WOX Grant Application Form for 2020
10/18/20

Use and completion of this Application Form is required for submission of your grant. Only Applications using this template will be considered for an award.

The completed WOX Grant Application must be emailed to cassidycoxs@xavier.edu and a paper copy with appropriate signatures mailed or hand delivered to Shannon Cassidy-Cox, Alumni Building ML 5630 by 5 p.m. March 1, 2020.

NOTE: Applicants are encouraged to seek proposal assistance through the Office of Grant Services. Please contact Shari Howell by phone at 745-1904 or email at howells3@xavier.edu as early as possible and at least 5 business days before the due date.

PROPOSAL FOR WOX GRANT

<table>
<thead>
<tr>
<th>Title of Proposed Project: The Chess Lab: Investigating the Educational Benefits of the Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested:</td>
</tr>
<tr>
<td>$7,879</td>
</tr>
<tr>
<td>Name of each applicant, their position and signature:</td>
</tr>
<tr>
<td>Rosemary Quaranta (Head of School – Xavier University Montessori Lab School; Teaching Professor)</td>
</tr>
<tr>
<td>Adam Konopka (Visiting Professor, Philosophy Department)</td>
</tr>
</tbody>
</table>

Add ALL appropriate signatures below as outlined in the Guidelines document for the WOX Grant Awards. For each approval needed, please type the person’s name, title, email address, and have them physically sign the Application.

Linda Schoenstedt (College of Professional Sciences Interim Dean) schoenstedtl@xavier.edu
Lesley Roth (Director of Xavier University Montessori Institute) rothl@xavier.edu
David Mengel (College of Arts and Sciences Dean) mengel@xavier.edu
Tim Quinn (Philosophy Department Chair) quinnt@xavier.edu

Provide a brief abstract that clearly and concisely states the aim of your project, anticipated value for XU students and/or faculty, and the indicators of success: (maximum 350 words)

Chess is one of the most enduring and universal games in human history. Games like chess play an important, but often overlooked role, in the fabric of a society. There is a growing body of literature that correlates chess playing at an early age with a variety of desired learning outcomes in areas of cognitive development, social development and executive functioning skills. University students will examine the experimental design of these studies as part of their coursework and learn to identify and assess a variety of cognitive and affective skills that are cultivated through playing chess. They will also have opportunities to observe and participate in the Lab School chess clubs and thereby gain an appreciation and understanding of the educational benefits associated with the game. There are three main pillars of this project:
1. ENGAGING UNIVERSITY STUDENTS
The aim of this collaborative project is to explore and investigate the educational benefits by engaging university students in the facilitation of two chess clubs at Xavier’s Montessori Lab School and community outreach events. University students and faculty will learn how to identify and assess the various skills involved in playing chess at an early age and Lab School participants will gain an appreciation for the wonder of the game and improve their playing proficiency. This success of this project will be indicated by the achievement of university student learning outcomes and the growth of an enriched chess culture at the Lab School.

2. COMMUNITY
Chess brings together communities: rich, poor, young, old, novice and experienced. Bringing people together around the historic game of chess is another aim of this collaborative project as we integrate Xavier students and students from neighborhood elementary schools.

3. EXECUTIVE FUNCTIONING SKILLS
We also know that playing strategic board games like chess cultivates a variety of executive functioning skills associated with concentration, problem solving, planning, predicting and decision making. The development of spatial skills is evident when students begin to visualize, analyze, calculate, and evaluate. This project contributes to the cultivation of and reflection on these skills.

NARRATIVE
Please provide a detailed project description (in #1) and answer the questions below (#2 - #8) Limit the length of your answers (including project description) to three single-spaced, typed pages.

1. Provide a detailed description of your project; what will take place, where, when, and who will be involved in the project, and the timeline. (maximum 1 page)

This project engages university students and faculty in the facilitation of two after school chess clubs (2nd-3rd grade and 4th-6th grade) at Xavier’s Montessori Lab School. The chess clubs will meet on a weekly basis (3:00-4:00pm) between October and April and over 30 university students will observe and participate as a community engaged learning component of their first-year seminar coursework. There is a growing body of literature that correlates chess playing at an early age with a variety of desired learning outcomes in areas of cognitive development (mathematics and reading), social development (interacting with others, self-confidence and executive functioning skills (responsibility, independence, concentration, impulse control, solving problems and moving forward. University students will examine the experimental design of these studies as part of their coursework and learn to identify and assess a variety of cognitive and affective skills that are cultivated through playing chess, e.g., spatial reasoning, sequencing, and patience. They will also have opportunities to observe and participate in the Lab School chess clubs and thereby gain an appreciation and understanding of the educational benefits associated with the game.

The WOX grant funds would contribute to the growth of the collaboration between the University and Lab School students, but would also enhance and expand it to include community outreach to underprivileged neighboring elementary schools through hosting two inter-school chess tournaments. In coordination with the Cris Collinsworth Proscan Fund’s Chess in Schools program, we propose to invite chess clubs from neighboring elementary schools to participate in chess tournaments in the Conaton Board Room (Schmidt Hall). We plan to host two tournaments for the respective age groups of the two Lab School clubs (2nd-3rd grade and 4th-6th grade) during the winter months of January or February. These events will showcase the social benefits associated with chess and provide further opportunities for university students to observe and participate in the educational benefits of the game.
The WOX grant funds would provide materials, compensation for Lab School student workers, and tournament transportation for neighboring schools. First, the materials associated with this project include wooden chess sets and after school snacks. Montessori pedagogy is not only oriented toward learning by doing, but also committed to beautiful, hands-on natural materials that engage tactile learning. In addition to purchasing approximately twenty wooden chess boards/sets, the materials associated with this project include afterschool snacks that will help regulate student’s energy and concentration. Second, we are also requesting compensation for two student workers that would be present for the duration of the chess club meetings and can support transitions from the school day and dismissal at the end of Chess Club. Finally, there would be associated transportation costs with the two tournaments.

Timeline:
August/September – planning
October-April – implementation
January/February – outreach
April - assessment

2. How does this proposed project enhance the mission and purpose of Women of Excellence?

This project is a special initiative that will enrich the lives of the Xavier University students through a first-year seminar by examining the experimental design of studies that highlight the educational benefits of chess. It also couples this academic pursuit with distinctive community engaged opportunities that will cultivate solidarity with and service to younger chess players. It allows the Xavier University students to mentor collaborative modeling and supporting chess with the XU Montessori Lab School students (2nd grade through 8th grade). Bringing these two groups of students together creates a dynamic relationship that will enhance the lives of all that are involved. The project also will be bringing other interested Elementary/Middle School students together from neighborhood schools twice to Xavier University with the help of the University students, engaging them in a unified chess event. This project breaks down gender, age, socio-economic and racial barriers by introducing the game of chess to those who would not normally play.

3. How will this project further the mission of Xavier University to “engage and form students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success?”

The game of chess is the tool in this project through which Xavier’s mission can be advanced. This project intellectually engages university students enrolled in a first-year seminar through an examination of the experimental design of studies that highlight the educational benefits of chess. It also couples this academic pursuit with distinctive community engaged opportunities that will cultivate solidarity with and service to younger chess players. Mentoring, guiding and supporting the Lab School students will ignite the overall learning for both University and Lab School students. This project also intellectually engages Lab School students by providing opportunities to cultivate executive function skills such as working memory, planning, organization, metacognition, and perseverance. It combines this intellectual engagement with intentional opportunities for cooperative learning among various age groups and through outreach events. These outreach events also allow students (young and old) to integrate and collaborate together from neighboring/failing schools an opportunity to come together through chess. Chess brings together communities: rich, poor, young, old, novice and experienced.

4. Why is this project important? Does it address a gap within existing University programs?
This project enhances the collaborative initiative between the university and Lab School and expands it through community outreach. We have piloted one Lab School chess club this year and provided initial opportunities for university student participation. The WOX grant funds would make possible the addition of a second club, enriched community engaged learning, and outreach opportunities to the broader community. This project is novel in its engagement of different constituents among the Xavier community through a common interest.

5. What is the expected outcome of your project? How many people (faculty, staff, students) will be engaged in your project? If the project will continue beyond the Grant timeline, what are your plans for future funding?

Project participants will gain an understanding of the educational benefits of chess and appreciation for the game. In addition to engaging 30 university students, two faculty, and 30 Lab School students, it will impact approximately 30 elementary students from neighboring schools. We also anticipate that this project will continue beyond the grant timeline. The grant funds would provide materials and supplies for future use through the continuation of Lab School chess clubs in subsequent years. The project would also continue through the relationships developed in the piloted neighborhood tournaments and, if they are successful, we would explore possibilities for sponsorships from individuals.

6. How will you measure the success of your project, if funded? What are the qualitative and quantitative measures that you will use to assess impact and effectiveness?

The success of this project will be quantitatively measured by the achievement of university student learning outcomes associated with the first-year seminar and assessment of specific project outcomes. University student participants will respond to a questionnaire that is designed to evaluate these outcomes. The project will also be quantitatively measured simply by the number of participants. It will be qualitatively measured by the growth of a chess culture at the Lab School which, in turn, will be determined by the extent of collaborative learning among age groups and the frequency of voluntary elections to play the game beyond the chess club meetings.

7. If your project is funded, how will the WOX Giving Circle be recognized as having played a role in the success / completion of your project? Give specific examples.

The WOX Giving Circle be recognized through the presence of its logo on the syllabi of the first-year seminars and verbal acknowledgment at the local chess tournaments. It will be on the Lab School website and in it’s weekly newsletter which is read by Lab School communities and University Faculty, with a chess update article written by both the University students and the Lab School students. It will also be recognized to the participants during the project launch and completion.

8. If you are applying for a 2-year grant, please explain why a 2-year award is important to the success of your project. (Note: these are projects that will take 2 years to complete, not for 2 years of funding for the same project).

Not applicable.

**BUDGET**

What is the amount of funding requested?
Below please provide a **detailed** budget with justification/need for each itemized expense.

- If your project requires students to be paid, that payment must be included as an itemized expense. For example, if your project requires 2 student coordinators, the role needs to be specified and included as an itemized expense. [i.e. Student workers: 2 students* $8.10/hr*10 hrs/week*12 weeks= $1,944; Student worker fringe benefits = $1,944*1% (stated fringe benefits rate for full-time students) = $19.44]. Note: Students must be paid as an employee and cannot be given stipends.
- If more than 25% of your budget is allocated toward food and incentives, specific detailed rationale and explanation for these expenses should be provided.
- Include a detailed list of supplies and equipment necessary to complete your project.
- If your project’s total budget is greater than $10,000 per year, other sources of support must be stated and appropriate documentation from other funding partners must be provided.
- All costs, including student pay rates, must follow University policy. Your budget for these items should take this into account. Please contact Shari Howell (howells3@xavier.edu) to discuss budget questions.

<table>
<thead>
<tr>
<th>Item:</th>
<th>Unit Cost:</th>
<th># of Participants:</th>
<th>Totals:</th>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Workers</td>
<td>1 ½ hours/week @ $12/hr x 25 weeks</td>
<td>2</td>
<td>$900</td>
<td>Two student workers will be hired to facilitate the chess club meetings and support transitions from the school day and dismissal after the meetings. We are proposing a rate of $12/hour but, if funded, we will work with student employment to determine the appropriate rate and to conduct the hiring process.</td>
</tr>
<tr>
<td>Fringe Benefits –</td>
<td>% of wages</td>
<td>2</td>
<td>$9</td>
<td>The estimated fringe rate established by the University is 1% of wages.</td>
</tr>
<tr>
<td>Student Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks</td>
<td>$3/week x 25 weeks</td>
<td>30</td>
<td>$2,250</td>
<td>Snacks will be provided for the students at each club meeting.</td>
</tr>
<tr>
<td>Wooden Chess Sets/Boards</td>
<td>$200 each X 20 sets</td>
<td>30</td>
<td>$4,000</td>
<td>Wooden chess sets will be purchases to support club participants.</td>
</tr>
<tr>
<td>Bus Fee</td>
<td>$310/round trip x 2 tournaments</td>
<td>30</td>
<td>$620</td>
<td>Transportation will be provided to and from the two chess tournaments for students in the community.</td>
</tr>
<tr>
<td>Tournament Expenses</td>
<td>$50/tournament x 2</td>
<td>60</td>
<td>$100</td>
<td>The miscellaneous materials for the tournaments include flyer costs, pencils and paper for tournament notation, and bottled water for participants.</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$7,879</strong></td>
<td></td>
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