a cost profile like this:**

- **Year 1: \$75-\$95 per student per year**
- **Year 2: \$40-\$50 per student per year**
- **Year 3: \$25-\$35 per student per year**
- **Year 4+: Schools are self-sufficient; they may continue to send new teachers to CIS professional development classes**

**Contact CIS for details regarding the assumptions upon which these estimates are based. Geographical location and student/trained chess teacher ratios (our baseline assumption 1:25) will influence costs.**

## **OTHER USEFUL INFORMATION FOR CIE GRANT PREPARATION**

### **Relevant Areas for CIE Grant Applications**

STEM

STEAM

School Attendance

School or Classroom Discipline

School Improvement

Gifted

English Language Learning

Community and Parental Involvement

Title I

At Risk Students

Critical Thinking Skills

21st Century Skills

Life Skills

### **ACIS Historical Information**

**This information may be helpful to establish the probability of success, as it shows a history of program expandability.**

In June, 2014, the Alabama Chess in Schools (ACIS) Initiative formed a steering committee, established a Five-Year Plan with specific goals, designed the program, selected Year One pilot schools, selected a student and teacher-friendly chess curriculum with the potential for safe online chess play with other students around the world and teacher tools to measure student growth, wrote chess-related core curriculum aligned to state standards, organized a research project around the program, purchased chess equipment for pilot schools, conducted an orientation for administrators, and trained pilot school teachers. In 2015, the ALSDE launched the ACIS Initiative in three school districts and nine schools. During the three successive years,

the program increased in participants to include eight school districts, 28 schools, and over 3,500 students.

**Factors to Consider for Successful Implementation**

- 1) High level of interest from school and district leadership as well as teacher volunteers.
- 2) Administrator and teacher assurances of chess or chess-related core curriculum instruction at least one to two class periods per week.
- 3) Teacher attendance at initial and follow-up training sessions.
- 4) Administrator orientation.
- 5) Ongoing support.
- 6) Ongoing communication at all levels.

WE WISH YOU GOOD LUCK IN YOUR GRANT WRITING EFFORTS!!!

Note: Information included in this document is advisory in nature and subject to change.