

TOUCHMATH®

FUNDING APPLICATION GUIDE

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This guide is designed to help you enhance your skills to **secure funding that will boost student learning.**

Are you ready to build your ability to secure funding? Click on the topic below to access more details.

- [Preparing a Proposal for Your Administration](#)
- [Writing a Successful Proposal](#)
- [Grant Writing Glossary](#)
- [TouchMath Product Information](#)

Your TouchMath account manager is ready to help. [Schedule time](#) with them to learn more about how to fund your TouchMath program.

PREPARING A PROPOSAL FOR YOUR ADMINISTRATION

Before looking to secure new funding for your program, you should start with your school or district's existing budget. Your administration will likely require a compelling justification for using the funds for the purchase of TouchMath products and professional development.

The following steps will help you prepare your proposal:

- 1. Request a current quote from your TouchMath account manager.** Find out when your district prepares the budget and be ready to submit your proposal with the cost clearly stated in time to be considered in next year's budget. In addition, in early- to mid-spring, inquire if there will be any current-year funds that are likely to be unspent at the school or district level and for which you can apply.
- 2. Identify who you should submit the proposal to and in what format.** You should keep the proposal brief and concise.
- 3. Demonstrate your needs in a few paragraphs:**
 - a. Explain why your school has a need for the specific TouchMath product(s). Present student achievement levels, particularly with reference to performance measures that reflect district or state academic priorities and/or the school's improvement plan.
 - b. Describe how you'll use the product(s) to supplement current instructional programs: how many students, how often, in what setting, etc. Tactfully explain why current approaches aren't working (e.g., no student improvement, inefficiency for teachers, little useful data, etc.) without passing judgment on the choice of these programs.
 - c. Discuss your capacity for improvement (e.g., team-based approach, commitment of other staff, flexibility in meeting student needs, etc.).
 - d. Address expected outcomes in overall terms such as student growth, improved classroom participation, increased parent involvement, etc., as well as specific metrics (e.g., X percent improvement in test scores—shown by subgroups as appropriate, number of books read, amount and pace of growth, etc.).
 - e. Tailor your proposal to the person(s) who will make the decision. What are their "hot buttons" (e.g. accountability, transparency, test scores, STEM, literacy, technology)?
- 4. Highlight the specific TouchMath product features that apply to your situation.** Why is each feature important (e.g., increased student motivation, more useful data, time and/or money saving, etc.)? If you are requesting the re-allocation of

formula funds, you can access TouchMath Funding Alignments to show how the product(s) fits within the funding source you are requesting here.

5. **Describe how you will keep the administration informed about the results and impact of TouchMath program.** What metrics for success will you report? What data or reports will you submit and how often? Will you invite administrators to visit to observe firsthand? When? How will you help other educators in the district replicate what you are doing?

WRITING A SUCCESSFUL PROPOSAL

Whether you're writing a foundation or a corporate proposal the following steps will make it easier to identify the areas you need to highlight to make the most impact.



Research organizations that align to your need, demographic, or location. Look for foundations in your community – some of these may have headquarters or a large presence in your state. Look at their websites and keep an eye out for “corporate responsibility,” “community involvement,” “request a donation,” or something similar.



Identify the main contact and reach out to introduce yourself and see if there is alignment. Make contact by phone or by letter, briefly introduce your school and what you are seeking funds for, state your belief that there might be a fit between your needs and the funder's interests, and ask whether it would be appropriate to submit a proposal for the amount you require.



Tips for Making a Phone Call to a Foundation

Make a preliminary phone call to determine if a foundation would be a good fit for your school or district.

1. Check the foundation's website to learn more about their mission, funding priorities, grant procedures, past grantees, etc. Review the list of staff to identify the program officer or appropriate person to call for education.
2. Call the appropriate person and introduce yourself and the current project you are trying to fund. Determine if they will consider a funding request, and discuss your request in terms of what you are trying to achieve for your school or district, not the specific product you will use to achieve that goal.
3. Answer the foundation officer's questions accurately and honestly. If there is something you don't know, tell them you will be glad to get back to them with more information. Clarify and confirm any information you are not sure about regarding the application process. If the application process is not fully described on their website, ask if they have a standard application form or if a narrative proposal is sufficient. They may ask you to send them a letter. If so, write a one- or two-page letter summarizing the request (need, goals, objectives, budget, etc.).
4. Leave a positive first impression—show enthusiasm, confidence, and commitment concerning your students. Unless the person wants to talk

longer (which is a good sign), thank them for their time and, if appropriate, indicate that you will be following up with a request.



Streamline your workload by breaking the proposal down into smaller sections. These sections may be titled differently across opportunities and you should adjust to match their titles. Common sections include:

- **Executive Summary:** Although this is the first section in your proposal it should be the last thing you write. Pick the most compelling parts of each section and combine them into a one-page narrative that hooks the reader and drives them to read the entire proposal. Keep your students and the impact the grant would have on them at the core of your statement.
- **Introduction:** This section is where you describe your school, the community, the number of students enrolled, the grades covered, some school/district history, parent involvement, your mission statement, and awards or recognition the school/district has received. This is also where you will highlight any specific alignments to the grant you are going after – do you have a large percentage of students whose parents work at the company?
- **Statement of Need:** This is where you showcase the problem the grant will solve, why it is a problem, who will benefit, and what their specific needs are. Create a narrative of the need and then back it up with data points (test scores, assessment results, etc.) Focus on the student impact, not the money. You should also focus on how multisensory math – the methodology or approach – will solve the problem. Not the specific need for TouchMath products.
- **Project Description:** In this section, discuss the project goals and objectives, activities, timeframes, number of participants, staff qualifications, etc. This is the “who, what, where, when, and how” that follows the “why” you’ve explained as the statement of need. Pay particular attention to goals and objectives. Goals are broad statements: Students in grades three through five will improve their reading skills. Objectives are more specific:
 - 75 students in grades two through three will increase their math scores on our state’s alternative assessment.
 - Objectives are the results you expect to achieve—the results of the work funded by the grant. Don’t confuse the objective with the approach. Creating a math program is not the objective—it is the approach. Improving math scores for 75 students is the objective.

In writing objectives, many grant writers follow the acronym SMART: Specific, Measurable, Achievable, Realistic, and Time-bound.

- **Evaluation:** In this section describe how you will measure the effectiveness of the program you want to implement. With TouchMath you have access to a number of reports to help demonstrate student impact and progress.
- **Sustainability:** In this section describe how you will sustain the program and its results after the funding is spent. This is an expectation for long-term success. Be prepared to present a specific plan.

- **Budget:** This should align to the rest of the proposal and use real numbers. Your TouchMath quote will show the specific price, unit, and other charges. You should not copy and paste the quote, but recreate it in alignment with your proposal.
- **Cover Letter:** Use school or district letterhead, address it to the appropriate contact (you should have this from your introductory email/phone call), and create a sense of excitement as you explain your request. Reference your contact, add information that didn't fit anywhere else in the proposal, discuss any additional funding or community involvement, and remember to thank the foundation for their consideration.



Adapt your proposal to fit the format of the funder (this can usually be found on their website or through your introductory phone call). For example, some foundations will have a form – corporate funders may expect a 1-2 page letter.

GRANT WRITING GLOSSARY

Abstract: A one-page description of your project including the purpose, number of participants, amount requested, and how the project is unique.

Administrative Costs: Grant funds used to administer or oversee the project.

Allowable Costs: Expenditures under a grant that are specifically permitted (or not specifically prohibited).

Assurances: A listing of requirements, found in different state and federal laws, regulations, and executive orders, that applicants agree in writing to observe as a condition of receiving funding.

Budget: The financial plan for carrying out the proposed project or program. The budget should show all costs related to the project, including those funded by sources other than the grant.

Budget Narrative: A written description of the purpose and source of each expense, including (where applicable) the unit cost, number of units, and related computations.

Budget Period: An interval of time into which a project period is divided for budgetary purposes.

CFDA (Catalog of Federal Domestic Assistance): A publication and database that lists details about federal funding programs. CFDA numbers are used in all references to federal grant applications.

Certification: A statement, signed by an applicant or grantee as a prerequisite for receiving funds, that it meets or will adhere to certain conditions.

Collaboration or Consortium: A group representing organizations which share common beliefs, goals, and commitment to a particular grant project.

Competitive (Discretionary) Grant: An award made directly to an eligible grantee on the basis of a competitive review process.

Continuation Award: Additional funding awarded for a budget period following the initial grant period.

Contracted Services: Services provided to the grant recipient by an outside consultant or provider.

Direct Costs: Items in a grant budget specifically related to the implementation of the project. Examples include personnel costs for employees' time devoted to the performance of grant activities; project equipment, materials and supplies; professional development; and travel expenses incurred to carry out grant-related activities.

Eligible Applicants: Entities who may apply for a grant as specified in the grant guidelines.

Encumbered Expense: Grant funds set aside for project implementation. Recipients must not encumber any expense prior to the start date or after the end date of the funded project.

Entitlement Funds: Funds received on the basis of population characteristics, student achievement levels, etc.

ESSA: Every Student Succeeds Act signed December 15, 2015, as the re-authorization of the Elementary and Secondary Education Act.

1. Evaluation: Assessment of whether a project achieved the intended outcomes
2. The evaluation component includes:
 - a. product evaluation—results that can be attributed to the project, as well as the extent to which the project has satisfied its desired objectives; and
 - b. process evaluation—how the project was conducted in terms of consistency with the stated plan of action and the effectiveness of the various activities within the plan

Evaluation Data: Two types of evaluation data are typically required:

1. quantitative—student test scores, numbers of teachers trained, or other objectively measured outcomes; and
2. qualitative—information gathered through open-ended questionnaires, observation notes, and artifacts such as student projects and sample lesson plans

Evidence-Based: A statistically significant effect on improving student outcomes or other relevant outcomes. There are 4 levels of evidence:

1. strong evidence from at least 1 well designed and well-implemented experimental study;
2. moderate evidence from at least 1 well designed and well-implemented quasi-experimental study;
3. promising evidence from at least one well designed and well-implemented correlational study with statistical controls for selection bias; or
4. a rationale based on high quality research findings or positive evaluation that the activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes

Fiscal Year (FY): A period in which an accounting cycle begins and ends. Federal fiscal years are typically October 1 through September 30. School fiscal years are typically July 1 through June 30.

Federal Register: The federal government’s daily publication for rules, proposed rules, and grant announcements.

Formula Grant: Funds distributed to eligible applicants for which the amount is established by a formula based on certain criteria written into the legislation and program regulations. Formula funds may be directly allocated or awarded through a competitive grant competition.

Free or Reduced Lunch (FRL): Many federal programs use a school’s percentage of students eligible to receive free or reduced lunch to determine its eligibility for additional funding. State and federal grants often set the bar at 40% or higher.

Funding Priorities: Specific elements that applicants are asked to address or certain conditions that must exist for applicants to be eligible for a certain grant. There are two kinds of priorities for which additional scoring points may be received:

1. absolute priorities— applicants must address these in order to be considered for funding
2. competitive priorities— applicants have the option of choosing whether or not to address these

In addition, an invitational priority encourages but does not require applicants to respond and does not offer competitive or absolute preference points over other applicants.

Goals and Objectives: Goals are broad and long-term targets (e.g., increasing high school graduation rates); objectives are more short-term (e.g., increasing reading scores by a specific percent within a specified timeframe).

Grant: An award from a funding source which provides financial or other resources in order to implement solutions to pressing needs.

Grant Period: The period of time for which funds have been awarded. Foundations typically award grants for one year. State and federal grants may be awarded for multiple years.

Grantee: An organization that has been awarded a grant.

Grantor: An organization that makes a grant.

Indirect Costs: Costs incurred for an organization's operating expenses (e.g., utility bills, janitorial services, etc.) which cannot be readily and specifically identified with a particular grant project.

Indirect Cost Rate: The percentage a grantee uses in computing the dollar amount it charges to the grant to reimburse itself for indirect costs of a grant project.

In-Kind Contribution: A contribution of equipment, supplies, services, personnel, or other tangible resource, as distinguished from dollars. In-kind contributions may be considered as sources of match for some grants.

Intent to Apply: Some federal and state grants require or request a letter or form to be submitted indicating intent to apply for the grant.

Letter of Inquiry: Some foundations request a letter outlining the proposed grant request as a first step prior to the submission of a proposal.

Match: The portion of project costs in the form of cash or an in-kind contribution or any combination thereof that is contributed by the grantee or other donor.

Needs Assessment: Documentation of why the grant is needed.

NOGA (Notice of Grant Award): An official document signed by a program official which states the amount and the terms and conditions of an award.

Non-Academic Indicator: Along with academic indicators, the Every Student Succeeds Act (ESSA) includes an additional category which allows individual states flexibility beyond academic mastery. Examples of non-academic indicators include absentee rates, school climate and safety, and student engagement.

Professional Development: Ongoing learning opportunities for teachers and other education personnel through their schools and districts. ESSA defines professional development as activities that are “sustained (not standalone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.”

Performance Measure: A characteristic or metric that can be used to assess the performance aspects of a program or project (e.g., dollars expended, students enrolled, grade point average).

Performance Report: A report of the specific activities the grant recipient has performed during the project period.

Project Period: The total amount of time for which a grantor promises to fund a grant and authorizes a grantee to conduct the project. Multi-year award funds are generally obligated for the first 12 months and planned for subsequent budget periods if certain conditions are met.

Proposal: A written application submitted to a grantor requesting to be considered for a grant award.

Proposal Requirements: Guidelines for the contents of the proposal which may include specific scoring criteria, formatting, number of pages, page size, fonts, use of tables, charts, or graphics, and other limitations.

Proposal Summary: A description of the proposed project which appears at the beginning of the proposal in the form of a cover letter or a separate page.

RFA (Request for Application) or RFP (Request for Proposal): These terms may be used interchangeably to list project specifications and application procedures for specific grants.

Replicability: The likelihood that the proposed project can be replicated in other schools or districts or on a broader regional or national scope.

State Point of Contact (SPOC): Some federal grants require that the applicant notify a particular state official or agency of its intent to apply for the grant, including basic information about the proposed project. The grant application announcement may include the list of SPOCs.

Submission Requirements: Instructions for submission of proposals such as number of copies to be submitted, binding, mailing or delivery instructions, package labeling, and due date and time.

Sustainability: A plan for continuation beyond the grant period and/or other resources needed to implement the grant.

Target Populations: Individuals, students, schools, or other recipients who will be the focus and beneficiaries of services provided through a grant project

PRODUCT INFORMATION

The following narratives have been crafted to help you when writing your proposal for TouchMath. If you need additional assistance with grant writing

About TouchMath

TouchMath is an explicit, multisensory math program for students who struggle with foundational math and abstract concepts from preschool through transition. TouchMath includes a math screener, multisensory math curriculum, proprietary manipulatives, progress monitoring, and assessment and instructional data and reports. Aligned to state and extended standards, TouchMath is used in special education programs in self-contained, resource, and inclusion classrooms throughout the country and as an effective, comprehensive math solution.

Comprehensive Math Curriculum

TouchMath is an explicit, systematic multisensory math program that makes abstract concepts more accessible and engaging. With TouchMath, students from pre-K through transition have access to grade-aligned, high-quality math instruction that incorporates visual, auditory, and tactile strategies to create a motivating learning environment proven to accelerate progress.

Real-Time Diagnostic

Using objective, empirical data in the classroom empowers educators to tailor instruction, identify student needs, and adjust strategies in real time. Track and analyze student achievement across various student groups, addressing inequities and ensuring that all students have an equal opportunity to succeed.

Actionable Analytics

TouchMath includes a math screener and progress monitoring tools to give you a clear picture of growth and skill retention. Provide teachers with valuable insights to fine-tune instruction, ensuring each activity precisely matches each student's needs. With deep insight into district, school, classroom, and student progress, educational teams can proactively plan for targeted interventions that address specific learning gaps and enhance overall achievement.

Personalized Learning

Meaningful data equips educational teams with the information needed to easily adapt and tailor instruction to meet the diverse and unique needs of all students. Maintain and achieve compliance while proactively meeting the unique needs of each student by adjusting instruction and intervention in real time based on student progress.

State Standards Aligned

Every student can learn math. Our trusted solutions empower educational teams to deliver equitable, effective instruction proven to drive student success. TouchMath is aligned with state and extended standards.

Research-Proven

50 years of research and evidence-based practices inform our instructional approach. The number of studies conducted on the efficacy of TouchMath demonstrates evidence of effectiveness across different settings—urban, suburban, and rural schools—and diverse student populations, including those with special needs. The program’s success spans multiple contexts, including U.S. and international schools.

Implementation Models

Schools around the world use TouchMath’s comprehensive curriculum and services to provide personalized support in a variety of settings:

- Inclusion Classroom
- Resource Classroom
- Self-Contained Classroom
- Whole Class Instruction
- Blended Learning and Flipped Classroom
- Tier 2
- Tier 3



AWARDS & RECOGNITIONS

ENDORSED BY



National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research



TouchMath PRO™
& TouchMath NOW



TouchMath PRO™
& DySc Screener



TouchMath PRO™



DySc Screener



TouchMath
Standards Edition