

State of Minnesota One-Time Appropriation Request



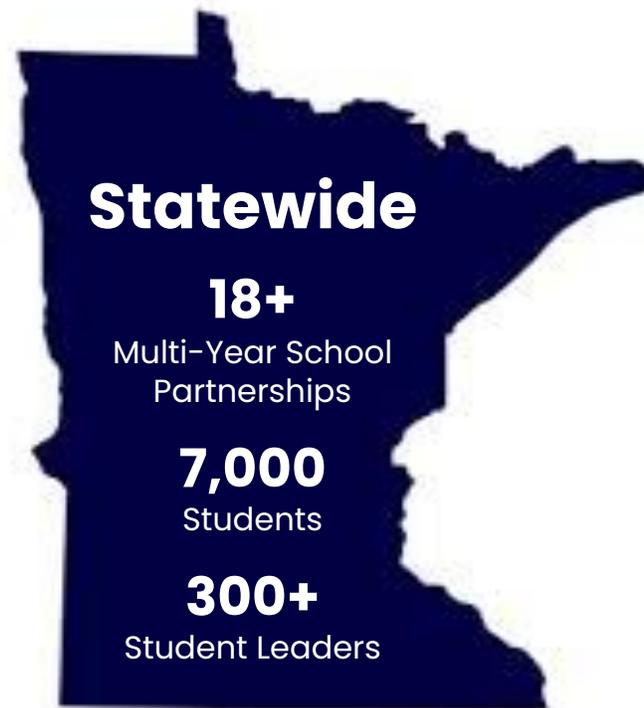
Playworks Minnesota is seeking a **one-time State appropriation of \$1.2 million to expand our evidence-based strategy**, which enhances recess by customizing frameworks and programming to meet the unique needs of each school community. This approach aims to **improve school climate, boost student well-being, and provide valuable support to educators.**

The expected outcomes include **reduced disciplinary issues, increased student attendance, optimized teaching time**, and the promotion of hands-on learning for the **development of social competencies.**

Our ultimate **objective is to guide schools towards self-sustainability**, reducing the need for ongoing Playworks support and ensuring lasting benefits. Moreover, we **aspire to inspire district systems change across the state**, driving long-term improvements in education.

This initiative is focused on over **40% low-income PreK-5th and/or 8th-grade schools** throughout Minnesota. It will impact **6,300 children annually**, spanning more than 18 schools, with a comprehensive 2-3 year plan that includes On-Site Support for Twin Cities schools and customized Targeted Support for a Greater Minnesota pilot program.

\$1.2M
Investment
H2638



Enhance
Systems



Embed
Practice



Equip for
Sustainment



Inspire
District -Wide
Adoption

Playworks Research Backed Practices



INCREASE STUDENT

Emotional Well-Being
Feelings of Safety
Connectedness
Attendance



DECREASE STUDENT

Bullying
Physical & Verbal Conflicts
Discipline Incidents
Chronic Absenteeism



What Research Reveals about our impact



PLAY IMPACTS MENTAL HEALTH

When kids play together, they build connections, leading to improved academic outcomes, positive behaviors, and reduced feelings of sadness.

PLAYWORKS LEVERAGES PLAY TO IMPACT MENTAL HEALTH

STRONG RELATIONSHIPS, SENSE OF BELONGING, AND COMMUNITY AT SCHOOL



88% more

88% of teachers reported an increase in students' sense of belonging at school (Playing Fair)⁵

POSITIVE BONDING
+ **+**

Junior Coaches showed statistically significant positive change in building their sense of bonding at the school (HSAR)⁴

5X more

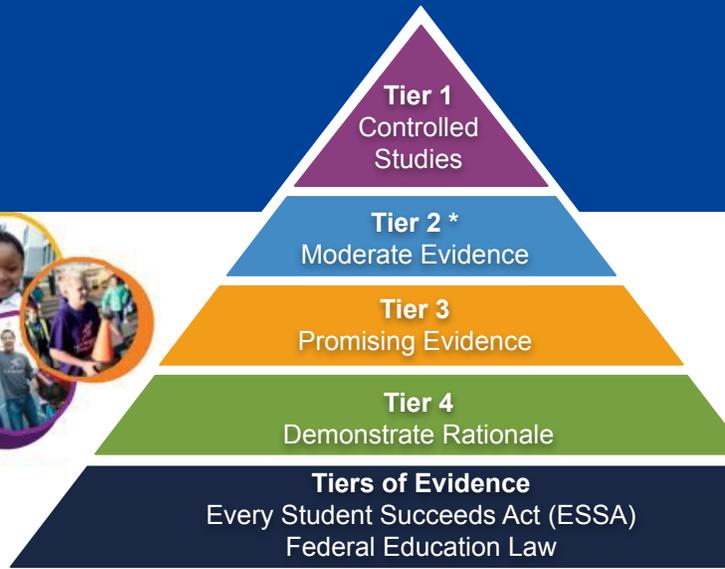
Students are 5x more likely to have a positive interaction with an adult on the playground³

POSITIVE CHANGE
+

Playworks Junior Coaches (4th and 5th grade leaders) showed statistically significant positive change in building relationships with adults and peers⁴

PLAYWORKS INCREASES ATTENDANCE **Stanford University**

An independent evaluation by **Stanford University**¹ found that Playworks programming led to a statistically significant increase in attendance among elementary school children. That increase was greatest among chronically absent students.



TIER 1 INTERVENTION

Highest Level of Evidence under the

Every Student Succeeds Act (ESSA)

Playworks is a Tier 1 Intervention backed by evidence from a **controlled study by Stanford University**, as affirmed by the RAND Corp Review in 2017. We have 12 published studies and articles that demonstrate our impact.

Stanford University

PLAYWORKS SCHOOLS HAVE LESS BULLYING

Teachers in Playworks schools reported significantly less bullying and exclusionary behavior during recess*, a 43% difference in average rating scores¹.

43% LESS



STUDENTS FEEL SAFER AT SCHOOL

Playworks teachers' average rating of students' feelings of safety at school was 20% higher than the average ratings reported by teachers in control schools¹.

20% HIGHER RATING

STUDENTS ARE READY TO LEARN

34%

Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities (34% fewer minutes)¹.

