# Grant Application Guide:

## Toshiba - Grades 6-12

*(less than $5k)*

blocks rock!

Activates BRAIN Development

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# About Toshiba & the Grant

## About Toshiba:

Toshiba America Foundation (TAF) grants fund the projects ideas and materials teachers need to innovate in their math and science classrooms. TAF is interested in funding projects designed by teachers or small teams of teachers for use in their own schools.

Toshiba America Foundation believes science and mathematics are exciting fields in which all students can succeed with the proper tools and instruction. Toshiba America Foundation grants support public and nonprofit private schools throughout the United States.

Founded in 1990, with support from Toshiba Corporation and the Toshiba America Group Companies, Toshiba America Foundation (TAF) is dedicated to helping classroom teachers make mathematics and science learning fun and successful for students in U.S. schools.

## About the Grant:

Toshiba America Foundation contributes to science & math education by investing in teacher designed projects for 6-12 students. Grade 6-12 applications for $5,000 or less are accepted on a rolling basis, throughout the calendar year. But our rough deadlines are 6/1, 9/1, 12/1, 3/1. Grant requests of more than $5,000 are reviewed twice a year. Applications for grants of more than $5,000 are due November 1st and June 1st each year.

**Typical Toshiba America Foundation Grant Schedule:**

| Grant type | Application received by | Decision by | Funds sent by |
|---|---|---|---|
| K-5 Less than $1K | 10/1 | 11/15 | 12/15 |
| 6-12 less than $5K | 3/1 | 4/15 | 5/15 |
| | 6/1 | 7/15 | 8/15 |
| | 9/1 | 10/15 | 11/15 |
| | 12/1 | 1/15 | 2/15 |
| 6-12 greater than $5K | 5/1 | 7/1 | 8/15 |
| | 11/1 | 1/1 | 2/15 |

# Required Documents

## In order to complete the grant application, you will need the following information:

1. Basic information pertaining to your organization
2. Teacher contact Information
3. Basic proposal information
4. Specific proposal information
5. Certifications Section

## You will also need PDF copies of the following files:

6. For not-for–profit or private schools - Copy of the IRS (501)(c)(3) tax-exempt determination letter.
7. For public schools - Evidence that you are recognized by an appropriate local/state government agency such as a copy of the state tax exempt certificate.
8. Electronic signature of principal (principal signature form provided) in PDF format.
9. Your resume (or the resume of the teacher who will be utilizing the Blocks Rock! products.
10. Project Endorsement Letter on official school/organization stationary. Project must be endorsed by a Vice Principal or above.
11. Project Timetable

# Tips

1. The person completing the application should be the teacher who is responsible for overseeing and utilizing the grant.

2. Review the application process described in this guide. We have provided several suggested answers, but each teacher will need to provide detailed answers required in the grant application process including how they plan on using Blocks Rock! in their classroom (and include a sample lesson plan).

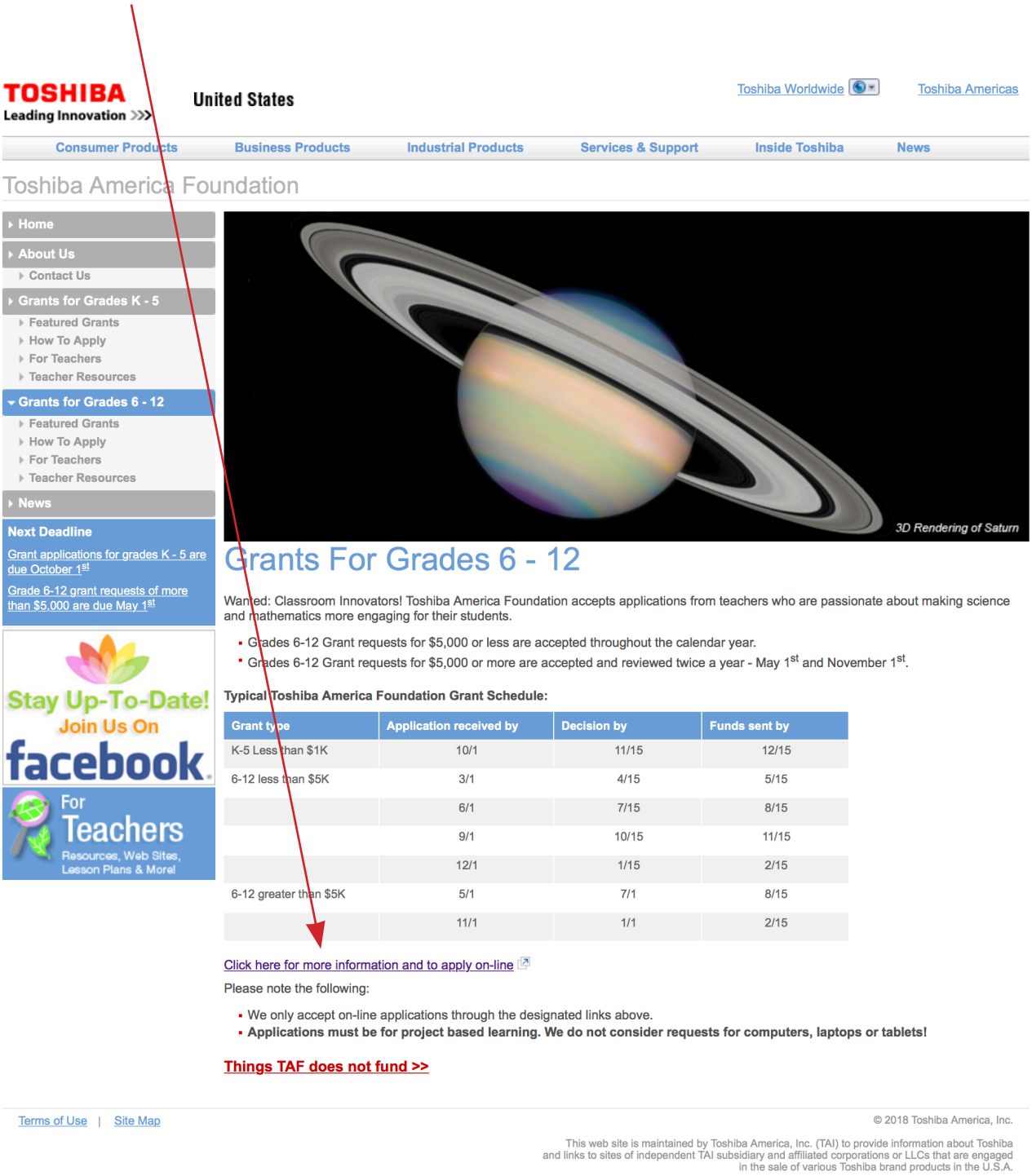
3. Collect all the required documents ahead of time. After collecting the documents, it should take no more than 30 minutes to complete the application for the grant.

4. The grant does not cover the purchase of any tablets for use in the classroom.

# Step 1: Begin the Application Process

Visit ***www.toshiba.com/taf/612.jsp*** to start the application process.

Click on the link to apply.



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Toshiba America Foundation

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**Next Deadline**

Grant applications for grades K - 5 are due October 1st

Grade 6-12 grant requests of more than $5,000 are due May 1st

Stay Up-To-Date! Join Us On facebook

For Teachers Resources, Web Sites, Lesson Plans & More!

3D Rendering of Saturn

## Grants For Grades 6 - 12

Wanted: Classroom Innovators! Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students.

- Grades 6-12 Grant requests for $5,000 or less are accepted throughout the calendar year.
- Grades 6-12 Grant requests for $5,000 or more are accepted and reviewed twice a year - May 1st and November 1st.

**Typical Toshiba America Foundation Grant Schedule:**

| Grant type | Application received by | Decision by | Funds sent by |
|---|---|---|---|
| K-5 Less than $1K | 10/1 | 11/15 | 12/15 |
| 6-12 less than $5K | 3/1 | 4/15 | 5/15 |
| | 6/1 | 7/15 | 8/15 |
| | 9/1 | 10/15 | 11/15 |
| | 12/1 | 1/15 | 2/15 |
| 6-12 greater than $5K | 5/1 | 7/1 | 8/15 |
| | 11/1 | 1/1 | 2/15 |

Click here for more information and to apply on-line

Please note the following:

- We only accept on-line applications through the designated links above.
- **Applications must be for project based learning. We do not consider requests for computers, laptops or tablets!**

**Things TAF does not fund >>**

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# Step 2: Accept Toshiba's Terms

## Read Toshiba's initial application questions, agree to the terms, and click submit.

1. Read
2. Click "I agree."
3. Click "Submit"

Toshiba America Foundation will not contribute to general operations, capital projects, endowments, conferences, independent study, fund raising events, or similar activities. Religious or political projects will not be supported. Organizations that discriminate on the basis of sex, race, age, disability or religion are not eligible for funding. No grants will be made to individuals. Summer projects or after school programs cannot be considered. Salaries, facility maintenance, textbooks, video production, audio-visual equipment (e.g. electronic white boards, Smartboards, document projectors, student response systems) and education research will not be funded. No grants are available for computer hardware. No single school may receive more than one grant at a time. No new applications will be considered from grantees until final reports are approved. TAF funding is usually directed to K-12 schools. Educational nonprofits and universities working with K-12 teachers are occasionally considered, but please call the foundation first.

☐ I agree

Submit

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1. Read
2. Click "I agree."
3. Click "Submit"

Should your school be awarded a grant, you agree to guarantee that funds from the Toshiba America Foundation will be used for the purpose described in the online application.

You also agree to accept the following conditions which accompany this award: If the project director or other key project personnel changes, the TAF will be notified within 15 days of such change. Line items may not vary from the budget by more than 25 percent without prior approval of the Toshiba America Foundation. A completed online final report will be completed at the end of the project period (Please read Final Report form requirements click here). As part of the online final report, actual total and line items expenditures and comparisons to the proposed budget will be reported to and attested to by you and a school budget officer. Unexpended grant funds will not be allocated to other projects or purposes without the approval of the TAF. And finally, permission is granted to the Toshiba America Foundation to use quotes, photographs, or other items sent to the TAF when the purposed is to promote the charitable aims of the Foundation and its parent companies.

☐ I agree

Submit

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1. Select "no"

Is your request solely for computers, microscopes, or smart boards?

Yes No

---

1. Select "no"

Is your grant request for more than $5,000.00?

Yes No

---

1. Select "6-12"

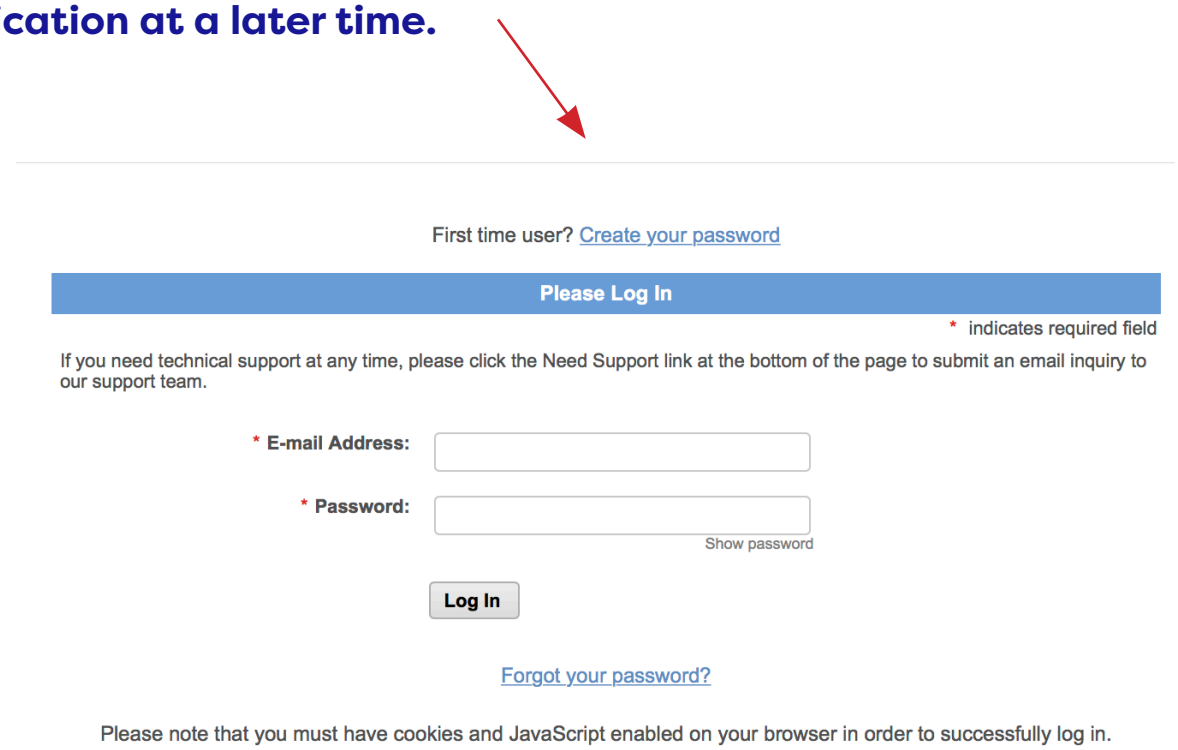
Please select grade levels your program would affect.

✓
K-5
6-12

Submit

# Step 3: Create a Login

## Click "Create your password" to setup a password to retrieve your application at a later time.




## Select "United States" and "continue."

# Step 3: Create a Login

## Complete the information below. Make sure you complete the NCES Information as well.

**Registration Information**

* indicates required field

* **First Name:**

* **Last Name:**

* **Telephone Number:**

* **E-mail Address:** Please enter your e-mail address, e.g. yourname@yourdomain.com. You will need your e-mail address to log in.

* **Password:** The password must be between 6 and 16 characters long and consist of letters, numbers, or any of the following special characters: '@!#$-_'. The password "password" is not valid.

* **Confirm Password:**

* **Organization Name:** Enter the legal name of the organization for which you are applying.

* **Zip/Postal Code:**

**IRS AND/OR NCES Information**

Tax ID/Charity ID (if applicable): Enter the nine digit U.S. Tax ID of the 501(c)(3) non-profit organization for which you are applying. If you do not know the organization's Tax ID, please contact the business office of the organization or call the IRS toll-free at 1-877-829-5500. If your organization is not located in the United States or otherwise does not have a U.S. Tax ID number then leave this field empty.

School District ID (U.S. Pre-K-12 public schools and public school districts only): For U.S. public schools, the District ID should be the first 7 digits of a 12 digit National Center for Education Statistics (NCES) School ID. If you do not know the school's NCES information, please visit the NCES website.

School ID (U.S. Pre-K-12 public and private schools only): For U.S. public schools, the School ID should be the last 5 digits of a 12 digit National Center for Education Statistics (NCES) School ID. For private schools, the School ID should be the 8 digit NCES School ID. If you do not know the school's NCES information, please visit the NCES website.

**Save** Cancel

# Step 4: Required Documents

**Verify that you have the documents requested below. You will need these to complete the next steps. Click on "Start a New Application."**

**Welcome Bobbi Ebbing!**

The organization you are currently associated with is Greensburg Jr High.

If you work with multiple organizations, click here to add a new organization to your account.

The online Grants Program for 6-12 Science & Math Education application consists of five main sections, each of which must be completed for your proposal to be considered.

1. Basic information pertaining to your organization
2. Teacher Contact Information
3. Basic proposal information
4. Specific proposal information
5. Certifications Section

**Note that you will need to upload several items in order to submit the application. These items include:**

- **For not-for –profit or private schools -- Copy of the IRS (501)(c)(3) tax-exempt determination letter.**
- **For public schools -- Evidence that you are recognized by an appropriate local/state government agency such as a copy of the state tax exempt certificate.**
- **Electronic signature of applicant.**
- **Electronic signature of principal (principal signature form provided) in PDF format.**
- **Principal Endorsement Letter on official school/organization stationary (at least level of Vice Principal)**
- **Project Timetable**

Once you are complete with the application, you will have an opportunity to review the information you entered before submitting your application for review by the Toshiba America Foundation.

We recommend that you familiarize yourself with the online application before you begin. To create a new application, click the "Start a New Application" link at the bottom of this page. You may also save your applications now and return to work on them later. To continue work on an unsubmitted application, click the "Continue" link next to the application's Project Title. To view an application previously submitted to Toshiba America Foundation, click the "View" link next to the appropriate Project Title.

If you have technical questions regarding this application, use the link located at the bottom of every page to contact our support team.

**» Start a New Application «**

# Step 5: Enter School Information

**This page will be pre-filled based on the information you selected previously. Verify that this information is correct and click "Save and Proceed" to move on to the next page.**

Logout

| Welcome Page | **School Information** | Teacher/School Administrator Contact Information | Request Information | Proposal Specifics | Certifications |
|---|---|---|---|---|---|

**School Information**

* indicates required field

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

* **School Name** Please use the **INDIVIDUAL SCHOOL NAME (not the district name) to which payment should be made** in the event that the request is approved.

* **Address**

* **City**

* **State** Indiana

* **Zip**

**Proof of Organization Eligibility** If your organization is not a school, but rather a non-profit 501(c)(3) organization, please provide a copy of your IRS letter declaring your (501)(c)(3) status.

Upload File

Save and Proceed

Need Support?

# Step 6: Enter Teacher/School Admin Information

**Complete this form with the information of the teacher who will be carrying out the project. This should be the teacher that is submitting the form.**

Logout

| Welcome Page | School Information | Teacher/School Administrator Contact Information | Request Information | Proposal Specifics | Certifications |
|---|---|---|---|---|---|

**Teacher/School Administrator Contact Information**

* indicates required field

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

**The TEACHER who will be carrying out the project needs to be the person submitting the application since this is the person whom we would correspond with. If another person submits the application on behalf of the teacher, the system will tie all future email events to the person who physically clicks the submit button. We would, therefore, not have the teacher's contact information on file.**

**Title**

*** First Name**

*** Last Name**

*** Phone (Work)**

*** E-mail (Work)**

*** Phone (During Vacations, After School)**

*** E-mail (During Vacations, After School)**

*** School Administrator Full Name**

*** Administrator Phone (Work)**

*** Administrator Email (Work)**

*** Teacher Responsible for Project**

**Save and Proceed**

Need Support?

# Step 7: Verify Contact Information

**Verify the contact information and click "Match..." and then "Save and Proceed" to move to the next screen.**

Logout

| Welcome Page | School Information | Teacher/School Administrator Contact Information | Request Information | Proposal Specifics | Certifications |
|---|---|---|---|---|---|

**Teacher/School Administrator Contact Information**

* indicates required field

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

**The TEACHER who will be carrying out the project needs to be the person submitting the application since this is the person whom we would correspond with. If another person submits the application on behalf of the teacher, the system will tie all future email events to the person who physically clicks the submit button. We would, therefore, not have the teacher's contact information on file.**

☐ **Match:** Check the box to associate this individual with this application.

**Name:** JANE DOE
**Telephone Number:** 111-111-1111
**E-mail Address:** email@email.com

**Save and Proceed** **Create New**

Need Support?

# Step 8: Enter Project Information

| Welcome Page | School Information | Teacher/School Administrator Contact Information | **Request Information** | Proposal Specifics | Certifications |
|---|---|---|---|---|---|

**Request Information**

* indicates required field

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

* **Project Title** — Blocks Rock!

* **Funding Principle** — Select "6-12 STEM (Other) Under

* **Amount Requested** — Enter in the amount you are applying for. For pricing information, visit this site: https://mkt.com/blocksrockgame/

* **Subject(s)** — Specify Math, Science, Etc.

Science, Math, & Problem Solving

(2000 character maximum)

* **Number of Students to Benefit** — Enter in the # of students who will use Blocks Rock!

* **Grades Affected**

* **Project Start Date** — MM/DD/YYYY

* **Project End Date** — MM/DD/YYYY

* **Please summarize your project idea in a short paragraph** — Please see the next page for tips on answering this question.

(2000 character maximum)

* **Learning Objectives** — Please list the two most important learning objectives

Please see the next page for tips on answering this question.

(2000 character maximum)

* **List the Two Largest Line Items in your Budget**

The Blocks Rock! products are the largest line items in this project.

(2000 character maximum)

**Save and Proceed**

# Suggested Answers for the Project Idea & Learning Objectives Questions

## Below are 2 questions from Step 8 and some suggested answers:

### QUESTION: Please summarize your project idea in a short paragraph:

- Blocks Rock! is a game that allows students to develop and learn new STEM skills while having fun in the classroom. I want to bring enough of the Blocks Rock! systems into my classroom to allow my students to use them throughout the school week to encourage them to learn while having fun.

- Blocks Rock! is the competitive, educational game in which two players, or two teams of players, compete to build a color- and shape-specific structure in the shortest amount of time. This project will allow me to provide the students with a STEM game that they can play and have fun while developing their skills.

### QUESTION: Learning Objectives - Please list the two most important learning objectives:

- Studies have shown that Blocks Rock! aids in a student's spatial ability and hand-eye coordination amongst other things. Blocks Rock! is thought to also develop skills in estimation, measurement, patterning, part-whole relations, visualization, symmetry, transformation and balance.

- Blocks Rock! is a competitive block building activity that helps students develop spatial thinking and mental rotation skills. This brain development tool is as an educational resource to help students learn through play. Numerous research studies have shown the benefits of structured block play as part of a young student's classroom experience.

- Structured block play requires the building of complex spatial configurations and more explicitly focuses on spatial analysis and spatial working memory. Researchers found that five, 30-minute sessions of structured block play resulted in changes to the neural network responsible for mental rotation as well as increased the speed and accuracy of mental rotation performance.

# Step 9: Enter Proposal Specifics

| Welcome Page | School Information | Teacher/School Administrator Contact Information | Request Information | **Proposal Specifics** | Certifications |
|---|---|---|---|---|---|

**Proposal Specifics**

* indicates required field

**Eight sections are required for a complete application. Please type/upload your application content into the fields below.**

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

*** Section 1. Endorsement**

The project described in Sections 2-8, must be acknowledged and endorsed by a school official at least at the level of assistant principal. This endorsement must appear on official school or organization stationery and must be signed by the school official. Please attach this document in the area provided.

Upload File

**Upload your letter of endorsement for your Blocks Rock! project.**

*** Section 2. Objectives/Planned Outcomes**

Improving student achievement in science and math is the Foundation's only grant-making interest. In this section, tell us exactly what student learning objectives you will reach by conducting the proposed project. The objectives should be realistic, directly related to the project, measurable and attainable within the time period of the project.

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

*** Section 3. Methods/Strategies**

Improvements in science and math education outcomes can be achieved using a variety of methods, materials and strategies. What exactly do you want to do in your classroom that will produce the outcomes described in Section 2? Please describe the nature, duration and intensity of your contact with students for this project. What will the teacher(s) and students be doing differently? Provide at least one sample lesson plan to give us an idea of what a class would be like with your project.

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

*** Section 4. Discussion of Alternatives**

In Section 3, you described your choice of methods, materials and strategies for producing desired student outcomes. Discuss other possible ways of reaching the same or similar outcomes and tell us why you rejected them in favor of those you described in Section 3.

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

*** Section 5. Project Management**

List and describe activities that will have to be managed by you and/or others to ensure the project will operate successfully. For example, if other teachers are involved, describe how they will be communicated with; if materials have to be purchased, describe who will oversee the purchasing process; and if there are questions of safety and/or security describe how will they be resolved. Please include resumes of project managers where possible.

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

*** Project Manager Resumes**

Please upload resumes of project managers that you have in this field. Please note that there is a 5 MB size limit and that any file you upload will need to be under this limitation.

Upload File

**Upload your resume here.**

# Step 9: Enter Proposal Specifics

*** Section 6. Project Timetable**

Please devise a concise timetable that shows all the key project activities and estimates the amount of time each activity will take. For this section you may create a simple chart or list of key deadlines and project elements.

Upload File

**Please see the following pages for tips on answering this question.**

*** Section 7. Budget**

Provide a cost estimate for each item for which you seek funds. Please base you estimates on information gathered from vendors, catalogues and salespeople.

Please be sure you describe all items in the budget and explain how they will be used to improve student learning and achieve the objectives described in Section 2.

Please review the section on "Restrictions" to learn about items which the Foundation cannot fund.

Be advised that many suppliers offer bulk discounts and special pricing for teachers. Ask about discounts when you create your budget in order to avoid having unspent funds at the end of the project.

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

*** Section 8. Evaluation**

Upon completion of the project, you must prepare a final report in which you will provide evidence—qualitative and quantitative—that you did what you said you were going to do. Therefore, you should include plans for collecting needed data that measure student learning throughout the project (e.g. pre- and post-tests, journals, portfolios, etc.).

(2000 character maximum)

**Please see the following pages for tips on answering this question.**

**Additional Information**

If you were unable to provide a complete response in any of the questions above or would like to attach any additional documents that you think would be useful for review, you can do so in the area provided.

Upload File

**Please see the following pages for suggested supporting documents to include.**

Save and Proceed

Need Support?

# Suggested Answers for Step 9

## The following are questions from Step 9 and some suggested answers:

**Section 2. Objectives/Planned Outcomes:** Improving student achievement in science and math is the Foundation's only grant-making interest. In this section, tell us exactly what student learning objectives you will reach by conducting the proposed project. The objectives should be realistic, directly related to the project, measurable and attainable within the time period of the project.

- Using the Blocks Rock! app and game, I plan on measuring the speed and accuracy in which each student completes each 'game' to see how their skills build over time. ADD MORE RELATING TO YOUR SPECIFIC CLASSROOM PLAN.

- I will have the students keep weekly charts/sheets to show how many times they play Blocks Rock! and to help them track their scores. This will teach them charting and math skills on top of the STEM skills they are learning through the game. ADD MORE RELATING TO YOUR SPECIFIC CLASSROOM PLAN.

**Section 3. Methods/Strategies:** Improvements in science and math education outcomes can be achieved using a variety of methods, materials and strategies. What exactly do you want to do in your classroom that will produce the outcomes described in Section 2? Please describe the nature, duration and intensity of your contact with students for this project. What will the teacher(s) and students be doing differently? Provide at least one sample lesson plan to give us an idea of what a class would be like with your project.

- Students will be able to use the Blocks Rock! game and app once a week during our daily STEM activity. ADD MORE RELATING TO YOUR SPECIFIC CLASSROOM PLAN. INCLUDE A SAMPLE LESSON PLAN.

- Once a week during our daily STEM activity, I plan on allowing students to break into teams of 2 and compete against each other to help develop their problem-solving skills through the use of this game and app. I will be monitoring the students activity and walking around the classroom to help them when I see them struggling with a puzzle. Our daily STEM activity is approx. 60 minutes in length. ADD MORE RELATING TO YOUR SPECIFIC CLASSROOM PLAN. INCLUDE A SAMPLE LESSON PLAN.

# Suggested Answers for Step 9

**Section 4. Discussion of Alternatives:** In Section 3, you described your choice of methods, materials and strategies for producing desired student outcomes. Discuss other possible ways of reaching the same or similar outcomes and tell us why you rejected them in favor of those you described in Section 3.

- Enter any related materials or other activities you previously considered using in your classroom. Include any activities you will be replacing Blocks Rock! with, if you are approved for the grant.

- I chose to use Blocks Rock! over _____ as this game is interactive, can be used with or without an iPad, promotes team-building as well as confidence through competitions, and can be adjusted based on a student's individual performance-level.

**Section 5. Project Management:** List and describe activities that will have to be managed by you and/or others to ensure the project will operate successfully. For example, if other teachers are involved, describe how they will be communicated with; if materials have to be purchased, describe who will oversee the purchasing process; and if there are questions of safety and/or security describe how will they be resolved. Please include resumes of project managers where possible.

- Once the grant is approved, I will notify (PURCHASING APPROVER) that we have received funding to purchase ### of Blocks Rock!. (PURCHASING MANAGER) will then purchase the product directly from Blocks Rock!. After they arrive, I will be storing and maintaining the game in my classroom and students will check them in/our during our approved STEM activity times.

# Suggested Answers for Step 9

**Section 6. Project Timetable:** Please devise a concise timetable that shows all the key project activities and estimates the amount of time each activity will take. For this section you may create a simple chart or list of key deadlines and project elements.

- NOTE: THIS NEEDS TO BE UPLOADED. EITHER WRITE THIS INFORMATION IN A WORD DOCUMENT OR SAVE IT IN A SPREADSHEET. BE SURE TO INCLUDE ALL STEPS FOR PURCHASING THE PRODUCT.
    - DATE HERE: Grant approval received
    - DATE HERE: Notify (PURCHASING APPROVER)
    - DATE HERE: (PURCHASING MANAGER) buys Blocks Rock!
    - DATE HERE: Estimated arrival date
    - DATE HERE: Begin using in classroom

**Section 7. Budget:** Provide a cost estimate for each item for which you seek funds. Please base you estimates on information gathered from vendors, catalogues and salespeople. Please be sure you describe all items in the budget and explain how they will be used to improve student learning and achieve the objectives described in Section 2. Please review the section on "Restrictions" to learn about items which the Foundation cannot fund. Be advised that many suppliers offer bulk discounts and special pricing for teachers. Ask about discounts when you create your budget in order to avoid having unspent funds at the end of the project.

- For pricing information, visit this site: https://mkt.com/blocksrockgame/
- You may include cost of tablets here, but make a note as to how you plan on purchasing the tablets as Toshiba will not fund them.

# Supporting Documents for Step 9

**Section 8. Evaluation:** Upon completion of the project, you must prepare a final report in which you will provide evidence—qualitative and quantitative—that you did what you said you were going to do. Therefore, you should include plans for collecting needed data that measure student learning throughout the project (e.g. pre- and post-tests, journals, portfolios, etc.).

- ITEMS TO CONSIDER INCLUDING IN YOUR ANSWER
    - Scanned purchase orders/receipts
    - Student's STEM charts showing how many times they played the game, their scores, and a report showing how their scores improved over time.
    - Classroom survey results to show their student's opinion of the product

# Step 10: Certifications

**Complete the questions on this screen and print the following page. After your principal signs the form, scan it in and upload it on this screen.**

Logout

| Welcome Page | School Information | Teacher/School Administrator Contact Information | Request Information | Proposal Specifics | **Certifications** |
|---|---|---|---|---|---|

**Certifications**

* indicates required field

If you need technical support at any time, please click the Need Support link at the bottom of the page to submit an email inquiry to our support team.

*** Have you previously requested a Toshiba America Foundation grant?**

*** How did you hear about Toshiba America Foundation?**

*** Teacher's Signature** Please type your name in the area provided to complete the electronic signature.

*** School Principal Signature Form** Please download the Principal Signature Form located Here. Once you have obtained your Principal's signature, please scan the form and upload it in the space provided.

Upload File

Save and Proceed

Need Support?

**Principal Signature Form**

Since your principal's signature is required on your application, please obtain their signature on this form (PDF version) and upload it when requested during the on-line application process. This is in addition to Section 2 of the application that requests the proposed project be acknowledged and endorsed by a school official at least at the level of assistant principal.

I certify that the applying teacher is employed by my school, that I am aware of his/her project, and that I will provide support necessary to allow the project to take place in a timely fashion.

Principal's Signature: _____ Date: _____

School Name: _____

School Address: _____

_____

# Step 11: Review

**On the final screen of your application, you will see a summary of your application for you to review. Review all of your answers and if you need to make any changes, click on the heading of the section that you need to edit.**

**After you have reviewed your answers and completed the application, click "Submit" to submit your application to Toshiba for consideration.**

**The documents on the following pages can be used for building support for your project or submitted on Step 9 to help support your grant application.**

# blocks rock! 3D

FREE Download at the App Store and Google Play

*Activates BRAIN Development*

This advanced 3D expansion to the classic competitive table-top learning game will take you to the next dimension of challenge. With the accompanying physical blocks that must be purchased from ***blocksrock.com*** (each player needs a complete set), the app enables players to build complex and fun patterns that will make their brains light up! By merging the physical with the digital, Blocks Rock! has entered a whole new world of learning possibilities.


Accuracy is key, and a player only wins the round when the structure is completed successfully. The player with the most points at the end of the game wins!

Play solo, one-on-one, or in teams. Advanced functionality allows for users to connect multiple devices and for teachers to play the role of judge.

**For more information visit us at blocksrock.com**

In 2016, researchers of the Indiana University Department of Psychological & Brain Sciences conducted a comprehensive study that showed Blocks Rock! to be beneficial to STEM learning. This study corroborates with past research that structured block play needs to be a part of every young student's classroom experience. By playing block-building games like Blocks Rock!, students will develop greater spatial reasoning abilities.

And students with greater spatial reasoning abilities will have a higher likelihood of furthering their education and developing future careers in STEM, a field that the United States so desperately needs to improve.



# blocks rock!

**Activates BRAIN Development**

**Develop STEM skills with this competitive, educational game where the FUN just keeps building.**

**Play with two players or with two teams.**

**Fast-paced FUN helps build young minds.**

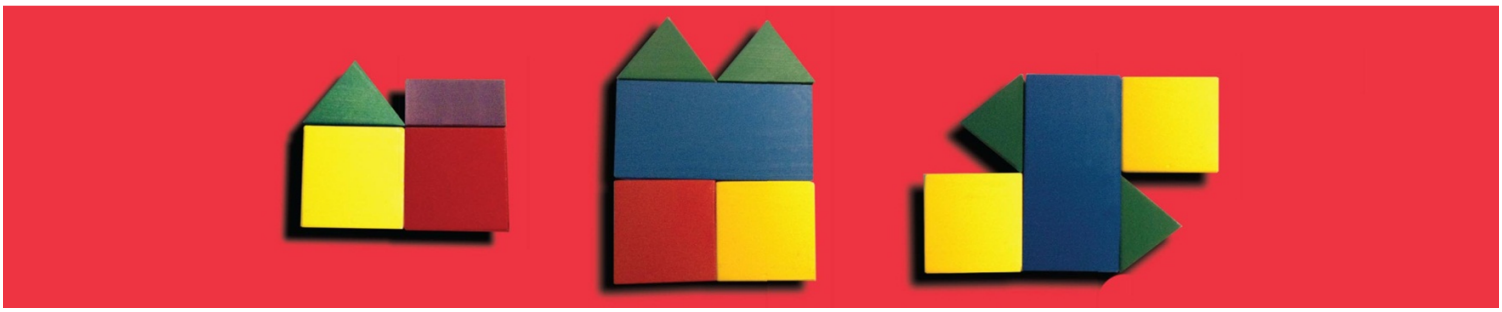
**Ages 4 to 104.**

**Each carrying case comes with:**

**24 Blocks – 12 for each player**

**2 Decks of Cards – Levels 1 and 2**

**The Bell!**



# Develop STEM Skills through Playful Learning

***Blocks Rock!*** is the competitive, educational game in which two players, or two teams of players, compete to build a color- and shape-specific structure in the shortest amount of time.

The game is played by choosing a card with the structure to copy, building the structure out of colored blocks, and ringing the bell to end the round. Accuracy is key, and a player or team only wins when the structure is completed successfully.

At the end of the deck, the winner of the game is the player with the most cards or with the most points as indicated on each card.

## *Proven to aid in spatial ability and STEM development skills.*

Experts believe that ***Blocks Rock!*** can help improve spatial ability, identified as an important component of STEM learning - Science, Technology, Engineering and Math – essential in our globally competitive world. Connections have been found between spatial ability and early learning of Math, as well as elementary and high school success in Math and Science.

The game's educational benefits include:

- **Color Identification:** Players match the colored blocks to the colors on game cards.
- **Shape Identification:** Players match block shapes to the shape of blocks on game cards.
- **Spatial Learning:** Players must build a structure to match the structure on the card.
- **Hand-Eye Coordination:** Hand-to-eye coordination is key to building a block structure in the shortest amount of time.
- **Math Skills:** Points on the cards can be added up at the end of the game to determine the winner, or younger players can count the number of cards each player has to find the winner.

***Blocks Rock!*** is thought to also develop skills in estimation, measurement, patterning, part-whole relations, visualization, symmetry, transformation and balance.

## *Playing. Learning. Engaging.*

An educational tool like ***Blocks Rock!*** can be used for structured play at school and home alike. The game is easy to learn and requires no supervision. Teachers appreciate filling students' free time and grandparents enjoy playing the game with the grandkids. ***Blocks Rock!*** is the perfect addition to events and settings such as:

- **Math Night**
- **Family Night**
- **Tournaments**
- **After-School Programs**
- **Home Schooling**
- **Developmental Programs**

**For more information, contact Debra Boyer**
**317.602.6644 ext. 1001 or dboyer@blocksrock.com**

**blocksrock.com** **Check us out on Facebook and Twitter.**

Indiana University Bloomington Indiana University Bloomington IU Bloomington

# IU Bloomington Newsroom

## IU neuroimaging study: Building blocks activate spatial ability in children better than board games

- **Sept. 13, 2016**

**FOR IMMEDIATE RELEASE**

BLOOMINGTON, Ind. -- Research from Indiana University has found that structured block-building games improve spatial abilities in children to a greater degree than board games.

The study, which appears in the journal Frontiers in Psychology, measured the relative impact of two games -- a structured block-building game and a word-spelling board game -- on children's spatial processing. Such processing includes mental rotation, which involves visualizing what an object will look like after it is rotated.

The research lends new support to the idea that such block games might help children develop spatial skills needed in science- and math-oriented disciplines.

It is also the first study to use neuroimaging to explore the effects of block building on brain activity, said Sharlene Newman, a professor in the IU Bloomington College of Arts and Sciences' Department of Psychological and Brain Sciences, who led the research.

"Block play changed brain activation patterns," Newman said. "It changed the way the children were solving the mental rotation problems; we saw increased activation in regions that have been linked to spatial processing only in the building blocks group."

The structured block-building game used for the study was called "Blocks Rock"; the board game was Scrabble.

The research builds upon previous studies that have shown that children who frequently participate in activities such as block play, puzzles and board games have higher spatial ability than those who participate more in activities such as drawing, riding bikes, or playing with trucks and sound-producing toys.

It is also demonstrates that training on one visuospatial task can transfer to other tasks. In this instance, training on the structured block-building game resulted in transfer to mental rotation performance.

"Other studies look solely at behavioral changes, such as the improved performance on measures of spatial ability," Newman said. "We're actually scanning the brain."

To conduct the study, IU researchers placed 28 8-year-olds in a magnetic resonance imaging scanner before and after playing one of the two games. Play sessions were conducted for 30 minutes over the course of five days.

To create an equal distribution of spatial ability between the two groups from the start, the children were divided evenly according to several categories that have been linked to differences in spatial ability: gender, age, musical training, mathematical skill and socio-economic status.

The two groups of 14 children also took a mental rotation test while inside the scanner, both before and after playing the games. The test -- a longstanding measure of spatial visualization and analysis -- presents two versions of the same letter, and the children had to decide whether the second letter was simply a rotated version of the same letter or a rotated mirror image of that letter.

There were no differences in mental rotation performance between the two groups in either the brain activation or performance during the first rotation test and scan. But the block play group showed a change in activation in regions linked to both motor and spatial processing during the second scan.

The group who played board games failed to show any significant change in brain activation between the pre- and post-game scans, or any significant improvement on the mental rotation test results.

Insofar as the spatial abilities of 8-year-olds are still developing, Newman said the change from the first scan to the second scan might reflect a shift in the strategy used to solve the mental rotation problems.

In other words, as children develop their spatial abilities, they may move from a piecemeal strategy in which they analyze the internal relations or parts of an image to a holistic strategy in which the image as a whole is mentally rotated.

"The block play group showed a change in activation in regions linked to both motor and spatial processing," Newman added. "This raises the possibility that the block play group changed how they were performing the mental rotation task after training."

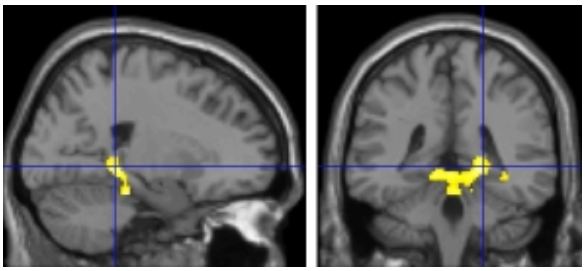
Ultimately, Newman, who in other work has explored the relationship between math and spatial reasoning, hopes that such findings will help students struggling with math and other disciplines.

"Any way you can improve a child's mathematical competence, whether through block-building or any other method, that's where my interest lies," she said.

Newman is also the director of the IU Imaging Research Facility and associate vice provost of undergraduate education at IU Bloomington. Other IU researchers on the study were Mitchell Hansen, an undergraduate student, and Arianna Gutierrez, a research associate who was an undergraduate at the time of the study. Both are members of the IU Bloomington Department of Psychological and Brain Sciences.

This work was supported by a grant from the LaCrosse Family Business Trust. The IU Imaging Research Facility supported the work as well.

Children underwent brain scans before and after playing with either a block-building game or a word-spelling board game. | Photo by Indiana University



Brain scans show increased activation in the anterior lobe of the cerebellum and the parahippocampus during the second mental rotation test after children played with blocks. | Photo by Indiana University

# Questions?

If you have questions regarding the Blocks Rock! product, please contact us at _____.

Questions regarding the Toshiba Grant, please click on the “Need Support” link on the bottom of your application.

blocks rock!

Activates BRAIN Development