

THIS TEMPLATE IS CUSTOMIZABLE and intended to be a guide only. Please adjust the content so it reflects your own voice and is more specific to your region and the funder from whom you're seeking support. Ideally, it is a two-page document which can be abbreviated or expanded depending on the needs of the organization to whom you are reaching out.

To Whom It May Concern,

It is with great pleasure that we submit this proposal for support to you. At Hub NAME, we believe that *(state your mission or vision, the needs of your community or the principles that guide your desire to participate in the Making Spaces cohort)*. A partnership with FOUNDATION will be crucial to this phase of our growth.

The Opportunity

HUB NAME would like to participate in the upcoming cohort of *Making Spaces: A Professional Learning Community hosted by Maker Ed*. Making Spaces aims to sustainably integrate making into schools and learning environments across the country. The program employs an innovative model where multiple participating schools or sites partner with a nearby [Regional Hub](#)—just like HUB NAME. These Hubs provide sites with support to help jumpstart and sustain maker education in learning environments, both in-school and out-of-school-time, through professional development, tools and resources, and community engagement. The Making Spaces program has engaged 36 Hubs and over 250 schools and educational sites.

We believe the best way for HUB NAME to deliver a tailor-made maker-centered learning strategy to our community is through participating in the 33-month cohort experience of Making Spaces. The Making Spaces approach is built on these three focus areas:

- Culture & Community Building—developing a culture of maker-centered learning and building a community among Hubs and School Sites. Our efforts focus on defining values, building a shared language, and creating a vision for maker centered learning. As a Hub in the cohort, we will work with sites to identify community stakeholders (e.g. school administrators, parents, community leaders, youth) and work to include them in this process. This process allows organizations and educators to come together and develop shared understanding and ownership of their work.
- Pedagogy & Practice—Starting with their shared vision, values, and language, Hubs provide a framework for Site facilitators to create opportunities for youth to engage in maker-centered learning. Through monthly meetings and ongoing support, Hubs and Sites deepen their approach to integrating maker-centered learning and assessing that learning. This includes sequencing activities that build understanding over time, connecting to school standards, and assessing content as well as mindset goals.
- Equity & Identity- Maker-centered learning is equitable by design because it centers and empowers learners. But educators and content providers can be intentional in building equity and accessibility into their lessons. Hubs will work with Sites facilitators to engage with their identities and consider how it influences their teaching. They will

work with equity based, anti-racist and accessibility tools to ensure that activities are engaging students and their identities to deepen their understandings and learning.

- Sustainability & Growth—Over time and through the levels of networked support, Hubs and Sites will build capacity to sustain, grow and deepen the impact of their maker-centered learning work. This is done through resource development and sharing, through the establishment of new structures, routines and strategies for collaboration, as well as through strengthened relationships and new pathways for involvement among community stakeholders.

The Impact and Outcomes

(Use this space to articulate your outcomes and community impact succinctly and without overpromising. The following are examples only))

By undertaking in this work, HUB NAME will:

- Create a sustainable infrastructure for supporting maker-centered learning throughout our community
- deliver crucial PD to at least X# of educators, administrators, etc.
- Connect at least X# of Sites together in their goal to bring making into their educational spaces
- An extended community of facilitators delivering educational experiences to our young learners;
- A network of curious, inventive and creative educators sharing resources for improved engagement around maker-centered learning;
- Roughly X# of students reached
- X# hours of PD delivered to district/county/regional educators or administrators

The student impact of our participation in this cohort will be improvement in these areas:

- Improved disposition to learning—Making is about developing a disposition for lifelong learning, developing internal motivation, adaptability, initiative, resilience, and transferable competencies relevant to our evolving homes, communities, and workforce;
- Social, Emotional, and Academic Development (SEAD)—maker education embeds SEAD through the natural and authentic paths of making by developing and sustaining collaborative skills, a disposition of empathy and community support as well as problem-solving, critical thinking, and communication competencies;
- Access and Equity through Making as Deeper Learning: Maker education develops access to rigorous learning experiences for all students but especially for marginalized populations that are underrepresented as capable and competent learners in schools. Learners who have a lived experience that is not typically represented at school don't arrive knowing less than their peers. They know differently;

- Workforce Development: Maker education supports development of learning competencies that will be central to the jobs that will survive or emerge in coming decades;
- Engaged Life: The impact of making plays out by creating pathways of equity to relevant and deep learning in schools and for life. These experiences in turn lead students to develop interests, passions, and knowledge across potential careers, community building activities, personal interests, and at-home tool-use and skills.

The Need

HUB NAME seeks a grant of \$15,000 to participate in the 33-month cohort. We believe this model will be the most effective for supporting the ambitious organizations and educators in our region. Our young learners will benefit tremendously from the initial investment in this specific infrastructure designed to grow the opportunities for educators to expand their toolkits and broaden their perspectives.