

“4 Schools Running 4 Life”

Desert Sands Teachers Assn. \$19,977.00 | Bethany Martinez

The goal of this proposal is to strengthen the Dr. Carreon Academy and Van Buren Elementary School communities by continuing to promote physical fitness and academic scholars. The second goal is to partner with two additional schools, Roosevelt Elementary and Kennedy Elementary - both in Indio. A few years ago, Hoover Elementary included Dr. Carreon Academy and Van Buren Elementary in their proposed grant, allowing our schools the opportunity to create and fortify a school culture of health and wellness. It is our intention to continue strengthening our own programs as we branch out to other schools in our community. One mile, one student, four schools at a time!

A Greener Future

Chula Vista Educators \$10,922.00 | Amy Fallon

Children have become the focus on being the “solutionaries” for environmental change. As solutionaries, children can create the wave of change through environmental education and sustainable practices. Starting from when the children are young, families and teachers can help create these positive sustainable practices. At Salt Creek Elementary all classrooms would incorporate inquiry-based lessons to encourage students to become global stewards through personal lifestyle changes to positively impact the environment. With our throwaway lifestyles, we need to change the daily mindset. Students will work cooperatively to create a variety of solutions to reduce waste at our school. With the water bottle refill station purchase we will make the necessary steps to reduce our plastic waste. In addition, this grant will provide recycle and compost bins, gardening tools, environmental education curriculum, and equipment to support inquiry-based lessons. As a result, the school will create a meaningful, sustainable program.

A New Way to Grow Food

Anaheim Secondary Teachers Assn. \$20,000.00 | Samuel Jaramillo

The project is designed to support student teams in creating a greenhouse-aquaponics space at Western High School. With the grant, students will collaborate in teams led by their own peers to design, construct, and oversee the growth of the greenhouse into a common space for hands-

on, project-based learning. Students will gain valuable skills in leadership and communication, while developing a growth mindset by engaging with their peers in the iterative design process. As a school, we are eager to utilize this space to give back to the community through food banks and collaboration with local middle and elementary schools.

Books for Students - Selected by Students

Maxwell Teachers Assn. \$5,000.00 | John Patterson

In 2017, our school flooded. Our junior high students lost almost \$2,000 worth of books that had recently been purchased using proceeds from our Scholastic book fair. The books had been cataloged and were sitting on the floor ready to be put on shelves. The library was already terribly understocked. The students were devastated. We simply needed more books, and nothing is better than a student recommending a book to a peer. My proposal is for students to create grade level teams to research, select, physically go get, and then bring back, books for their peers.

Coding and Robotics

Santa Monica-Malibu Classroom Teachers Assn. \$4,936.77 | Shelley Smith

Coding and Robotics are areas of computer science that students should be exposed to. Coding can be tied to other content areas and are aligned with NGSS as there is a strong connection to engineering and design. Students will begin with a deepened understanding of coding, programming, and continue with the connection to robotics and future careers. Various tools which support both digital and hands-on blended learning will focus on constructing viable codes to program robots in order to perform tasks.

Coding Using Robotics

Rohnert Park-Cotati Educators Assn. \$11,230.00 | Suzette Williams

This grant would supply materials to allow an innovative middle school to build a comprehensive enrichment program which would allow students to explore science and technology in a hands-on fashion. A robotics/coding program would benefit students by exposing them to situations that require the use of creativity, thinking skills, and the ability to persevere through tough situations. The middle school team has begun to teach students the process of coding using online sites to engage the students. Lego Mindstorms Education kits would allow us to foster critical thinking skills that are expected by business leaders today.

Collaborative and Innovative Learning Environments

Irvine Teacher Assn.
\$20,000.00 | Grace Kim

Brywood Elementary School is uniquely positioned to be the ideal recipient for this grant. Despite being one of the lowest funded school districts in California, we are one of the highest performing school districts. Our brand-new Innovation Lab is a designated space for student collaboration and innovation. Our goal is to support real world learning and 21st century workplace skills by providing our students with flexible furniture for small group collaboration and purposeful equipment that spark curiosity, collaboration, and serves as a catalyst to the design process.

COMMUNITIES UNITED THROUGH BILINGUALISM (COMUNIDADES UNIDAS A TRAVES DEL BILINGUISMO)

Anaheim Secondary TA
\$20,000.00 | Ryan Ruelas

“Comunidades Unidas a Traves del Bilinguismo” is a project that empowers high school students in Anaheim High School’s DLI program. These bilingual ambassadors will create activities that focus on the cultural aspects of Spanish speaking countries for elementary students in AESD. Using their Spanish language ability, students will capitalize on this positive trait and make the DLI program more inclusive through the activities they sponsor throughout the year. The positive attributes of DLI will be illustrated, more stakeholders will have a better understanding of DLI, and membership to this program will increase as students from AESD are exposed to the many benefits of being bilingual and biliterate.

Cool Cat Community Space
Los Gatos Elementary Teachers Assn.
\$12,300.00 | Megan Mahoney

The mission of the Cool Cat Community Space is to repurpose an underutilized outdoor campus space to provide students with a place for doing, being, learning and experiencing. This multi-functional space will create community building opportunities for the school while reinforcing positive strength-based character traits and ecological awareness, which reinforces the school theme of being Peaceful, Aware, Wise, and Safe (PAWS). Students will use the community space in a variety of ways including creating interactive sculptures and a mindful path, which will build sensory awareness as well as academic, personal and life skills.

Coral reef
Oroville Elementary Teachers Assn.
\$8,363.70 | Kathi McCarthy

This project provides students with the skill to understand how biology, chemistry, and physics combine to create a healthy ecosystem. Students will gain hands-on experience by sustaining a soft coral reef environment inside a saltwater tank, they will be responsible for maintaining the correct conditions for the organisms within the tank community to grow and thrive. Students will have opportunities to become involved with school activities, learn valuable lessons about how they are part of holistic community, and develop skills that will aid them in future community service projects, classroom experiences, and potential career pathways. My goal is to implement a leadership program that instructs students on application and interview processes, along with resume writing, and letter of recommendation seeking and implementation.

ED Talks
Anaheim Secondary Teachers Assn.
\$4,975.14 | Nicole Montoy

The ED Talks project showcases students presenting on a problem they would like to solve within their community, major, or career interest. These talks are student-driven, student-led, and student-produced using the project-based learning model as a foundation. Students choose topics that are personal, and they are passionate about, they choose which student presentations should be showcased, and shoot and edit each presentation in a TED Talk format. These talks lead to exciting civic engagement, conversation, curiosity, skepticism, openness, critical thinking, and action.

Empowerment Through Political Literacy
Sweetwater Education Assn.
\$2,800.00 | Erica Dibello-Hitta

The Empowerment Through Political Literacy project prepares adult education students in High School Equivalency and Citizenship classes to influence policy at the local level. Through visits to City Council meetings as well as with their local representatives, students will experience how government works firsthand. These students will use the information learned in the classroom as a springboard to effectively advocate for themselves and their community. This student-centered project is future oriented and, most importantly, it is results oriented.

**Growing our Heart -Through the Use of Art
Salida Teachers Assn.
\$14,300.00 | Lenora Gerber**

Through the use of writing and art, this grant would provide opportunities for the third-grade students to learn about the past through communication with the senior citizens in our community. The classes would relate to a member of Hospitality House or other senior care center and begin writing letters back and forth to one another. Students would learn how to read in cursive, write in cursive, and make connections to others. In return, the seniors feel connected to the youth as well as share their past experiences with the third graders.

Art is part of the grant as well. Through the use of art and a guest artist, the students not only learn about famous artists, but also learn to share and give. The students will create art projects throughout the year and give them as gifts to the senior citizens. We will begin the year by designing a rock and donating it to the senior care facility to brighten their yard and outdoor seating area with a heart art rock garden. Students will each create a holiday project to present to the center as well. Since we have three classes, a class will do a Christmas project, another a spring project, and the last class will donate a Thanksgiving project.

While we study art, the letter writing between the seniors and students continues. The grant would help pay for stationary, cards, stamps, and the needed materials, so we focus on writing and interpersonal relationships with others. The cost of art supplies would be covered by the grant so that the students become exposed to famous artists, create famous artist inspired masterpieces, as well as learn to give to others by providing artwork to the seniors in our community.

The year will end with an art project designed with the assistance of our guest artist. We will travel to the center to deliver our end of the year gifts. Other trips to the center will take place throughout the year as well.

**Harvest Helpers of Fremont
Fremont Unified District Teachers Assn.
\$20,000.00 | Stephanie Atwell**

Harvest Helpers plans to expand its fruit-gleaning operation beyond its current high school home to include all Fremont Unified students and staff, K-12. Each month, two classrooms will harvest fruit from residential trees, then donate it to the community's most needy. Students will become more deeply involved with the details of the now-functioning Project by developing an organizational system to connect with additional donors, find additional organizations eager to accept the bounty, hone the fruit-

gleaning logistics, and record harvests in pounds, while learning about nutrition, teamwork, business sense, and enjoying some fresh squeezed juice.

**Katella Film Academy
Anaheim Secondary Teachers Assn.
\$19,998.87 | Jeff Numainville**

The Katella Film Academy provides students the opportunity to develop filmmaking skills and create short documentaries focusing on bringing awareness to issues in their communities and creating change. Students will storyboard, prep, film, edit, and archive real-world documentary projects of their choice focusing on his/her community and showcase these projects to an authentic audience.

**Little Bits Coding
Solana Beach Teachers Assn.
\$3,044.50 | Nicole Maxwell**

First graders are passionate about coding. They love to program using apps on their iPad and create new animations and games while moving characters from one place to another. I would like to take coding to a higher level and give my students the opportunity to link coding with the engineering design process through the "Little Bits" coding kits. These kits allow students to engineer using physical, electronic building blocks and code their invention with digital block coding. Students will be able to physically invent something and bring it to life through coding. Not only would this be fun, engaging and collaborative, it will empower children because they will get to build something electronic and then watch it come to life. Collaboration, critical thinking and problem solving are all 21st century learning skills that every student will engage in through these coding projects. Not only does engineering and coding offer the opportunity for children to engage in critical thinking and problem solving, they also engage in creativity, math, logic, processing and more. Coding is a powerful skill that has much potential to lead to new learning and future success.

**Look Out Kindergarten! Here I Come!
Capistrano Unified Education Assn.
\$5,000.00 | Manisha Kulkarni-Fish**

Developing a love for learning in each and every student starts with the very first day of Kindergarten! This project will help ensure that every kindergartener at Esencia K-8 is provided the support and opportunity to learn as our new school expands to full-day kindergarten. Students will build relationships with their peers, school, and community by providing hands-on centers both inside and outside the classroom to get them off to a great start and ongoing

success. The activities will be integrated into our ongoing efforts to develop confident, eager learners throughout their educational careers and life.

Marsh Inventor's Makerspace

Chico Unified Teachers Assn.

\$4,998.00 | Jaime OBrien

My goal for this project is to build upon an existing Makerspace elective course, in which students imagine, engineer, innovate, tinker, and build solutions to a wide range of problems, both assigned and from their own lives. Students experiment with the principles of design thinking while completing various engineering challenges that require them to plan, model, and create tangible objects from their own imaginations. The class is intended to foster a growth mindset in generations of students and inspire children to pursue careers in engineering, design, and related fields in which they tackle the pertinent issues facing our world.

Music Mentors Recording Program

Chula Vista Educators

\$19,700.00 | Brad Collins

This program will provide students with instrumental music instruction after school from a supervising teacher and high school student mentors. High school musicians will fulfill their community volunteer service hours by guiding elementary musicians for a mentor/mentee relationship of students helping students. These partnerships will include acoustical recording of practice sessions, to offer student-produced audio tracks to our GANF award winning music tech classes. With their experience using Soundtrap, Flat.io, and HookTheory, these tracks can be incorporated into digital music projects to share both music programs' work in areas like student news reports, podcasts, blogs, and videos. This program will serve students of Hedenkamp and Camarena schools, two of the largest schools in the largest elementary school district in California, and students of Sweetwater Union High School District. Students will know they are contributing to an already groundbreaking music program by developing lifelong instrumental skills, and experience in recording technology.

Nature is FULL of Drama!

United Educators of San Francisco

\$20,000.00 | Kay Hones

Students take "life skills" classes each week learning gardening, cooking, budgeting, carpentry, art, music & other projects. The garden has student volunteers working before & after school. Some students also help during vacation time. Students grow food plants, build bird houses & safe bee habitats. Last year students began cooking

healthy breakfasts & our science teacher brought eggs from his hens. Everyday there would be a line out the door for egg sandwiches!! Garden is a great favorite with students who range from grade 7-12. Most students have been in juvenile facilities and have little or no experience with gardening.

NCLUSD Musical Theatre

Newman Crows Landing Teacher's Assn.

\$18,000.00 | Hardy Reeves

The Newman Crows Landing Unified School District Musical Theatre Department is an afterschool program that involves students from fourth grade to seniors. Students will have an opportunity to be on-stage, backstage, and running lights and sound to produce a performance of a two-act Broadway musical theatre show, tentatively scheduled to be, "The Wedding Singer". The program will bring students from multiple grade levels and experiences together to perform at a local theatre in front of community members, parents, and guest artists.

Next Gen Visionary Inventors

Associated Pomona Teachers

\$20,000.00 | Alexander Ruper

Our goal is to institute the Next Gen Visionary Inventors Program in Pomona CA. A workspace for children to collaborate and design high end technology projects, engineering inventions, and discover new applications through high-end science fair projects. Through the use of robotics and advanced software programming we want to create a unique environment for those students to see their ideas come to life. We are a team of experienced STEM teachers who know firsthand that exposure to this type of technology and self-guided learning drives student interest and curiosity that in turn promotes their personal drive to learn. We have eager inventors and future engineers within our student population. The grant will support a strong STEM program to educate the Next Generation inventors (NGVI). The funds will be used to generate inventions, cutting edge Science Fair projects, and Vex Robotics competitors whose successes that will be shared, presented, and further promoted as proud STEM products build by our own Pomona students.

OUTDOOR SENSORY GARDEN AND STEAM LAB

Garden Grove Education Assn.

\$20,000.00 | Wilhelmina Burghard

Our campus is located in an urban area where the children have little opportunity to explore nature and outdoor sensory stimulation. In the Outdoor STEAM Classroom children and adults will work with dirt, plants, and grow a garden in a natural setting. We propose to have classroom

gardens for flowering plants and for growing fruits and/or vegetables. Each classroom will plan and maintain a small garden as well as a larger school community garden area. The gardens will be child-centered and maintained. This school garden will be used as a tool for social/emotional development with the children and our families in our community. This outdoor classroom will also be equipped with a sensory area that has a magnetic wall, art easels and outdoor ramps which will be used for hands on STEAM activities and scientific observations. Our goal is to make the outdoor STEAM area an extension to our indoor STEAM LAB!

Paintings for Positivity

Escondido Elementary Education Assn.

\$4,999.46 | Kirsten Josephson

“Paintings for Positivity” is a grant intended to help build a positive school culture through art. Students in grades 6-8 from Exploratory and Advanced Art, and the Graphic Design Club, in collaboration with staff and parents/guardians, will create positive and motivational paintings of all sizes for the school walls and for special events. Students will be asked to have a growth mindset and not be afraid to take artistic risks. Students will gain experience working with “customers” (school staff from various content areas), asking for guidance and feedback. The goal is for the grant to continue in subsequent years.

Peer Mentoring Co-Op: Every Lancer Every Day, Next Steps In Student Support

Unified Assn. of Conejo Teachers

\$20,000.00 | Ashley Cooper

Peer Mentoring Co-Op connects socially at-risk students and trained student-leaders through daily activities to build communication skills, develop self-confidence, and strategies for maximizing connections on campus. The opportunity to develop social skills and confidence in students has the potential to revolutionize their personal experience, while transforming the culture on campus. Students will form committees and develop student-centered programs to support social-emotional wellness for the campus and community. The power of students helping students is exponentially impactful and necessary to demonstrate that each student on campus is important. The Peer Mentoring Class will implement cutting-edge student-centered programs: “Every Lancer, Every Day”.

Pio Partners Mentor Outreach

Anaheim Secondary Teachers Assn.

\$20,000.00 | Monique Flores

Pio Partners Mentor Outreach has three main goals. 1-- reach out to eighth and ninth grade students and parents to

support the transition into high school, 2--create an inclusive environment with special education students, 3-- provide safe locations on campus for students to feel welcomed and supported at lunch. Teachers train students to lead and mentor the three target groups. Mentors conduct weekly visits to frontload vital information and skills needed to make good decisions and begin high school with a strong foundation. Through quarterly summits, the program will also inform, involve, and empower families.

Podcastic

Pittsburg Education Assn.

\$5,000.00 | Tamara Carr

Third grade students will have the opportunity to record podcasts of book reviews, storytelling, student written essays, and student chosen topics. The project will allow students to demonstrate their creativity and produce a podcast to share with fellow students of the school as well as the public. TED Talks are a concept that could in many ways mirror the podcast for this project. Project Podcastic allows for thoughtful, reflective, and engaging learning.

Raider Reporters Live Streaming

West Sacramento Teachers Assn.

\$8,443.47 | Aland Hoermann

This project will give students the opportunity to live stream broadcast school events to an online site. This multidimensional enterprise entails many different aspects from pre-production work, broadcast journalism and interviewing skills, working with multiple camera feeds, streaming and on-screen graphics technology and post-production work; all while meeting deadlines and creating a product at a professional level. This project will help achieve our school-wide goal of giving students a hands-on opportunity to become college and career ready while simultaneously building school culture by giving the broader community a chance to be a part of some of our most popular school events.

Reaching Beyond the Notes

Association of Linden Educators

\$20,000.00 | Heather Small

“Reaching Beyond the Notes” is a big picture, multi-year project that encompasses multiple forms of support. We combine the passion of two performing arts teachers from Linden High School to provide opportunities for our students that will guide and mentor them along their educational path as they prepare for life. This project allows us to open up the bigger world around them as they become active participants through the multiple avenues of the arts that will enable our students to be self-confident, goal-directed, and to possess a stronger sense of self-

efficacy, self-control, and academic achievement. We are seeking a continuation of the grant from the 2018-2019 school year due to its great success and high personal impact that was had by our students. When our program was visited, our students actively engaged with the IFT overseer and board member. Students shared the personal impacts that the grant and their teachers/directors were able to affect. As teachers/directors, we seek to continue building and increasing our foundation on which the students can continue to learn, experience, and grow.

Researching (With) Our Communities through Oral Histories

Riverside CC District Faculty Assn.
\$18,480.00 | Jennifer Escobar

Researching (With) Our Communities through Oral Histories will support ongoing and new collaborative oral history projects for up to thirty secondary and postsecondary educators who work in Val Verde Unified School District (VVUSD) and Moreno Valley Unified School District (MVUSD) and at Moreno Valley College (MVC); VVUSD, MVUSD, and MVC students will conduct oral history projects with Inland Empire residents, and students will have the opportunity to share their projects at two community events in Spring 2020. Classroom educators will participate in a year-long community of practice centered on the topics of oral history and meaningful classroom conversations and will share what they have learned with their colleagues.

Robotics Rocks!

Covina Unified Education Assn.
\$20,000.00 | Andrew Frogue

The Robotics Rocks grant would support an extremely wide range of students from middle school thru high school across a total of SIX different schools. Few schools have the budget to start, much less maintain, a robotics program across the nation. This grant would ensure that robotics programs would be firmly established across our entire school district. Currently, one high school and middle school maintain active robotics programs. This grant, in addition to supporting the existing two, would also establish four additional robotics programs on the remaining middle and high school campuses. The two existing programs would serve as "training hubs" for the other four schools. Students at the training hubs will function as teaching assistants in training students from the other schools in how to build and code the robots and get them ready for competitions.

Room to Write

Beaumont Teachers Assn.
\$20,000.00 | Elizabeth Newmeyer

Three Rings Ranch Elementary School is ready to re-envision and transform how we teach writing by combining a makerspace mentality to create, collaborate, and innovate, with teacher-tested, kid-approved best practices in writing instruction. The Room to Write project will create a makerspace-style Writer's Lab, a yearlong partnership with the Inland Area Writers Project, author visits, and writing fieldtrips and assemblies. In this school-wide writing makeover, writing will be the unifying thread that ties together our AVID, PBIS, Equity, NGSS, and VAPA initiatives, honoring and celebrating the voice and passion for all students and teachers.

SEEDS TO SUCCESS

Chico Unified Teachers Assn.
\$20,000.00 | Jon Nickerson

"Seeds To Success", a high school ASB club, will educate student club members on how to turn their phase 1 project; construction of a commercial nursery and growing grounds into Phase 2; a retail area with additional community sale sights. Participants will learn the retail side of growing annuals, perennials and succulents, along with seasonal vegetables and herbs and decorative trees such as Japanese Maples. In addition, students will work with a locally well-established florist shop specializing in cut flowers while learning their business operations at their Corporate Farm. Teaming with them, our club will grow a commercial pumpkin patch and operate a seasonal cut flower cart. Locally, we will work with prior established businesses to sale our product from our "Seeds To Success Retail Garden Center" at their business locations.

STEM for All

Fontana Teachers Assn.
\$18,258.00 | Veronica Gutierrez

This project seeks to expand our STEM program to all grade levels (STEM for All). We currently offer Coding/Robotics and STEM classes, but we are limited to one class using our Lego Mindstorms robotics kits due to the number of sets we have (15). Our other classes use robots compatible with only one program that is installed on a limited number of student laptops. We plan on purchasing more Lego Mindstorms robotics kits, Sphero SPRK+ robots, and 3-D printers. Our current robotics elective class where we use the Lego Mindstorms includes mixed grade levels. We would like to add more robotics course sections for more students to experience robotics and STEM as an elective class. Through integrated STEM activities and projects, students will learn across subjects and gain insight on the

interdependence of the core subjects. Students will experience actively solving real-world problems, with an emphasis on solving student-determined problems in our school and community. Students will develop leadership skills and sharpen their personal strengths to contribute towards group projects and challenges. Students will learn to become self-reliant and responsible while becoming 21st century thinkers who impact the community in positive ways. Overall, we want students to feel a change in the culture at our school by harvesting their strengths through their interest in robotics that lead them through STEM education to become experienced critical thinkers and persistent problem-solvers.

SYMS SeaPerch

San Ysidro Education Assn.

\$2,750.00 | Michelle Patterson

I would like to bring STEM to students through building remote controlled submersibles through the Seaperch program. All students regardless of ability and diversity can and will build a submersible and remote-control device from individual parts. They will use tools that will give them future real-life experience in ship building, submarine building, math, science, robotics, blueprint reading and designing. Hopefully, they will compete in a Seaperch competition in which they will use their built remotely operated vehicle (ROV). Students need hands on experience in STEM and building this device gives all students this opportunity.

The Diggers & Diners Club

West Sacramento Teachers Assn.

\$19,097.00 | Andrew Tait

The Diggers & Diners Club is currently in its 3rd year of existence. The student-centered club is at the epicenter of the locally grown food movement. Essentially, students grow fruits and vegetables on a small parcel on campus, sell the produce to the faculty and community members and use the proceeds to dine at area restaurants that embrace the farm-to-fork philosophy. (The importance of this program cannot be overemphasized as parts of West Sacramento are food deserts, areas void of healthy food choices, which forces students into unhealthy dietary decisions.) The grant would replace and update garden infrastructure, help foster and promote the club's mission in the school and community, fund field trips and educational opportunities, and provide valuable learning resources.

The Gateway Program

Los Banos Teachers Assn.

\$20,000.00 | Sergio de Alba

The Gateway Program has transformed the way our students and community see our school. Our goal is to positively change the perception of the role of education in our community by empowering students, parents and teachers in creating engaging and life changing experiences. Our award-winning garden program has achieved remarkable results. Our thirteen gardens not only increase engagement levels of students, but also beautify our campus and allow parents an avenue to volunteer and become active members of our learning community. Our grant proposal will continue to facilitate our progress. We will carry-on this student-centered program for years to come.

The Successful Child: A Sensory-Integrated Approach

Garden Grove Education Assn.

\$20,000.00 | Jane Chan

Currently, Carver has over 200 students with special needs. Many students require some form of sensory stimuli to aide in their ability to access the curriculum. Often, teachers spend their own money to buy resources they feel are going to benefit the students. Although we have occupational therapist who visits our campus, it is not enough if we are not given resources to test and implement within the classroom. Therefore, our proposal consists of three main components: flexible seating and sensory toys within the classroom, "calming" activities for a Sensory Room, and additional equipment and toys in a Check-out Room.

Turtle Bay School Vertical Garden Project

Redding Teachers Assn.

\$10,129.26 | Jennifer Mogen

Kindergarten is a time for learning many exciting and potentially life-inspiring things. Perhaps the most meaningful topic for any kindergartener is "how things grow." This project will provide opportunities for students to "create life" through gardening in a hands-on way, while providing science experiences that inspire experimentation and discussions about; how plants and animals differ, the interdependence of humans and plants, where our food comes from, stewardship of other living things, and community responsibility. In addition to addressing many NGSS's, this project will inspire future scientists, bioengineers, gardeners, nurturers, and environmentalists.

**TVHS Biosustainability Solar Project
Temecula Valley Educators Assn.
\$20,000.00 | Tobin Brannon**

The goal of this IFT Impact grant application is to fund a student designed, built and maintained off-the-grid solar array at Temecula Valley High School. This solar array will meet all of the energy requirements of our student designed, built and maintained aquaponics greenhouse (completed in 2018).

The grant application that follows was written by the thirty-two students currently enrolled in Biosustainability, an elective science class at Temecula Valley High School. Over the course of the 2018/2019 school year, these students have researched solar energy production, with an emphasis on off-the-grid solar. Students reached out to local solar energy experts for advice, determined the current needs of our greenhouse, while also planning for future greenhouse expansion/growth. Using computer modeling, students designed a solar array that will meet the current energy needs of our greenhouse with room for future expansion.

The students self-selected areas of interest in the solar field and then subdivided into 7 groups. Each group then collaboratively wrote one of the 7 Matrix Factor components found in the following grant application. Each group then peer-edited each of the other Matrix Factor sections. The grant application that follows is entirely student produced. Grant funding will provide Biosustainability students the opportunity to install the solar array in a collaborative effort with students from Rancho Vista High School. Rancho Vista High School is the continuation High School for TVUSD and has a Solar Installation program that was started with seed funds from an IFT grant awarded in 2012.

**Wholesome Food and Hispanic Culture-
Extended
Butte County Teachers Assn.
\$5,000.00 | Christine Holzauer**

Beyond the 2018-2019 grant, additional activities will engage learners in wholesome foods and Hispanic culture: garden plantings, strategies of Spanish language learning, inclusion of additional learners due to increased pen pal student numbers, and an increased cultural enrichment program of music, dance, and travel (a virtual field trip of a Mission) with emphasis on Hispanic culture. High school students will not only continue to do Hispanic ceramic production, but will make two-dimensional visual arts, tortillas, salsa and pozole using fresh garden vegetables, friendship quilts for student pen pals, bilingual songs and Hispanic dance moves.

**Wolf Pack Farm to Fork Garden Grant
Shasta Secondary Education Assn.
\$20,000.00 | Monique Pruitt**

This grant would use existing and new infrastructure to create a garden site, which will include a composting site, and fresh vegetables, fruit and herbs. This project will include the science department, cad/engineering, special education and culinary. Our goal is to bring sustainability, enviro-science and the farm to fork movement to life on our campus. Together, our four departments will be researching, designing, building, planting, maintaining, and harvesting food from our school garden.

Advanced Robotics

Temecula Valley EA, Kelly Maxey, \$5,000

In 2012, I was one of 50 teachers nationwide selected to participate in the NASA Endeavor Teaching Fellowship. I spent 18 months working with NASA scientists to develop educational units that would impact student learning in real-world contexts. The focus was STEM and it was during this time that Robotics became my passion. As a result, two years ago my classroom at [Vail Ranch Middle School](#) became the first in Temecula Valley USD to offer an Introduction to Robotics class. The purpose of this grant is to purchase materials to expand my program to include Advanced Robotics.

Aptos Chess Club

United Educators San Francisco, Claude Clermont, \$5,000

The [Aptos Middle School](#) Chess Club has been in existence for the past five years, managed and financially supported by the teacher. The club meets every day during lunchtime and participates in two Chess tournaments per year. Grant funds will be used to purchase new chess sets, new timers, trophies, rewards, and more funds to go towards visits to challenge other schools and food to fuel the students once a week.

Aquaponics Garden and Science Learning

Center, Anaheim Secondary TA, Gema Suarez, \$20,000

Two CTA members will lead a team of students, parents, administrators, and non-profit organizations to engage students in a strength-based learning project. They will construct and maintain an aquaponics garden/science learning center (AG/SLC) on a dedicated and ready-to-build site located near the center of the [Katella High School](#) campus. Partnering groups include the School District, Renewable Farms (builder and learning site); KHS clubs (garden, STEM, Culinary); and Hi-Tech Services (in-kind evaluation services). Students will work together as teams and participate directly in the operation and maintenance of the AG/SLC. Their parents will have an opportunity to be involved in an urban agricultural and aquaculture project and, hopefully, these experiences will encourage students to seek further education and careers in STEM fields.

Assistive Technology Lending Library: Unlocking Communication Potential

Kern County EA, Sarah Peet, \$7,032

The funds from this proposal will assist in establishing a comprehensive assistive technology (AT) lending library. KCSOS serves approximately 1,171 students with IEPs. Many of these students have disabilities that require the use of assistive technology, and there is currently no local AT

lending agency. The lending library will be an invaluable resource to over 125 special educators, who may trial a variety of devices with their students before finding the right fit. Assistive technology can be as simple as a pencil grip or as involved as a multi switch system navigating a communication application on an iPad. [Kern County Superintendent of Schools \(KCSOS\)](#) has found the largest number of AT referrals to be in the area of Augmentative and Alternative Communication- the focus of Phase 1 of the AT Lending Library.

Books for Students, Selected by Students

Maxwell TA, John Patterson, \$5,000

In February of 2016, Maxwell Jr. High flooded. Our students lost almost \$2,000 worth of books that had been purchased with profits from our Scholastic book fair. The books were cataloged and ready to go on the shelves. The students were devastated - so we created a program in the junior high where students were in charge of creating grade level teams, selecting their own books, and physically delivering them to the school. It was fantastic. This grant will extend the concept to 3rd-5th grade students at [Maxwell Elementary School](#). We want to continue to prove that nothing is better than a student recommending a book to a peer.

Building Community Through Watershed

Education, Rocklin Teachers Professional Assn, Rebecca Cihak, \$20,000

A previous grant promoting a watershed environmental project at [Sunset Ranch Elementary](#) and [Robert Down Elementary](#) was a big success. Our students became knowledgeable ambassadors of the environment. They took their scientific research and spearheaded a community outreach, encouraging others to become more environmentally conscious. The project attracted the attention of other schools, and two nature centers. This grant will further this work by creating joint environmental education projects and field research with four schools. In addition, we seek to build a student-led conservation stewardship program for the public at the two museums.

CELL- Connect-Ed Life-long Learners

Bassett TA, Christina Topjian, \$20,000

CELL (Connect-Ed Life-long Learners) looks to revolutionize the educational journey of [Bassett High School](#) students by focusing on each student's strengths and learning styles to construct a new model for learning. This model will guide students to college and careers opportunities through collaboratives of all stakeholders (parents, family, alumni). Using the Thrively strength-based assessment, all stakeholders will work with students to create personalized

learning paths that will guide the students beyond high school. Using mentor resources, students will connect their personal journey to community members and professional partners, expanding their own education beyond high school and culminating in a College and Career Expo. We believe that this focus on rigor, relevance, and relationships will spark new success, motivation, and passion in our students' learning journey.

Comprehensive Health and Wellness Program

San Diego EA, Emalyn Leppard, \$20,000

Montgomery Middle STEAM Magnet School's

Comprehensive Health & Wellness Program has developed into a thriving team of parents, teachers, university students, and community stakeholders. Building upon the successes of the previous grant, our new proposal aims for schoolwide and community impact. It will: A) solidify the foundation for a Health Science, Nutrition and Culinary Program aligning with local high school programs; B) increase the scope of activity of our successful Family Dinner Nights; and C) will further strengthen school-community relations by implementing the Linda Vista Stepping Stones Project. Utilizing the existing 10,000 sq. ft school garden, which includes an aquaponics system, fruit orchard and the classroom kitchen, students will collaboratively learn to raise fish and food, with a focus on water conservation and better nutrition. These activities will also foster a positive culture of healthy living through food and exercise for themselves and their greater community for years to come.

Creating Bilingual Scientists Through Science Olympiad

Hanford Elementary TA, Deborah Arnold, \$17,507

Schools across the nation participate in Science Olympiad, a competitive program that promotes student engagement and interest in Science, Technology, Engineering, and Mathematics. Through this program, students develop career-ready skills such as teamwork, creativity, problem-solving, and collaboration. Our dual-language immersion school, **Jefferson Charter Academy**, has recently implemented its own Science Olympiad program with hopes it will provide confidence and optimism for our Central Valley students to enter the world of STEM. This grant will provide necessary science materials for a hands-on redesign of our program. Students will use these supplies to better prepare for competitions, as well as impact our younger Águilas through student-led initiatives.

CURTAINS UP!

Ontario-Montclair TA, MaryKay Scheid, \$20,000.00

Vernon Middle and Buena Vista Elementary School's

The Curtains Up! program will expand student interest in performing arts through a focused collaboration between elementary, middle, and high school classrooms. We will invite students at all levels to attend shows, participate in

competitions, create original dramatic material, and develop quality performances. Students will be involved in all aspects of performance, including critiquing, research, writing, stage management, directing, costume creation, set design, technical theatre, marketing, and performance. Younger students will learn from both their teachers and their student mentors; older students will learn valuable leadership skills as they foster a love for performing arts with their younger peers.

DREAMS of STEM, Oceanside TA, Kelli Mocny, \$15,455

Foussat Elementary School is establishing a lab to develop our "STEM for ALL" and moving towards "STEM FOCUS" criteria based on the San Diego STEM Quality Criteria Rubric. Our lab is named the D.R.E.A.M.S. lab for Design, Research, Engineering, Art, Math and Science. Students design solutions to problems using science, engineering, and math concepts. Students use technology (presentation apps, podcasting, Google Suite for Education) to reflect and showcase their learning. Our lab inspires creativity and increases students' communication, critical thinking, and collaboration in our content standards. Our STEM lab will be a permanent fixture at our school where teachers are able to use the materials and space to meet Science, Math, Technology and Art standards and prepare for Design and Engineering Standards in the K-5 NGSS standards.

EHMS Teaching Garden

Elk Grove EA, Anthony Sanchez, \$20,000

This grant will fund the construction of a functioning student-centered garden at **Edward Harris Jr. Middle School**. The garden will become an integral part of the school's core curriculum. Our goal is to provide a space for teachers of all content areas to incorporate hands-on lessons with their students involving: soil science, plant life, weather, garden ecosystem, and the human harvesting and processing of various plants. The garden will consist of raised beds for growing plants, a shaded area with tables and a sink, a garden shed, and a weather station. Edward Harris Jr. Middle has 1,176 students with 76% of them living in poverty and in an urban area. This garden will open access to the knowledge, skills, and interest in future careers that will have a long-lasting impact on the lives of our students.

ELD Newspaper, East Side TA, Lisa Adhikari, \$5,000

Andrew P. Hill High School is a welcome school for newcomers to the U.S. who are taking on the challenge of living in a new culture and learning a new language. The grant will enable us to start an online English Language Development (ELD) newspaper to enrich and motivate their formal learning. We will start as a club, but plan to grow into an ELD elective class. The newspaper will provide them with a medium to tell stories that celebrate their lives, share their thoughts, ideas, and beliefs in a creative manner, while at

the same time connecting them to the wider community. The students will run the newspaper in a gradual release model, which will impart in them a sense of responsibility and ownership. It will give them a chance to enhance and develop skills to add to their resume for their college and job applications.

Encourage, Embrace, Empower

San Diego EA, Nancy Lara, \$4,055

The goal of this program is to impact and empower young women to make successful choices through coaching, mentorship, community building, and strength-based restorative justice practices. This grant will help expand a restorative justice group for 5th-grade girls at [Angier Elementary School](#). The students will attend bimonthly meetings and grant funds will enable us to expand the program by offering additional engaging activities, more sessions, and more opportunities to develop their personal skills and build on their strengths.

Engaging Students and Families Through Home Visits, Elk Grove EA, Kristen Couchot, \$9,400

Student and parent engagement improves student outcomes and enriches the school. Home visits are a proven strategy for improving engagement. The staff at [Albani Middle School](#) began home visits nearly two years ago and expanded our program during the last school year. As Albani is not a Title I school, the grant funds will help sustain and expand the program to include Transitional Visits for incoming 7th-graders, as well as Celebrations/Workshops for all who participate in home visits. Our goal is to ease the transition from our small feeder elementary schools into our large middle school by developing relationships with students and families before the school year begins. These relationships will continue to be strengthened throughout the year and will allow students to reach their greatest potential.

Family Reading Partners

Hemet TA, Denise Newberry, \$5,000

Families reading and discussing quality literature together instills a love of reading and understanding of stories to their children. It also develops verbal communication and vocabulary. We will invite the families at [Little Lake Elementary School](#) who have students in the reading intervention program and first of family TK/K students. We will provide families a place to come twice a month for one hour after school to share a reading experience with their child. Books, refreshments, and related extension activities will also be provided. The parents and children will participate in reading experiences to develop a love of reading in the home. Behavior expectations will be established so that everyone participating will be able to enjoy their time reading as a family.

FOSS: Science Kits for All

NEA ACLC United, Sarah Singer, \$16,653

[NEA Community Learning Center](#), a project-based learning school, is excited to expand our science offerings using the Next Generation FOSS Science curriculum across our K-8 grades. We are eager to add FOSS kits to our K-2 and 6-8 grade science classes. The FOSS program uses hands-on science kits designed to extend the learning outcomes of projects through direct science experiences for all learners. FOSS also promotes peer learning and collaboration, fostering student interdependence. The addition of these FOSS kits will increase our K-2 learners' science readiness and deepen our 6-8 learners' understanding. They will significantly improve our ability to offer comprehensive weekly science instruction to all learners.

Full STEAM Ahead

Los Gatos Elementary TA, Dianna Hill, \$4,950

The Full STEAM ahead project seeks to complement the science, technology, and math components of a new schoolwide initiative by focusing on arts integration and gardening. Through in-depth study of life cycles, students at [Louise Van Meter Elementary](#) will develop a deeper understanding of our interconnectedness and interdependence with organisms. Students will plan, develop, and maintain two raised garden beds and create clay tiles to contribute to a community mosaic for the STEAM community garden just outside the new STEAM classroom.

Garden Enhancement

Sutter Co. Supt. of Schools Staff Assn, Michael Greer, \$4,750

Students and staff at [Feather River Academy](#) will revamp our garden and repair our green houses to include more students and community members. The intent is to effectively repair and upgrade or greenhouse for year-round use and developing a student plant business for our students with disabilities so that they can learn lifelong skills. Increasing our garden size and using new techniques that will help us provide fresh vegetables for our school lunch program with enough left for students in need to take home. Of the 90 students, approximately 50 are special education students and other 40 are at-risk students.

Healthy Bodies, Strong Minds, Satisfying Relationships, Jamestown TA, Greg Haney, \$5,000

What can 17 CTA members do to strengthen an entire community? [Jamestown Elementary School](#) is the hub of our rural community. Our TK-8 school has a population of 85% socially-economically disadvantaged families that already relies on our school to host Scouts, church groups, NA, AA, parenting classes, a Family Resource Center, and a toddler center. This grant will enable us to build on the

strengths that already exist by enhancing relationships between our educators and the community. We are hoping to organize monthly family nights that will improve interpersonal relationships, build healthy minds, and promote healthy bodies and to positively impact student achievement.

History Through the Creative Mind

Hemet TA, Kirsten Ingbretsen, \$4,530

History Through the Creative Mind is a seventh and eighth grade history program at [Idyllwild School](#). It is designed to enhance history education through creative expression. Seventh grade students will study world history from the medieval times forward and eighth grade students will study American History. The focus of the program is the use of art journaling, individual and collaborative projects including, but not limited to, school murals to express history, diversity, and tolerance. The intent is to build stronger community relations with our local boarding high school, [Idyllwild Arts Academy](#), along with our veteran's community through the local chapter of the American Legion. Parent involvement will be emphasized through classroom events, guest speakers, and gallery walks. The goal and hope for this program is to make history education thoughtful, reflective, and engaging for all students so they will have an understanding that they can be the change they wish to see in the world.

Imperial Valley Discovery Zone

Imperial TA, Dan Gibbs, \$10,000

The Imperial Valley Discovery Zone (IVDZ) will enable [Imperial High School](#) students to facilitate teacher generated NGSS-aligned lessons and field trips for elementary students at [Hulse and Waggoner Elementary Schools](#). In addition, IVDZ will support STEM literacy in our region by organizing engineering challenges, maintaining a Makerspace, and attending community events with informal STEM exhibits. The mission of our project is to tap into our students' curiosity to bolster their knowledge and interest in STEM learning. We plan to let go of traditional science teaching methods in favor of a more student-centered approach to make STEM careers part of their future.

Inquiry Engineering

Napa Valley EA, Nanette Saucedo, \$7,196

Inquiry Engineering is project-based learning with an emphasis on technology. All of the projects require engineering design and the use of scientific hypothesis. This approach utilizes the reasoning process to first develop a question or observe a problem, then utilize cognitive tools to help solve that problem. Third-grade students at [Phillips Magnet Elementary](#) demonstrate these skills in many ways. As second language learners, they came up with the idea that if the problem is read aloud to them, it is often easier

to solve. That led to the creation of animated Math Boards using Makey-Makey and Scratch coding to add the dimension of voice to the story problems they wrote. Their second development was a gaming keyboard that would allow them to easily play games, while their third project was designing a robot to enter the Napa Makers Faire. The grant will be used to acquire the necessary tools and equipment.

Kitchen in the Garden

Sebastopol Elementary TA, Maguire Laurie, \$17,224

We are proud of our educational, productive, and beautiful garden at [Park Side Elementary School](#). The year-round garden curriculum emphasizes planting and growing the garden as well as preparing, eating, and learning about nutritious food. Our garden educator provides lessons in gardening and/or cooking to all students once/week. Our goal is to build an actual outdoor kitchen and increase the functionality and capacity of our in-garden cooking and cleaning stations so that our garden educator and students can continue harvesting, preparing, and cooking garden produce with much greater ease, efficiency, and sustainability. Innovation and creativity will naturally increase when we spend less time on set-up and more time on prepping and implementing our curriculum.

Learning with a Lens: PBL and School Newscast

Lucia-Mar Unified TA, Leigh Groshart, \$18,132

Through this grant, [Nipomo Elementary](#) students of all ages will have the opportunity to film skits, weather forecasts, news broadcasts, book reviews, character development segments, etc. The project will have two distinct areas to empower our students' voices: a weekly school news broadcast and an ongoing location to film videos for classroom projects. The weekly school news broadcast will be produced and directed by 5th/6th grade students yet will allow for participation of all students. Students will demonstrate creativity and imagination and be able to meaningfully share their work with an audience of peers, school staff, parents, and family members.

Liberty Elementary School and Community

Garden Liberty TA, Nancy Grimmus, \$20,000

Our vision is to expand the [Liberty Elementary School](#) garden/ag science areas by adding an outdoor classroom, expanding the garden beds, adding a green house, orchard, and weather station. This will provide hands-on learning opportunities in all core areas of study. We need to expand the current number of garden beds to include our special education students, our behavior intervention students, and our Ag science students, as well as to provide a community area for parents. We want our students to learn life skills

and responsibility by sustaining the greenhouse, outside gardens, tree nursery, and ornamental landscaping areas. We hope to help our students discover their own strengths through various creative and unique community service projects. Our goal is to create a self-sustaining garden program that fosters an awareness of community and the environment in our whole student body.

Literature Circles Extended: Empowering Students, Chico Unified TA, Lindsay Van Dewark, \$5,000

With Literature Circles Extended: Empowering Students, all [Pleasant Valley High School](#) juniors taking the American Literature course will be able to choose which novel they wish to read, engage in 21st century literature that focus on relevant social issues with a team, and then be empowered to create a project that addresses the novel's social issue for their high school's campus. Students will engage with community members for ideas, inspiration, and donations for their team's project that connects to the social issue addressed in their novel. This grant expansion will allow the teacher to facilitate the learning experience for all by promoting student autonomy, interaction, and choice.

Lodi'S TEAM, Lodi EA, Elizabeth Ing, \$18,415

Lodi'S TEAM will enable [Lodi High School](#) students to experience multiple activities both within and beyond the typical school day and site. As students pursue the studies within science and engineering, they can engage in the outreach Science APPLE program, Aquaponics, Science Olympiad, Rocketry, Robotics, Storm Drain Detectives and 3D printing. Community members, parent volunteers, and teachers will assist students in finding their passion through these programs. Students from diverse backgrounds will be encouraged to become experts in their field of choice and to train younger students from surrounding schools. We hope to truly empower each student touched by this program.

Maker Space- The Audacity of Imagination UT of Santa Clara, Linda Berger, \$19,937

[Central Park Elementary School](#) is in Silicon Valley, a seat of innovative thinking- and this innovation often comes from wondering 'what if?'. Encouraging this forward thinking drives our school. This grant allows students, school families, and community members to see our creative ideas realized in our Maker Space. Students will create project plans, blueprints, prototypes, coding, models...whatever they dream up. A fully-equipped Maker Space allows staff and students greater opportunity to dig deeper with ideas and share projects with families and community through parent education, Activity Nights, and take home Making Kits. Then, let the future begin!

Miles for Meadow View Susanville TA, Ashlyn Paredes, \$6,160

"Miles for Meadow View" promotes health and wellness within students and their families at [Meadow View Elementary](#). Students will individually work towards completing a 100-mile walking or running goal from September to May. By walking or running with their family members, students will also be promoting family time. During this eight-month period, students will be encouraging community members to get outside and exercise. In May, students will host a Meadow View 5K fun run and will be inviting families to participate. Ultimately, our goal is to encourage family time while staying active and healthy.

Mno Grant Garden Project

Antioch EA, Tricia Davis, \$3,300

This year, presenters from the Gardens at Heather Farm led students in collaborative groups to document, analyze and report on the biodiversity found in their school garden. Teachers continue to cover the topic of Biodiversity using California's recommended Environmental materials and are collaborating to develop a common Biodiversity unit that is NGSS aligned. These grant funds will enrich our students' learning experience by exposing them to diverse creatures and their habitats and bring in local Biodiversity speakers from the Gardens at Heather Farm. Working across grade levels from kindergarten to 6th-grade, we will facilitate mentorships between younger and older students. Sixth grade students at [MNO Grant Elementary](#) will lead younger peers in developing a plan to conserve biodiversity in their school yard. This relationship building between grade levels expands knowledge, strengthens communication skills, and helps build stronger communities.

Murrieta Valley High School Link Crew

Murrieta TA, Aimee Freemer, \$3,300

Link Crew at [Murrieta Valley High School](#) is a leadership program that "links" the incoming freshmen with junior and senior leaders. These leaders will mentor and guide the freshmen through their first year of high school. The mentoring begins even before school starts with an orientation, social functions throughout the year, one-on-one and small group connections, teaching academic and life lessons in the classroom, recognitions for good grades, participation in sports, and performing arts.

NCLUSD Musical Theatre

Newman Crows Landing TA, Hardy Reeves, \$16,040

The Newman Crows Landing USD Musical Theatre Dept. is an after-school program at [Orestimba High School](#) that involves students from fourth-grade to seniors. This grant will give the students an opportunity to be on-stage,

backstage, and running lights and sound to produce a performance of Disney's *Newsies*. The program will bring students from multiple grade levels and experiences together to perform at a local theatre in front of community members, parents, and guest artists.

P.I.I.G. (Physics in Intermediate Grades)

Plumas Lake TA, Jessica Ledford, \$8,526

Expanding Engineering and Robotics in the Intermediate Grades to Physics in the Intermediate Grades is a continuation of a STEM driven, project-based initiative to reach 100% of the students at [Riverside Meadows Intermediate School](#) in multiple content areas. Physics in the Intermediate Grades will allow students to get excited about science, technology, engineering, and math by encompassing multiple disciplines to gain a greater understanding of the Physical Sciences and Mathematical Concepts with 3D design, Smart Carts, and Rocketry. By creating hands-on opportunities, as well as advancements for student ingenuity and design, students are able to take base knowledge and expand their thinking and analytical skills through experience and observation.

Poplar Food Network

Pleasant View EA, Somphane Hunter, \$17,545

Poplar Food Network (PFN) is a project between students, parents, educators, and community partners: Paint Poplar, FoodLink for Tulare County, Kiwanis of Porterville, Association of Mexican American Educators, and Outlaw Consulting Group. With food as the driving vehicle, the PFN will strengthen the relationship between parents and their children's academic abilities. The project will highlight culturally appropriate foods while introducing new foods and cooking skills. Students and families from [Pleasant View Elementary](#) will work with educators to collaborate on recipe development and present their creations to each other. Classes and interviews will be recorded and edited by professionals to create a cooking channel.

Prepare for the Future: Coding and Career Focused Education

Capistrano Unified EA, Judy Blakeney, \$5,000

[Aliso Viejo Middle School](#) students prepare for the future through coding and career focused education in the Career and Technical Education lab. Through practical exploration of 16 career modules, student learning opportunities are extended by engaging in coding, digital media, and design, among other career pathways. This career-oriented curriculum is enhanced by implementation of a design-thinking collaborative innovation process, which promotes the 4Cs: collaboration, creativity, critical thinking, and communication to solve real-world problems and prepare

today's students for success in the future. Students will create podcasts, digital portfolios, and BreakoutEDU inquiry-based games to share and extend their real-world, future-ready learning.

Rally Around Fitness

Moreno Valley EA, Staci Reinalda, \$20,000

[March Mountain High School](#) and the ACTION Program is seeking a grant to expand our annual Rally Around Fitness event. March Mountain is a model continuation school and the ACTION program is a transition program for students 18-22 years of age to gain vocational skills and life skills through community participation. The Rally Around Fitness project is a powerful and vibrant outlet for student achievement. It champions inclusion across all abilities, while also serving every high school in the district. Rally Around Fitness is a way to join general education, at-risk students, and moderate to severe students to engage socially and actively. The objective of the Rally Around Fitness is to support our district goal of being champions for equity and develop life-long skills/relationships for social responsibility through a series of physical activities and traditional sports.

Reaching Beyond the Notes

Association of Linden Educators, Heather Small, \$20,000

"Reaching Beyond the Notes" was created as a big picture, multi-year project to rebuild the foundation and to give scaffolding support to our performing arts program at [Linden High School](#). It allows the teachers and directors to open up the bigger world to our students every day by encouraging them to connect to the community, the music, other musicians, and their future in a new and personal way. This grant will allow us to continue the successful and impactful work from the grant we received last year.

Ruus Shakespeareans

Hayward EA, Paul Garrison, \$5,000

The Ruus Shakespeareans is an after-school program for 5th and 6th-graders at [Ruus Elementary](#). They put together an annual unabridged production of one of Shakespeare's plays. Within each play, the students also perform a full set list of contemporary music that helps to tell the story. Each song, typically a rock song, is related to the theme of the play. The band's instruments include guitars, keyboard, drums, and vocals. The Ruus Shakespeareans learn about language and diction, teamwork, focus, discipline, patience, and commitment, among other things. In 2016, the program expanded to include former students who return to mentor the current students. These grant funds will enable the students dedicate their Saturdays to studying Shakespeare, mathematics (primarily Algebra), and SAT exam prep.

SBRYC Strength Based Justice Implementation **San Bernardino TA, Mikki Cichocki, \$19,700**

San Bernardino City Unified has successfully launched a Restorative Youth Court and is in the process of developing and expanding its capacity throughout the organization. **San Bernardino Restorative Youth Court (SBRYC)** began as a pilot program in 2014. Since its inception, it has grown to serve hundreds of student volunteers and respondents who would have otherwise been suspended, expelled, or received a police citation. SBRYC embraces the fundamental principles of restorative justice. Our goal for SBRYC is to broaden students' experiences that embrace a strength-based justice approach and positive youth development model.

SCIENCE EXPLOSION!

Inglewood Teachers Association, Aba Ngissah, \$20,000

Science Explosion! 2019 will expand beyond **Hudnall Elementary School** to engage TK-12th- grade students in STEAM disciplines. Students will be exposed to practicing scientists, artists and career choices in fun and engaging hands-on activities and competitions. Students will use the 5E Model (Engage, Explore, Explain, Elaborate & Evaluate) to explore as they ask questions and conduct experiments to find their answers. Students, teachers, parents, principals, STEAM industry leaders, district and community leaders will work together on activities such as the human anatomy, robotics, structural design, wind power, coding, web design, art competitions, short films and much more! The plan is to conduct workshops, assemblies, and competitions at other school sites in Inglewood. CTA ILC teachers from Inglewood and Lennox will also participate in SCIENCE EXPLOSION!

Sí se Puede! Book Club

Hanford Elementary TA, Josefa Bustos Pelayo, \$3,661

This project is a multicultural book club at **Jefferson Charter Academy** that promotes positive values through reading, thinking, discussing, presenting and, finally, activism. Selected students in upper grades will read nine diverse books that will encompass the values that were lived and promoted by important activists in our community such as Cesar Chavez and Dolores Huerta. Students will meet monthly to discuss the book themes/values that impact them, as well as those around them. The values include: service/sacrifice, helping, self-determination, non-violence, accepting all people, respect life, celebrating life, knowledge is power, and innovation. In addition, students will tour the CSU Fresno's Library, Laureate lab, and Arne Nixon Center. Finally, students will end the year planning and participating in a gallery walk.

Sixth Grade Portable Science Labs **Hanford Elementary TA, Juan Padilla, \$19,563**

Jefferson Charter Academy is a STEM Dual immersion School. For the past four years we have integrated the NGSS standards throughout all the grade levels. We plan to build on our current strengths, including a motivated staff with a common goal, a supportive principal, whom has provided science and NGSS professional development as well as collaboration time. The grant will be used to develop a well-equipped portable lab that is user-friendly, inspirational and will enable working through the design process. The portable lab, which will be used by sixth graders, will be equipped with things like microscopes, petri dishes, slides, a fire extinguisher, and other various supplies that will better prepare our students for the real world of STEM based learning.

Social Emotional Education, West Sacramento TA **(formerly Washington TA), Natalie Ryland, \$3,511**

This project centers around Social Emotional Learning (SEL) by using curriculum and resources to foster safe and supportive learning environments at **Elkhorn Village Elementary School**. Students will learn SEL skills, such as Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Learning will center around activities for class meetings and home activities. Additional resources include games to practice SEL skills, a peace corner, and tools for self-management. Taking time in class to address the needs of the whole child will lead to increased academic success and fewer behavioral issues.

Students Go Pro with Video

West Sacramento TA, Sally DeLaMora, \$4,489

Building on learned technology skills, 2nd & 3rd-grade students at **Southport Elementary** will be able to acquire video expertise that will enhance their learning experience and allow them to "show what they know" to a broader audience. They will use their beginning programming knowledge and their robotics experience using BeeBots and Finch robots to develop GoPro videography skills. The goal is to produce presentations that can be shared on our school website. Students will be introduced to 21st century media skills and the responsibilities associated with them, as they collaboratively plan, record, and edit various presentations using GoPros, Green Screens, and WeVideo.

The Den: Vocational Training Center **San Joaquin County EA, Jennifer Barry, \$20,000**

The Den at **Redwood School** will enhance training opportunities for 240 special education students, 7th grade through young adults (age 22), from San Joaquin County. This project will serve students with severe disabilities, including Down Syndrome, Autism, and Cerebral Palsy and

other severe cognitive disabilities that create challenges in attaining employment. The project will enhance the current workspace, including the addition of adaptive technology. The project will: teach assembly, office, retail, and food service industry tasks in a supportive and structured environment; train teachers and support staff; and provide open houses that bring together teachers, students, family members, and community business leaders.

T-Shirt Printing Class

Tulare City, TA, Ryan Turner, \$1,137

With this grant, we will be able to purchase equipment for a graphic design class at [Cherry Avenue Middle School](#). It will enable the students to take their designs off the screen and into a physical reality by creating t-shirts for all school events. Our hope is that eventually we will be able to do projects for the entire school district. The T-shirts will be used at school for prizes, events, and fundraisers. With the purchase of this equipment, students will be able to design and create shirts (and other products such as hats, mugs, and glasses) for different school functions. Having students be the creators, creates a huge buy-in from them and a bigger sense of ownership of what happens at school. Students will learn skills that they will be able to use in their lives outside of school, and even fold those into a career.

Virtual Keys to College and Career Success

San Diego County Assn of Educators, Theresa Siega, \$4,108

This grant provides at-risk high school youth at Juvenile Court and Community Schools [Cuyamaca Prep](#) with the technology, skills, and guidance for college and career success. The purchase of one Google Expeditions Kit allows a “roving tech cart” to be used in any one of JCCS’ twenty-four school sites in San Diego. Students practice job interviewing skills using the virtual reality app Virtual Speech, participate in “virtual field trips” to colleges, and conduct research on various careers of choice. Also, at JCCS’ monthly parent meeting night, parents can go on “virtual field trips” to colleges in the U.S. and abroad.

Western High School's Link Crew Program,

Anaheim Secondary TA, Monique Flores, \$20,000

[Western High School's](#) Link Crew program trains upper classmen to mentor incoming Freshmen to assist them in a positive high school transition. The program is designed to help Freshmen connect with their school in order to create the highest level of social and academic success. The upper-classmen work to develop leadership and communication skills and to give the 9th-graders an opportunity to reflect on their strengths and abilities and to foster a growth mindset. Through numerous social activities and classroom experiences both mentors and freshmen will become more empathetic and responsible citizens.

Wholesome Food and Hispanic Culture, Butte County TA, Christine Holzhauer, \$5,000

This grant is an extension of a previous garden grant at [Hearthstone Elementary School](#). It will emphasize prepared food from our school garden and the following student activities with a local-community connection: Student Spanish language exchange, community Hispanic restaurant “walks” and student-created ceramic bowls of Hispanic design, all reflecting the aesthetics of the Hispanic culture. Students will grow in critical-thinking skills and project-based learning using academics, career, cultural, social, and emotional aspects. This project includes cultural and educational activities with universal access for a diverse group from Spanish and art classes, with inclusion of Special Education students to promote cultural interconnectedness, academics, career awareness, and life skills. Students in Spanish class cultivate and continue pen pal relationships with those students in Valencia, Spain, to deepen cultural understanding of language, culinary and ceramics to provide global learning to prepare students for future careers.

Zentastic: Healthy Minds, Healthy Bodies, Healthy Lives, Fontana TA, Robill Brannum, \$20,000

The purpose of the Wellness Center & Meditation Garden at [Fontana High School](#) is to promote our Positive Behavior Intervention Support (PBIS) program. It is student-centered, and focuses on their personal, emotional, social, and academic needs. The Center & Garden will provide students space to explore creativity through artistic expression. It will also promote student responsibility and self-reliance by providing students with psychoeducational resources regarding personal responsibility and affect regulation. Students will participate in Restorative Practices using community-building circles to help them develop a sense of community, self-regulate their own emotions, and resolve conflicts. The grant’s focus is on assisting the students’ ability to maximize their strengths while decreasing deficits. In addition, other staff members will be able to use the center to conduct circles, conflict mediation/resolution, mental wellness presentations and trainings.

Lamorinda Teens Read |

ACALANES EDUCATION ASSOCIATION

Educator Grant - \$5,000

Many cities around the U.S. participate in a *One City One Book* reading program where citizens all read, discuss, and participate in activities surrounding the same book. This creates a community of readers, encourages literacy, and allows an entire city to come together for a positive, common reason. Our team of librarians from the Contra Costa county library system and our high schools (*Acalanes, Campolindo and Miramonte*) plan to create a "Teens Read" program modeled after the One City One Book idea. There are 3 cities in our community, 3 county library branches and 3 high schools that plan on participating for one month during the fall. The cities are Lafayette, Moraga and Orinda and together are known as "Lamorinda".

Art Smarts for Guinn School |

ANAHEIM ELEMENTARY EDUCATION ASSOCIATION

Educator Grant - \$5,000

This grant provides a much-needed schoolwide system approach to engaging students in art at *Guinn Elementary*, a Visual and Performing Arts School. Teachers will be provided with mobile access to various art-carts loaded with specific art supplies and suggested art activities that spiral an art standard from TK-6th, as well as special education classes. Moreover, this grant would fund the art supplies and materials needed for families to participate with their child in a school-day art event, as well as activities, art supplies, and transportation for families to attend two "Family Nights" throughout the year where student art and activities will be provided and displayed. The grant will focus on student strengths in the arts and provide another opportunity for second language learners, special education students, and all students to celebrate their achievements in the arts.

Gaining an Understanding of Our Coastal

Environment | ANAHEIM SECONDARY TEACHERS ASSOCIATION

Educator Grant - \$5,000

This program will provide students an opportunity to experience hands-on restoration and education at the Bolsa Chica Conservancy Program in Huntington Beach. The content emphases are wetland science, watersheds, coastal ecology, and environmental sustainability. At the Conservancy, students will take a guided hike through the wetlands, followed by a laboratory and field experience. As a capstone project, students will present at Open House and Eighth Grade Orientation. *Western High School* students and their families will then be inspired to become involved with the local coastline community, a mere 12 miles away.

Reaching Our Youth |

ANAHEIM SECONDARY TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

Reaching Our Youth is a continuation of Students Leading Students, a previous project funded by the IFT grant. The project was an amazing success and greatly impacted student lives from *Anaheim, Katella, Loara, Savannah High Schools* as they learned about the importance and power of civic engagement. Our project continues to support this cause but will now include three additional schools

to the Roundtable meetings. But more of our attention will be focused on students at the junior high level and from our feeder district, AESD, as we engage with these younger students through after school tutoring, student-run assemblies, and community service projects.

Western High School's Link Crew Program |

ANAHEIM SECONDARY TEACHERS ASSOCIATION

Impact Grant - \$20,000

At *Western High School*, Link Crew program trains upperclassmen to mentor incoming freshmen assisting them in a positive high school transition. The program is designed to help freshmen connect with their school creating the highest level of social and academic success. The upperclassmen develop leadership and communication skills and have the opportunity to reflect on their strengths, abilities, and foster a growth mindset. The freshmen benefit from this inclusive positive peer mentoring as leaders pass on these skills to them. Through numerous social activities and classroom experiences both mentors and freshmen will become more empathetic and responsible citizens.

Nature Generates Student Success |

ASSOCIATION OF COUNTY EDUCATORS (Santa Clara)

Educator Grant - \$5,000

Nature Generates Student Success supports the ongoing effort of *Blackford Elementary School* to use various natural environments to teach concepts in science and respect for our local surroundings. With the implementation of the Next Generation Science Standards, teachers now have new content standards that can be developed into comprehensive lessons in the areas of environmental education and sustainability. This grant will allow a core group of teachers the opportunity to design and implement comprehensive sequential lessons regarding the impact of humans on Earth through student experiences in a variety of natural habitats and with environmental resources within the community.

Reaching Beyond the Notes |

ASSOCIATION OF LINDEN EDUCATORS

Impact Grant - \$20,000

This a big picture project that will encompass multiple forms of support. We combine the passion of two performing arts teachers from *Linden High School* to provide opportunities for their students that will guide and mentor them along their educational path as they prepare for life. This project will allow us to open the bigger world around them as they become active participants through the multiple avenues of the arts that will enable our students to be self-confident, goal-directed, and to possess a stronger sense of self-efficacy, self-control, and academic achievement.

Good Heart Chicana/o and Native Science Project |

CALIFORNIA FACULTY ASSOCIATION- CSU NORTHRIDGE

Impact Grant - \$20,000

Good Heart Chicana/o and Native Science project engages students and their families in Environmental-Science, Technology, Engineering, Arts, and Mathematics (E-STEAM) interdisciplinary activities that stimulate their interest in environmental issues in

their communities. During the project, students observe their local environment, consider past environmental practices, question current events, and develop meaningful projects to address their questions. The families' cultures, strengths, and traditions are used to connect the children to the content in meaningful ways. At each step, students from *O'Melveny, San Fernando & Dyer Elementary Schools* will be able to communicate with people knowledgeable in the field, visit meaningful educational sites, and perform hands-on activities to spur their involvement.

Industrial Technology Dept. Impact Grant |

CHICO UNIFIED TEACHERS ASSOCIATION

Impact Grant - \$20,000

The Industrial Technology department serving the alternative education programs of *Fair View High School, The Center for Alternative Learning (CAL), and The Academy for Change (AFC)* seeks to create educational pathways for students in vocations related to working with both metal and wood. Students learn and apply the skills necessary for maintaining a safe working environment and a pace that fosters the growth of skills in related fields. Basic skills and understanding will be developed in the areas of woodworking, finishing applications, cabinetry, construction, welding, plasma cutting, tube bending, operation and safety of numerous tools related to these fields, and career opportunities.

Literature Circles: Empowering Students |

CHICO UNIFIED TEACHERS ASSOCIATION

Educator Grant - \$5,000

With Literature Circles: Empowering Students, juniors taking the American Literature course will be able to choose which novel they wish to read, engage in 21st century literature that focuses on relevant social issues with a team, and then be empowered to create a project that addresses the novel's social issue for their *Pleasant Valley High School* campus. Students will engage with community members for ideas, inspiration, and donations for their team's project which will connect to the social issue addressed in their novel. Teacher will facilitate the learning experience by promoting student autonomy, interaction, and choice.

Phoenix: A Fashion Show using Recycled, Upcycled or Unusual Materials |

CHICO UNIFIED TEACHERS ASSOCIATION

Educator Grant - \$5,000

The phoenix is the perfect metaphor for our grant concept. The phoenix symbolizes rebirth, growth, and life, as well as inspiration. Our *Pleasant Valley High School* students' fashions will rise out of their own creativity in using materials that would otherwise be thrown away. Students will limit their use of new resources by using recycled, upcycled and unusual materials to create wearable art to be presented at a fashion show and boutique with live music and entertainment. Students will be collaborating to dream up designs, find the right materials, and problem solve how to make the materials perfect for this dramatic and fun community event.

Science Ambassadors: Mentors for Change |

CHICO UNIFIED TEACHERS ASSOCIATION

Impact Grant - \$8,000

Middle school science students at *Chico Junior High School* will develop, teach, and evaluate a series of science lessons that they will present to 3rd and 4th graders from two of our feeder schools. The elementary school students will be bussed to our middle school four times a year, and rotate through a 6th, 7th and 8th

grade class. In each middle school class, they will be presented with hands on science lessons taught by the middle school students. This will instill in our middle school students' self-confidence and initiative when they become the teachers and leaders. This will bring additional hands on science to the younger children and allow them to view middle school as a welcoming place to be.

Career Exploration and Job Readiness Program |

EXETER TEACHERS ASSOCIATION

Impact Grant - \$20,000

The Career Exploration and Job Readiness Program will provide all at-risk continuation high school students at *Kaweah High School* the opportunity to gain career exploration, job readiness skills and college readiness. Students will have multiple opportunities through the Career Exploration and Job Readiness Program to take preparation courses, community service opportunities, job shadowing and job placement as well as paid internships. Students will also attend many field experiences including job fairs, campus tours, career expos, and other opportunities that suit their individual needs. Students will take courses that prepare them for the business world. Through our current agriculture program, they will start to create a floral/plant business that is accessible to the community. Students will gain academic, vocational, and entrepreneurial skills through this opportunity that leads to life after high school.

Project-Based STEM |

FONTANA TEACHERS ASSOCIATION

Impact Grant - \$20,000

Currently, in our technology class at *Truman Middle School*, students learn about robotics, 3D modeling and fabrication, electronics, coding, web development, animation, game design, and video production within the context of project-based learning. They also learn how to use the computer to help them in other content areas. They type, they construct academic pieces of writing about social issues, and they create mind maps to organize their thinking for recall and concept connections. The projects they work on offer opportunities for the integration of other subject matter, most notably from math and science. Together, with teachers from math, science and language arts, our goal is to create a cohort of STEM students to take our existing technology program to the next level, namely an integrated program that makes connections among core subjects, leading to a deeper understanding of core content concepts that relate to the projects our students presently explore.

Humboldt Global Youth Summit |

FORTUNA UNION HIGH SCHOOL TEACHERS ASSOCIATION

Impact Grant - \$9,300

The Humboldt Global Youth Summit is a teacher-driven, student-centered day-long conference for *Humboldt County students*. This event brings together participants from all over the county to learn from each other and from community experts about global and local issues. The theme of next year's Global Youth Summit will be "Water is Life: Global and Local Water Issues." Student/teacher teams research global or local water issues and design/complete projects throughout the fall and winter. Student teams present their research and projects at the Youth Summit at the end of February, where they will also have the opportunity to interface with community organizations such as and Humboldt State University-based experts and organizations.

Harvest Helpers |

FREMONT UNION DISTRICT TEACHERS ASSOCIATION

Impact Grant - \$19,861

Students, parents, and teachers at [Mission San Jose High School](#) will organize themselves into small groups to harvest fruit from residential trees. Students will develop an organizational system to contact and connect with donors, organize logistics on fruit gleaning days, record harvest in pounds, find local organizations (including food pantries) that will accept donations and/or distribute the collected bounty to families in need, and send summary of success letters to donors. This project offers an in-depth look into a variety of important issues: (a) food availability at the community and global level; (b) the current poverty rate; (c) the American food system with respect to agriculture, immigration, and culture; (d) world history; (e) organizational systems and policies; (f) philanthropic careers; (g) networking; and, most importantly, (h) teamwork.

PRISM |

FULLERTON ELEMENTARY TEACHERS ASSOCIATION

Impact Grant - \$19,911

The Fullerton School District and the Fullerton Elementary Teachers Association introduces a collaborative grant called "Passion-Required iPersonalize Secret Missions" (PRiSM). Currently, our district utilizes a teacher-driven initiative, iPersonalize to provide seventh graders with reading and writing curriculum through secret missions. With PRiSM, students at [Parks Junior High School](#) will learn reading and writing, but additionally, they will discover personal strengths, utilize, and share these strengths throughout their 7-12th, college and career ready years. PRiSM involves 9 BreakOutEdu secret missions, Gallup Strength Finder certified coaches, Strength Finder books for adult volunteers, Strengths Assessments for students, and an array of "7 Factors" that lead to a school's culture of success.

Coding and Robotics to Empower and Inspire Students |

GARDEN GROVE EDUCATION ASSOCIATION

Impact Grant - \$19,909

This project will expand a successful after-school coding and robotics program at [Eisenhower Elementary School](#) to include more students and teachers. In addition, students will receive more advanced coding and robotics instruction. Latino and female students are thriving and succeeding in this program. These are populations that have been historically underrepresented in computer science occupations. As students communicate and collaborate with one another to complete coding projects, they will discover their personal strengths. They will also develop leadership skills as they serve as coding experts for their peers and classroom teachers.

Got Robot Fever? Yes, We Do! |

GARDEN GROVE EDUCATION ASSOCIATION

Impact Grant - \$20,000

GOT Robot Fever?! YES, WE DO!!! will continue to create more opportunities for students to learn programming skills at the elementary level with robotics. Providing codable robots at a young age will foster and build student's critical thinking, communication, collaboration, and creativity skills. This grant will provide the necessary materials for K-6 students at [Rosita Elementary School](#) to code programs in classroom, after-school

setting, school-wide assemblies, to train more teachers, host a school-wide competition, participate in Wonder League Robotics Competition, and branch out to First Lego League Jr. (K-3) and First Lego League Competition (4-6), increasing teacher and parent involvement in student learning.

The BRAIN Store |

GILROY TEACHERS ASSOCIATION

Impact Grant - \$7,600

The Spectrum Club, a collaborative group of special education and general education students working together to bridge the social gap and eliminate the stigma that so many students in special education feel towards their general education peers and the community at large, will use grant funds to build, stock, and run a portable student store that focuses on the whole BRAIN. The BRAIN Store will have a variety of school supplies, as well as special materials requested by teachers for class projects. In addition, this portable store will assist students with staying focused during long lectures by being able to purchase low-tech assistive technology tools. The purpose of the BRAIN Store is two-fold, to bring [Christopher High School](#) supplies, learning aids, and low tech assistive technology to everyone while teaching vocational skills and developing our community. Our mission is that everyone learns the essential life lesson, while everyone is uniquely different in the way we learn, assimilate information, and in the way, we look; we all share in a basic need to have a purpose, make a difference, and feel accepted.

Speech & Debate: Improve Critical Thinking |

HACIENDA LA PUENTE TEACHERS ASSOCIATION

Educator Grant - \$5,000

This project would support [Newton Middle School's](#) challenging Speech & Debate program to participate in the Orange County Debate League (OCDL). The grant will enable the current program to expand its modified parliamentary debate focus to help students learn how to research, format their arguments using evidence, and articulate their thoughts and respond to differences using thoughtful arguments with evidence and impact along with refutation. The aim is to improve their communication and critical thinking skills through debate. Grant funds will provide student incentives, funding for OCDL debate league fees, foldable lecterns, and after-school tutorials with the teacher.

Ruus Shakespeareans |

HAYWARD EDUCATION ASSOCIATION

Educator Grant - \$5,000

The Ruus Shakespeareans is an after-school program for 5th and 6th graders at [Ruus Elementary School](#) who put together an annual unabridged production of one of Shakespeare's plays. Within each play, the students also perform a full set list of contemporary music that helps to tell the story. Each song, typically a rock song, is related to the theme of the play. The band's instruments include guitars, keyboard, drums, and vocals. The Ruus Shakespeareans learn about language and diction, teamwork, focus, discipline, patience, and commitment, among other things. In 2016, the program expanded to include former students who come back to mentor the current students. With this new addition, the students dedicate their Saturdays to studying Shakespeare, mathematics (primarily Algebra), and SAT exam prep.

“Breaking” the Cycle |

HEMET TEACHERS ASSOCIATION

Educator Grant - \$5,000

Our students at [ASPIRE Community Day School](#) have been disconnected from their educational path and have not been successful in traditional school settings. As such, we propose using Breakout lessons to facilitate students’ abilities to problem solve, think critically, and build teamwork. Students will find success as they complete breakouts in all subject areas, build confidence and lifelong skills they will need to be successful in their futures. Breakouts will be used in all subject areas in a variety of lessons so students “Breakout” from the cycle in which they have found themselves.

Science Explosion! |

INGLEWOOD TEACHERS ASSOCIATION

Educator Grant - \$5,000

Science Explosion! engages TK-6 grade students at [Hudnall Elementary School](#) in STEAM disciplines, exposing students to practicing scientists, artists and career choices in fun and engaging hands-on activities and competitions. Students use the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) to explore as they ask questions and conduct experiments to find the answers in NGSS, California State Education Standards in STEM and CCS in Science and Mathematics activities. Students, teachers, parents, principals, STEAM industry leaders, district and community leaders work together on activities such as the human gastrointestinal tract, structural design, wind power, coding, web design, short films and much more.

Making Students Whole and Genius Through Instrumental Music |

LAKE ELSINORE TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

It’s been proven that schools with music education programs produces students with overall increased test scores, enhanced critical thinking skills, and students that excel in all their studies. This grant will really help us get the most bang for the buck as it engages the whole school in many subject areas. Grant funds will help our newly awakened instrumental music program reach out to all the student body at [Elsinore Middle School](#). We plan to add more instruments, as well as to add a string program. Not having a string program shortchanges not only those individuals who wish to study a stringed instrument, but it also limits woodwind, brass, and percussion players from experiencing a full orchestral experience. The new string program will help provide instruction and demonstration within the science classrooms to provide visuals about sound and vibrations and would completely support our newly adopted STEAM program. Another component is to set up some SMART MUSIC and GARAGE BAND stations to allow all students to engage in the technology that helps them create, compose, practice, and publish their own musical compositions.

Books for Students-Selected by Students |

MAXWELL TEACHERS ASSOCIATION

Educator Grant - \$5,000

In February, our school, [Maxwell Elementary School](#) (K-8) flooded. Our junior high students lost almost \$2,000 worth of books that had recently been purchased using proceeds from our Scholastic book fair. The students were devastated. We simply need more books and nothing is better than a student recommending a book

to a peer. Finding books that students enjoy is critical to motivating students to read. Once hooked, students continue to read as long as they have books that interest them. Once actively engaged in reading, students relatively effortlessly see their Lexile scores rise. Academic success follows suit. The grant will allow students to create grade level teams to research, select, physically go get, and then bring back, books for their peers.

Hands on History |

MERCED UNION HIGH SCHOOL DISTRICT TEACHERS ASSOCIATION

Impact Grant - \$20,000

The purpose of the “Hands on History” grant is to create an onsite historical resource center and museum space. Students at [Merced High School](#) will be provided with the skills, resources, and space to create historical and other contemporary exhibits. Teachers will work with students throughout the school year to design, create and display exhibits. Students will learn the critical thinking and hands-on skills necessary to bring history alive and expose their fellow students and the community to displays and programs that represent their community and their society at large.

Coding for All: Transforming Technology Consumers into Technology Innovators |

MORENO VALLEY EA

Impact Grant - \$20,000

Coding for All (CFA) will harness the out-of-box thinking and competencies of students through project based learning and coding challenges. Students at [Valley View High School](#) will invigorate their critical thinking skills, problem solving and interpersonal skills while concurrently transforming students that are technology consumers today into future technology innovators. The program will prepare students to thrive in tomorrow’s society, by giving them an opportunity to design, create and express themselves with digital technology across curriculum. The program will engage and empower students with the creative possibilities of digital textbooks era that are becoming highly interactive, and incorporate video, audio, and search capabilities.

Murrieta Valley High School Link Crew |

MURRIETA TEACHERS ASSOCIATION

Educator Grant - \$2,900

The Link Crew at [Murrieta Valley High School](#) is a leadership program that links the incoming freshmen with junior and senior leaders. These leaders will mentor and guide the freshmen through their first year of high school. This is done through an orientation at the beginning of the school year, with social functions throughout the year, teaching academic lessons in the classroom, and recognitions for good grades, participation in sports and performing arts.

Latin American Women’s Studies |

OAKLAND EDUCATION ASSOCIATION

Educator Grant - \$5,000

Latin American Women Studies is a pilot course at [Fremont High School](#) to educate, guide and mentor newcomer female youth. The purpose of the course is to teach young immigrant women about gender oppression and women empowerment. It will use examples of women participation and leadership in social and labor movements from their countries and the United States. Reading empowering and culturally appropriate literature that will guide conversations around identity, immigrants, and women’s rights.

The course will be partnering with Luna, an organization that mentors recent immigrant women navigate the U.S. educational system through workshops and fieldtrips, and with undergraduate Latina students at Mills College. Altogether, the program will create a system of empowerment and support for these young women who recently immigrated to the U.S. The grant would support with the purchase of text books, a young women's retreat, field trips, transportation, food, and admissions, with parents, peers, and industry professionals, through a senior project.

Water Tower Mural Project |

PLEASANT VIEW EDUCATORS ASSOCIATION

Impact Grant - \$10,000

The Poplar Water Tower Mural Project is a collaborative project between students at [Pleasant View School](#), parents, educators, and the community organizations called Paint Poplar and Urbanists Collective using art to strengthen the relationship between parents and their children's academic abilities. We believe everyone is born an artist and it is up to their environment to hone their abilities and support it in avenues that may be unconventional. Through this project, participants will be engaged in creating a piece of work that represent themselves as a community, to demonstrate their ownership to their town and to reinforce the commitment to making Poplar a better place to live and work. With the collaboration of educators, the project will be facilitated with the use of academic skills and abilities that will promote the current Common Core Standards and 21st Century Skills.

Expanding Engineering and Robotics in the Intermediate Grades |

PLUMAS LAKE TA

Impact Grant - \$7,056

This is a project-based initiative that will increase student and community interest and knowledge in building and coding robots in a cross-curricular effort to heighten the STEM environment in multiple subjects and age levels. The Plumas Lake Elementary School District, which encompasses 2 elementary and 1 middle school, is determined to continue to offer STEM-related projects that enhance each student's ability to discover and create connections and solutions with real world occurrences. [Riverside Meadows Intermediate School](#) offered a STEM elective for its middle school students this year. Student participation in this elective is 201 students of 406, almost 50%! Next year, Riverside is expanding the program to include an Advanced STEM course to challenge students even further and will include mentoring and tutoring 4th and 5th grade students at the elementary schools.

Measure Up, Two! |

ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION

Impact Grant - \$20,000

Measure Up, Two! is designed to help students in [Rocklin High School's](#) Manufacturing and Computer Science programs connect with a variety of industry partners and peers and participate in senior design projects. Our students will engage in a variety of hands-on experiences and industry skill development that will culminate in sharing those experiences and knowledge with parents, peers, and industry professionals, through a senior project. Our previous grant built the foundation for this by developing a culture and program that culminates with senior design projects. A byproduct of the previous grant was the development of a monthly seminar series led by our industry partners. One Saturday per month, a team of engineers,

technicians and skilled trades people volunteer time in the shop to work with our students. The continuation of this grant will fund and support the Saturday sessions and the expansion of industry participation. Students will gain experience in taking a project through its life cycle. This experience, combined with mentoring and industry support helps students understand the realities of work, and the challenges of developing a new product.

Our Watershed from the Mountains to the Sea |

ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION

Educator Grant - \$5,000

Collaborating 4th grade classes from [Sunset Ranch and Robert Down Elementary Schools](#) look forward to partnering with you to provide a social studies and environmental education program. Our aim is to connect students, parents, and our communities in a shared interest of studying the history and environmental impact of human activities around our watershed from the mountains to the sea. We seek to provide opportunities for joint field research and excursions for our students to lead others toward becoming better stewards of our state's greatest natural resource.

Sharing the Sounds of Success |

SANTA MARIA ELEMENTARY EDUCATORS ASSOCIATION

Impact Grant - \$20,000

With more and more students wanting to connect to their culture through music, the [Tommie Kunst Junior High School](#) music program wants to expand its support for them. Expanding on the excitement generated through last year's grant, we will create a guitar program, begin the process of creating a mariachi program, and bring parents into the process as co-learners and guest teaching artists. While the program only serves 7th-8th grades, our neighborhood feeder schools will also benefit with our Musician & Parent Learning nights, additional instruments, and concerts.

Lakewood Lion's Roar Newspaper/Media Projects |

SUNNYVALE EDUCATION ASSOCIATION

Educator Grant - \$3,280

Last year, the [Lakewood Elementary School](#) newspaper expanded to include a literary magazine and a video newscast. This year, we'll grow the project to include more student voices, greater staff involvement, and to align our media projects with our school's focus on technology and emotional intelligence. Our regular newspaper staff will continue to develop their skills in interviewing, writing, and photography. Our literary magazine will highlight the work of students at every grade level and every level of writing proficiency. We will encourage more staff involvement by dedicating each issue of the literary magazine to a particular grade level, inviting the teachers themselves to select the pieces that will appear in print. Our newscast will expand to include more student-produced stories, using creative tools such as iMovie and our new green screen. Finally, we'll feature both the newspaper and the regular literary magazine on the school website, to engage parents and other community members.

The Spade Brigade Resiliency Club |

TEACHERS ASSOCIATION OF NORWALK-LA MIRADA

Educator Grant - \$5,000

Our garden at [Gardenhill Elementary School](#) is designed to be an intervention program for our socially, emotionally, and behaviorally at-risk students. Students are referred through the CAPPS process and referral forms. The goal of the Garden is to promote key protective factors that affect self-esteem, a sense of belonging and accomplishment, and resiliency. Each team is composed of

student leaders, identified at-risk students and community mentors. Younger members make a two-year commitment and return as the leader the following year. Students will experience the importance of time management, problem solving, decision making, delayed gratification, nurturing living organisms, and caring for something other than themselves.

Bluff Restoration |

TEACHERS ASSOCIATION OF LONG BEACH

Educator Grant - \$5,000

Last year, with the help of families, students, PTA, Boy Scouts, and Girl Scouts, the Rogers Green Team cleared evasive plants and planted drought tolerant native plants on a 1,500-square foot area of a bluff that extends the length of [Rogers Middle School](#). This grant enables us to continue the process in another 3,000-square foot area. Students are planning to transform the whole bluff to native plants. With the grant funding, we will continue the project to provide an outdoor learning area, as well as a plant and animal thoroughfare that connects the elementary school next door to the lagoon across the street from our school.

Local Area Elementary School Robotics |

TEACHERS ASSOCIATION OF LONG BEACH

Impact Grant - \$9,075

The grant will enable us to build an elementary school robotics program at [Lowell Elementary School](#) that engages students early on and feeds their interests into Long Beach's middle and high school robotics programs. Students will learn programming, will build robot attachments, will prepare themed project presentations for competition, and will enter competitive tournaments such as the well-established FIRST Lego League. Lowell would host a practice tournament for four area elementary schools to participate in, as well as trainings for area school site teachers/coaches. Lowell will work with local community partners and high school robotics student volunteers to ensure success.

Mentoring Middle School Students in Robotics |

TEACHERS ASSOCIATION OF LONG BEACH

Impact Grant - \$17,340

California Academy of Mathematics and Science Collaboration between [California Academy of Mathematics and Science \(CAMS\)](#), [Sato Academy of Mathematics and Science](#), and local middle schools develops critical thinking and problem-solving skills by using robotics and the engineering design process. Middle school students are transported to CAMS and Sato, where the high school students mentor their younger peers in a series of robotics workshops. These workshops focus on mechanical and electrical systems and computer programming. After two successful years of managing this program, we are confident that expanding this program to include a second-high school and an additional middle school will meet the grant's objectives.

BioSustainability |

TEMECULA VALLEY EDUCATORS ASSOCIATION

Impact Grant - \$20,000

These grant funds will provide resources for a Biology-based elective science course at [Temecula Valley High School](#). The course will utilize an interdisciplinary approach to examine topics in Biology, Chemistry, Physics, and Earth Science. It will provide an opportunity to use a student-designed, built and maintained aquaponics system. The solar powered aquaponics system will provide a model to study the intricate connections which exist in

nature amongst living organisms, to learn applied science in an interdisciplinary setting and will emphasize critical thinking skills, problem solving, collaborative learning and community service while creating bridges to our local community. The program will supply our Culinary Arts Academy with organically grown produce and fish, as well as make daily/weekly contributions to our local Temecula Valley Food Banks.

Robotics and Engineering for MMS |

TEMECULA VALLEY EDUCATORS ASSOCIATION

Educator Grant - \$5,000

Grant funds will enable students in the STEM classroom at [Margarita Middle School](#) to utilize the VEX IQ Robotics System. The system is designed to introduce students to basic robotics and programming. Through this program, students will be given the opportunity to experience industry and technology in a way that they haven't in the past. They will be allowed to create and invent through inquiry-based thinking, that will prepare and excite them for a future in STEM careers. We will also create the Margarita Middle School Robotics Club that will compete among other middle schools within the district.

Lunch Bunch: No One Eats Alone |

UNITED ASSOCIATION OF CONEJO TEACHERS

Impact Grant - \$20,000

Lunch time can be the most intimidating, dreaded part of day for students. Our Peer Mentors at [Thousand Oaks High School](#) created a program that provides a nurturing lunch place for students who have not yet connected to our campus. Lunch Bunch is a place where no one eats alone! Our Mentors have dedicated themselves to seek out students who would benefit from this social/emotional support, invite them to our daily lunches and holiday celebrations, as well as create lasting friendships which extend beyond our school day. The grant will provide the supplies to continue, improve, and expand the Lunch Bunch Program.

Genealogy and Memory Video Project |

VENTURA UNIFIED EDUCATION ASSOCIATION

Impact Grant - \$19,347

[Pacific High School](#) students gain real-world knowledge and experience through a Genealogy and Memory Video Project. The project will give students the tools they need to research their genealogy via the internet, video documenting the stories, memories and histories of their immediate family and relatives, and creating a family genealogy and memory video to share. Students will achieve this by researching, interviewing, and collaborating with community and family members on their genealogy and memories.

I PIC Arts: Igniting Passion, Inquiry and Choice

Through Arts Education |

WASHINGTON TEACHERS ASSN

Educator Grant - \$3,527

I PIC Arts is a yearlong student driven inquiry project that uses the study of art as a catalyst for developing twenty first century educational skills. The project will take [Stonegate Elementary School](#) students on an educational journey as they research famous artists, learn technique, create art, and share their findings with the community when they plan and host a family art night for the community. Students will ignite a passion for the arts while they learn the soft skills of teamwork, inquiry driven research, perseverance, event planning, presentation, and community involvement necessary to succeed in the future.

STEM Elementary Enrichment (SEE) |

WASHINGTON TEACHERS ASSOCIATION

Educator Grant - \$5,000

The STEM Elementary Enrichment (SEE) project would continue to bring engaging activities for K-5 students who may have minimal exposure to the STEM field, but have desire and motivation to participate. Students at [Bridgeway Island Elementary School](#) are provided tasks, materials, and guidance to create a project based on the foundations of STEM. From their personal or group ingenuity, students would modify the original design to better suit the needs in their own life and that of others. From the SEE project, students would develop critical thinking, design, inquiry, and collaborative skills that encourage lifelong success in and out of the STEM disciplines.

The Garden: Wiggly Worms to Yogurt |

WASHINGTON TEACHERS ASSOCIATION

Educator Grant - \$4,597

This grant will help [Southport Elementary School](#) achieve a sustainable garden program by making garden curriculum accessible to K-5 teachers. Resources and supplies will be readily available for each lesson in organized monthly bins. This grant will provide the resources for our teachers to teach cross-curricular lessons related to, and in, our existing school garden. Additionally, Community Supported Agriculture boxes with local and seasonal produce will be shared and utilized by the classrooms. This project will not only sustain our school garden, but will help to bring together parent volunteers, community partners, students, teachers, and local farmers.

Yolo Alternative Handball League |

WASHINGTON TEACHERS ASSOCIATION

Impact Grant - \$11,942

As an alternative high school, the interscholastic sports program at [Yolo High School](#) has been overlooked. This grant will provide an opportunity for kids to compete against each other, and learn the lessons and skills that a sport can teach. Handball is the oldest game in the world using a ball, and we have a group of kids who love to play and compete in one wall handball. The game develops footwork, coordination of both sides of the body, and eye hand coordination. Skills used from handball transfer to all sports; giving kids a way to condition for physical activities. Size has no advantage and handball is for everyone.

Students Leading Students: Creating Change in

Anaheim | ANAHEIM SECONDARY TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

The young men and women at [Anaheim High School](#), specifically the young men in BROS, will be trained on civic engagement, conflict mediation, and the skills needed to talk about issues pertaining to the community. These students will then train students at three other schools on the east side of Anaheim and together, students from these schools will work together to create change in the city of Anaheim by mentoring students at the elementary and junior high schools, engaging in community service projects, and hosting conferences relevant to the world in which they live.

Civic Literacy with Agricultural Science | ASSOCIATED CHINO TEACHERS

Educator Grant - \$5,000.00

Our objective is to produce a school garden at [Townsend Jr. High](#) that benefits all students in the school. We can accomplish this by integrating the garden into the curriculum of our Civic Literacy elective class. This class will be the focus group of students who manage the daily maintenance of the garden. Their capstone project will be to produce a meal utilizing the vegetables grown from the garden. All science classes will have access to the garden as it relates to the Life and Physical science curriculum. Life and Physical science concepts will be integrated into the school garden project. The garden will become a live outdoor science lab. Students will have guest speakers from High School culinary arts classes, as well as community chefs. Students will receive a junior master gardener certificate at the end of the course. Student groups will enter into a Townsend Student "Top Chef" competition utilizing produce from the garden, while at the same time educating students and their families to the benefits of healthy eating practices.

CES Discovery Club | ASSOCIATION OF COLFAX EDUCATORS

Impact Grant - \$20,000.00

This grant supports expansion of [Colfax Elementary School's](#) After-School Program, beyond Bulldog Athletics and Homework Club, to include DISCOVERY Clubs, the enrichment component long sought by our small rural community. Two years after implementation, positive feedback and high participation continues. DISCOVERY provides a diverse selection of fun and interesting opportunities for students to explore, create, express, collaborate, and learn with others across grade levels. DISCOVERY partners teachers with parents and community members, empowering them to share their expertise, passions, and stories with our children. Throughout the year, Kinder-8th students from will choose from a dynamic variety of offerings in arts and crafts, music, cooperative, science and critical-thinking games, technology and design, and theater.

Good Heart Chicana/o and Native Science Project | CALIFORNIA FACULTY ASSOCIATION- CSU NORTHRIDGE

Impact Grant - \$20,000.00

Good Heart Chicana/o and Native Science project engages students and their families in Environmental-Science, Technology,

Engineering, Arts, and Mathematics (E-STEAM) interdisciplinary activities that stimulate their interest in environmental issues in their communities. During the project, students from [O'Melveny, San Fernando & Dyer Elementary Schools](#) will observe their local environment, consider past environmental practices, question current events, and develop meaningful projects to address their questions. The families' cultures, strengths, and traditions are used to connect the children to the content in meaningful ways. At each step, students will be able to communicate with people knowledgeable in the field, visit meaningful educational sites, and perform hands-on activities to spur their involvement.

Alternative Athletic League | CENTER UNIFIED TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

Like a lot of kids, the students at [McClellan High School](#) just wanted to play ball. When they wondered why students at continuation schools were not allowed to play sports, they discovered there was nothing prohibiting it at all. This realization led to contacting other local continuation schools ([Pacific High, Chana High & Phoenix High](#)) and spawned a fledgling basketball league called the Alternative Athletic League (AAL). A successful nine-week season was scheduled and played which created many unanticipated positive outcomes. This is the guiding force of this application. The students want to expand the AAL to four sports in order to increase the opportunities they have to experience the success of athletic competition, while at the same time building their skills, increasing attendance and academic achievement, and fostering positive relationships in the community.

Teacher Leader Program | CENTRAL TEACHERS ORGANIZATION

Impact Grant - \$20,000.00

The Teacher-Leader Program is a collaborative effort that engages math students at [Musser Middle School](#) with each other and the students of [Doña Merced Elementary School](#). It combines teaching, learning and video production into one program. It will provide the framework for students to design, implement and reflect upon math lessons for their peers. The culminating project will be a lesson delivered to students at Doña Merced Elementary by our middle school students.

ARTrepreneurs | CHICO UNIFIED TEACHERS ASSOCIATION

Educator Grant - \$5,000.00

In ARTrepreneurs, art student participants at [Pleasant Valley High School](#) will form teams with classmates to design and pitch workable, salable, and scalable business ideas. Students will get a figurative peek inside the brains of real entrepreneurs. Students will present their ideas to an Entre-board (an advisory board of local entrepreneurs) and then make and sell the selected products at a variety of venues. The focus will be on creativity, teamwork, problem solving, marketing, and community connections. The Art Teacher and Teacher-Librarian will support students to become responsible and reliable individuals that use their strengths as a bridge to their future and a possible career.

Outdoor Classroom to Inspire Deeper Project-Based Learning | COMMUNITY LEARNING CENTER SCHOOLS (NEA CLC)

Impact Grant - \$20,000.00

Nea Community Learning is excited about the opportunity to transform an outdoor space into a fully functional classroom space. The space will be utilized by kindergarten through 5th graders in a variety of subject areas including art, science, motor fitness and by our after school program. As a school that has fully adopted a project-based learning model, a flexible, covered outdoor space will expand the breadth of our projects. We will be able to increase the number of hands-on activities that we can provide to the learners.

Manzanita Rocks! | COVINA UNIFIED EDUCATION ASSOCIATION

Educator Grant - \$3,570.00

A healthy lifestyle has been embraced by the staff and students at *Manzanita Elementary School*. At Manzanita there is school-wide participation in the Fresh Fruit and Vegetable program, as well as The 100 Mile Club. The purpose of this proposal is to continue our goal of healthy students and families by incorporating music into physical fitness. Providing the necessary equipment to each grade level will create a multitude of benefits to the Manzanita community, such as strengthening students' cognitive skills; the opportunity for staff to provide energetic and positive experiences for all students; and in creating a happier and more unified learning environment. Adding music to our lifestyle is a simple yet impactful way to mold successful, healthy Mustangs.

Full STEAM Ahead! | DESERT SANDS TEACHERS ASSOCIATION

Impact Grant - \$9,250.00

The primary goal of this proposal is to offer new experiences through STEAM activities, as well as promote and incorporate the 4Cs~ Creativity, Creative Thinking, Communication, and Collaboration through various activities and opportunities. Activities and materials will be available to all TK-5 teachers at *Hoover Elementary School* to incorporate into classroom lessons during the school day, after school, and our Saturday Academy. This grant will provide varying levels of projects to promote success for all participants. Full STEAM Ahead will allow students to access all five components of STEAM, and it will support the entire student population, in addition to reaching out to include local community members and offer them the chance to experience STEAM. This project will allow individual and group interaction with materials in addition to having opportunities to share their experiences and the learning process, with others during scheduled "Show and Tell" and showcase and school events.

Growing MORE Healthy Students | DESERT SANDS TEACHERS ASSOCIATION

Impact Grant - \$18,700.00

The goal of this proposal is to strengthen the *Hoover Elementary School* community by continuing to promote physical fitness and academic scholars. The second goal of this proposal is to partner with two additional schools in Indio, *Dr. Carreon Academy* and *Van Buren Elementary*, to work together and combine our strengths and knowledge to help build and strengthen the running clubs on all three campuses. Hoover has logged over 44,000 miles since its inception in March, and we are committed to growing our own program as well as show other schools how to create the same excitement about health and wellness. By working together,

we will strive to create stronger relations at all three schools and the local communities. More than ever, it is important to help nurture and grow students who believe in being healthy, fit, and educated. Being healthy, body and mind, helps promote healthy scholars ~ today, tomorrow, and for life. As Hoover bursts with excitement about its success, it is our hope to help share and build the same excitement on other campuses. Here's to expanding our saying, "Cheers to your health~ One mile at a time!" to "Cheers to OUR health~ One school at a time!"

Kaweah High School Ag | EXETER TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

This project provides *Kaweah High School* students the opportunity to gain basic knowledge of Ornamental Horticulture and to gain hands-on experience in the nursery and floral industries. They are sustaining a greenhouse, garden, nursery and a floral design program that continues to become more productive with age. Students will have more opportunities to become involved in school activities, learn valuable life skills and to develop their own personal strengths through unique service projects (SAE), field experiences, and career exploration. Through the continued support from this grant we will continue to develop and expand our College and Career Pathway in agriculture and create a sustainable garden that will support the students and community.

The PAWS PRESS/Journalism Club | FULLERTON ELEMENTARY TEACHERS ASSOCIATION

Educator Grant - \$5,000.00

This grant will continue and expand the initial year of our Journalism Club/School Newspaper at *Woodcrest Elementary School*. Our goals are to expand the newspaper in four areas: technology, parent/family involvement, skills development, and an increase in Journalism Club membership. This work will continue to meet the objective of providing our ELL students with 21st century Writing, Communication, and Technology skills. This past year we were able to produce and publish 4 school newspapers throughout the year, conduct numerous interviews with school staff and students, go on two field trips to the *Los Angeles Times* and *OC Register*, and purchase a camera. Students learned interview techniques and professionalism; produced columns suited to their interests and that were newsworthy; created comics and cartoons; designed specialized features; designed and conducted school-wide surveys that led to news stories; and brainstormed strategies for making the newspaper more interesting and appealing to its readers.

Morningside Meadows: Outdoor Classroom, Garden, and Weather Station | GARDEN GROVE EA

Impact Grant - \$20,000.00

Our vision is to build an outdoor classroom, garden, and weather station on the *Morningside Elementary School* campus to provide hands-on learning opportunities for teaching all content areas. In the garden, we envision raised garden beds for each grade level, special education, Boys and Girls Club, and a community plot for parents. We hope to grow fruits, vegetables, and drought tolerant plants. In addition, we envision an outdoor sink area, a scale, tables, outdoor board/easel, and a shed to store all the gardening supplies. In the weather station area, we envision a sun-dial, tools for measuring the weather, outdoor board/easel, and tables.

Prepare/Care/Share: Think like an Engineer! |

GARDEN GROVE EA

Impact Grant - \$20,000.00

This project will build on last year's grant project at [Murdy Elementary School](#). That Prepare/Care/Share project brought engineering into the classroom and extended opportunities to Boys & Girls Club members. However the interest and need has increased. And the project's aim is to expand in three areas:

1. Support for Kindergarten: They are going to whole-day instruction and need hands on science/engineering curriculum.
2. Students/Parents: Interest is strong! Extend the curriculum to include after-school classes and a series of parent workshops focusing on STEM. Students will be able to explore different career options using EIE activities.
3. Interested teachers will have the opportunity to receive training (at our GGEA office) and check out engineering units to try in their classroom. This will allow the opportunity to expand the strengths of engineering into other schools. We have a wonderful opportunity to expand this to include students at the neighboring [Bolsa Grande High School](#) as well. Because high school students need volunteer hours, they will connect with the Boys and Girls Club to help facilitate the engineering classes. This creates a stronger pipeline where everybody is working towards a future in STEM!

Ruus Shakespeareans | HAYWARD EA

Educator Grant - \$5,000.00

The grant will support the work of the [Ruus Elementary School](#) Shakespeareans, an after-school program for 5th and 6th graders. Annually, these students put together a full production of one of Shakespeare's plays. Along with the play, they have a full set list of rock songs which they perform with their rock and roll band which accompanies the play and helps to tell the story. The band has guitarists, keyboards, drummers, singers, etc., and all songs are performed live. The students learn about language, teamwork, focus, discipline, patience, and practice. They perform their production multiple times at the end of the school year.

Coast High School STEAM Program | HUNTINGTON

BEACH UHSD EDUCATORS ASSOCIATION

Impact Grant - \$20,000.00

We plan to improve our Science Technology Engineering Art and Math (STEAM) program at [Coast High School](#). Last year we started a STEAM program and competed in the 13th Annual Solar Cup Competition sponsored by the Metropolitan Water District of Southern California. STEAM offers non-dominant student groups experience in: using power tools, operational mechanics, engineering and design, electrical circuitry, technical writing, collaboration and communication. All concepts are applied through participating in the yearlong Solar Cup competition and building a 15-foot solar powered boat from scratch to compete against other high schools around Southern California.

LUSD Environmental Citizen Science Project |

LAKESIDE TEACHERS ASSOCIATION

Impact Grant - \$19,920.00

The goals of our LUSD Environmental Citizen Science Project are to provide student scientists at [Lakeside Middle School](#) and [Tierra del Sol Middle School](#) the opportunity to learn in a real world setting, increase their environmental literacy and encourage them to become stewards of our natural resources. This will be accomplished by creating a sustainable student-driven venture in

conjunction with the Lakeside River Park. The curriculum will incorporate Next Generation Science Standards and develop 21st Century Skills in a rich science curriculum by creating lessons designed around our local ecology, providing student's exposure to the realities of working as scientists, and requiring them to develop consequential community service projects.

Me and the World: Empowering the Cultural Voice of Newcomer Students through Literacy | LENNOX

TEACHERS ASSOCIATION

Impact Grant - \$20,000.00

The Lennox School District is home to two thriving dual language programs at [Moffett Elementary School](#) (K-5) and [Lennox Middle School](#) (6-8). At the elementary level, students have benefitted from a previous IFT grant by being supported in their pursuit of "intercultural competence" and it is our desire to continue this support at the elementary level and extend this kind of experience to our newcomer and dual language students at the middle school for the upcoming year. We would like to accomplish this with guided efforts towards developing their literacy and writing skills in the four language domains, giving them an outlet to express their very unique experiences.

Innovating Their Future | MONTEREY BAY TA

Impact Grant - \$20,000.00

This grant will provide [Monterey High School](#) students the opportunity to design, prototype, build and test innovative robotic inventions. Students can participate on a local, regional and national scale. As a result, this puts students in the position in which they have the opportunity to innovate, collaborate, solve problems and contribute as colleagues in an engineering environment to solve a design challenge, not unlike NASA scientists and engineers. An additional goal of the team is to establish an outreach to a younger group, persuading them to consider a variety of career opportunities, revolving around the engineering and technological fields.

Students Educate Expo (SEE) | MORONGO TA

Educator Grant - \$2,000.00

At [Twentynine Palms Junior High](#), our mission is to organize, present, and educate the community on issues and/or events that are relevant to our community, culture, health, fitness, and education. Students will work in groups of 3-4 to research and educate our community on a topic of their choice that is aligned to the mission statement. The Students Educate Expo's culminating activity is presented in the spring at a highly visited local park in our community. Under the supervision of volunteer teachers from the Morongo Teachers Association, students will present and share their knowledge with citizens in the community. Each station at this event will include visuals, handouts, and well-trained student presenters that will surely impress the public with their knowledge, matters, and appearance.

NGSS Scientists Start in Kindergarten | REDDING TA

Impact Grant - \$10,140.00

The Next Generation Science Standards (NGSS) are based on the principle that children are born investigators who explore and interact with their world and that scientific concepts are naturally engaging to even our youngest students. Full implementation of the NGSS is to occur within 2 years. Educators at [Manzanita](#)

Elementary School want the focus of this grant to help realign resources in our kindergarten classes with the new NGSS standards, as well as engage and explore our environment.

Delta Blooms ~ Cultivating Creativity | RIVER DELTA UNIFIED TA

Impact Grant - \$19,970.35

This grant will be an expansion of the multidepartment relationship established by our previous award. The project continues to be centered on student achievement and success in career growth, while highlighting student strengths, creativity and individuality.

Delta High School students will be creating online portfolios and taking pictures with the chrome books to build online Pinterest boards. New to this year's project is the development of art student designs and merchandizing and expanding what is being done in Delta Blooms. The art department will also be selling art memberships for custom student work. There is still little job opportunity in area and the floral shop has served as an integral place buy to fresh floral designs and provide an income for students. The goal is to now add more career aspects to the art program in conjunction to their support of the floral department.

Measure Up! | ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION

Impact Grant - \$20,000.00

Measure Up! is designed to help **Rocklin High School** students in the Manufacturing and Digital Art programs connect with a variety of industry partners and peers and participate in senior design projects. Students will gain experience in taking a project through its life cycle. They will start with design (CAD). Once the design is ready for iteration, they will use our 3D printers (and/or the desktop CNC mills we plan to purchase) to rapidly develop prototypes. Once the design is solidified, they will program the object to be run on one of our Haas CNC Mills or Lathe in our machine shop. This experience, combined with mentoring and industry support helps students understand the realities of work, and the challenges of developing a new product. Our goal is to provide career exploration experiences, virtual field trips and professional engineering mentoring. Our students will engage in a variety of hands-on experiences and industry skill development that will culminate in sharing those experiences and knowledge with parents, peers and industry professionals, through a senior project.

Engineers and Scientists of the Future | SACRAMENTO CITY TA

Educator Grant - \$5,000.00

This project provides students the opportunity to learn about Math, Engineering, Science, and Technology through hands-on experiences and activities in an after-school program. **Leataata Floyd Elementary School** is a low performing school with an economically disadvantaged, culturally diverse student population in the Sacramento City Unified School District. To mitigate these challenges, students will be able to collaborate with nearby schools, attend multiple-district Math, Engineering, Science Achievement (MESA) competitions and meet other like-minded young scientists and engineers. Ultimately, our goal is to increase interest in science, math, engineering and technology in elementary school students and create a pipeline towards the middle and high school MESA program.

After-School MESA | SACRAMENTO CITY TA

Educator Grant - \$5,000.00

This project will provide students the opportunity to have an after-school program that will spark their interest in STEM. MESA (Mathematics, Engineering, Science, Achievement) is a state-wide program that helps thousands of traditionally disadvantaged students get interested and enter these STEM fields. Because this state-wide program only services middle school and high school students, creative ways were found to have a MESA program to catch the students' interests at the elementary level. Through a wide variety of activities that encourage teamwork and creativity, students at **Matsuyama Elementary School** will gain knowledge and experience through building and creating bridges made with tongue depressors, cars made with pasta, kites made with straws, string, and tissue paper, and a variety of other hands-on activities.

Wagons Ho - Pioneer Days and the West We Go! | SALIDA TA

Educator Grant - \$3,685.00

"Study the past if you would define the future." — Confucius
Imagine living in the past. Students are in clothing that resembles the 1850's. Lights are off to simulate life without electricity. Pencil, paper, and computers are replaced with slates and chalk. That is what happens in the third grade classrooms at **Dena Boer Elementary School** as we wrap up the school year. We interact and recreate a one room schoolhouse, Apple Valley School, where the teachers integrate hands-on projects using cooperative groups. The schoolroom is modeled after a room from long ago. Work is done on the slates and children share their "readers". Students become a child from the past, taking on a new persona with a new name, new age, and other "family" members sharing the same classroom with them. The family members are the cooperative group that works together on tasks throughout the reenactment. The older the age, the more extra responsibilities are given to the child. The projects include: dance, cooking, weaving, baking, and sewing. Reading is through the lens of pioneer life and pioneer stories. Math is solved on the slate. Spelling words are practiced orally and with other family members. Our social skills are refined as the class works as a team. Each child becomes an actor in the room using a new "pioneer" name. Pioneer Days has been a tradition; something every third grader looks forward to at the end of their year of learning. We enhance this experience by going on a field trip to the San Joaquin County Historical Museum where the students learn more about pioneers and do hands-on projects throughout the day.

San Bernardino Restorative Youth Court (SBRYC) | SAN BERNARDINO TA

Impact Grant - \$17,745.00

The **San Bernardino Restorative Youth Court** is the first program of its kind in the city of San Bernardino and the only school district-based court in the State. A community response to student misconduct, its primary aim is to hold the offender accountable for his/her actions within a positive social network of support. The youth court format we have adopted is the adult judge/peer jury model. The court is facilitated by an adult judge community volunteer and driven by student jurors, clerks and bailiffs. Positive peer pressure is leveraged to increase the offender's awareness of the impact his/her actions have had on the community. The heart and soul of SBRYC is about kids helping kids and fostering positive youth identity.

Babies and Beads | SAN DIEGO EA

Educator Grant - \$5,000.00

Babies and Beads is a non-profit organization that provides job training, mentoring, advocacy education classes, career planning and program services to [TRACE](#) students who are at-risk, ages 18 to 22 years old. The goal is to teach these students to be self-sufficient by training them to make and sell jewelry and greeting cards. Profits generated from sales will be used to purchase baby necessities for students who participate in the SANDAPP program in San Diego County and for students who are currently parenting or pregnant. Students will learn job skills and complete their education while participating in a philanthropic project that gives back to young parents. We serve students' who attend San Diego Unified School District, have a disability, live in San Diego, and have not completed a high school diploma.

Montgomery Middle Comprehensive Health and Wellness Project | SAN DIEGO EA

Educator Grant - \$5,000.00

[Montgomery Middle School](#) launched a successful Comprehensive Health and Wellness Program in 2015. Our proposal aims to strengthen this successful program in three ways: (1) Install aquaponics in the school's garden—enabling students to actively learn how to raise edible fish along with fruits and vegetables in an integrated system; (2) Provide nutrition and cooking classes--engage students in healthy learning and living strategies, for themselves and families, while simultaneously building mutually supportive peer-to-peer relationships and a positive work ethic; and (3) Strengthen school-wide and school community relations—use the garden and education about food, nutrition and cooking as means to foster a positive, forward-looking culture of healthy living on and off campus.

Out of the Box ...Into the Water | SAN JOAQUIN COUNTY EA

Impact Grant - \$20,000.00

“Out of the Box... Into the Water” is the continuation of a project at [Redwood School](#) assisting 30 Special Education students, grades 4-12, in restoring a sustainable riparian habitat at the 290-acre Historic Durham Ferry School of Agriculture and Outdoor Education Center, located along the San Joaquin River in California's Central Valley. In phase two, students will restore riparian plant species to the pond area where they have installed Wood Duck boxes. They will also discover new species of animals located on the property through the use of wildlife cameras, owl boxes, and an outdoor classroom designed to meet their learning needs.

School Engagement: INSTRUMENTAL to Success | SANTA MARIA ELEMENTARY EA

Impact Grant - \$20,000.00

The Arts are a powerful tool for engagement. At [Tommy Kunst Junior High](#), we see genuine engagement from our band students and parents. Our successful band program has grown from 35-50 over the past year. Many more students hope to join us as we welcome a new feeder school next fall. Students need instruments to access this program. Once families are involved, we see them joining School Site Council, leading PTA, and speaking to the school board on behalf of their children. Band is instrumental when building positive relationships between school and community!

I Am My Ancestors Prayers | SHASTA SECONDARY EA

Impact Grant - \$20,000.00

Our vision is to create a presentation with resources that teaches the Shasta County Native History, as well as a timeline of legislation that directly affects Native Americans. These resources will meet the common core standards and be teacher-ready for the classroom. This year-long research project will also support the academic skills of 10-20 at risk Native American students by using a cultural context in an afterschool program. Students will strengthen their computer skills through researching the local native history, California Unratified Treaties, as well as culturally significant anthropological sites. The students, from [Enterprise](#), [Shasta](#), [Foothill](#), [Pioneer Continuation and Northstate Independent High Schools](#) will interview elders, meet with native writers, and attend classes in native arts.

Restorative Justice Peer Program | SIMI EA

Impact Grant - \$15,000.00

The funds from this grant would allow us to train, create, and promote [Valley View Middle School's](#) Peer mediation, Peer Mentorship, Peer Circles, and Peer Panel programs more effectively on our campus. The goal is to promote respect and responsible problem-solving among the student body. Peer Programs offer students restorative options to interpersonal conflicts, bullying, and suspension. We employ empathy and build responsibility in order to right wrongs, repair broken relationships, and, where punishment must be levied, re-integrate students back into the school community. The opportunity to resolve a conflict and fix the damage that has been done builds trust and strengthens relationships. The Peer Program Team is a group of students who are trained to provide opportunities for their peers to engage in conflict resolution and to support them to choose responsible and peaceful ways of interacting in the school community. The students who participate in this program have volunteered their time to make VVMS a place where the school environment is conducive to academic achievement, and every student feels supported to be their best.

Lakewood Lion's Roar Newspaper | SUNNYVALE EA

Educator Grant - \$2,895.00

This past year, our new and improved [Lakewood Elementary](#) newspaper promoted enthusiasm for literacy at every grade level throughout the school. In 2016-2017, we hope to build on last year's successes. In order to accommodate the lower grade students who want to participate, will to devote extra issues to publishing the work of writers who are not on the regular staff. Regular staffers will have greater control over editorial content and more responsibility for graphics, shepherding their projects through the writing process without direct supervision. Most importantly, we will be adding a new technological piece, a series of video news features called “*Lion's Roar TV!*” Students will continue to practice their writing and reporting skills, while adding live interviewing, video editing, and production into the mix!

Mentoring Middle School Students in Robotics (M2S2iR) | TA OF LONG BEACH

Impact Grant - \$16,130.00

Collaboration between the [California Academy of Mathematics and Science \(CAMS\)](#) and the [Colin Powell Academy](#) develops critical thinking and problem-solving skills by using robotics and the engineering design process.

Middle school students are transported to CAMS, where the high school students mentor their younger peers in a series of robotics workshops. These workshops focus on mechanical and electrical systems and computer programming. The pilot year successfully accomplished the goals we set forth in the 2015 grant. To enhance our program, we will include three more middle schools in order to increase the number of middle school students who will benefit from this opportunity.

Achievement through the Arts | TEMECULA VALLEY EA Impact Grant - \$18,000.00

This grant will use the Arts to motivate and "hook" our at-risk students into school. One of the common traits that we have noticed with our students at [Sparkman Alternative Education Center](#), is their creativity and love of music and the arts. With this grant, we will give our students the opportunity to build their own guitar, decorate it with their own computer design and learn to play it. We will also teach them how to design/program a guitar pick on a 3D printer and then print it. Our students will take a field trip to the Fender Guitar Co. in Corona and tour their museum and factory as well as a trip to the Maker Faire, for the latest technology in 3D printing and robots. We will also bring to our school, community members that will, each month, introduce our students to a variety of new and different forms of music and art. The students will participate by practicing this new art form. We are planning on doing this once a month, for a total of 10 different projects for the school year. The finale of the program will be an end of the year Art and Music Expo. It will feature all of the student's art projects from throughout the year as well as a music competition.

Engineering/ STEM for all MMS students | TEMECULA VALLEY EA

Educator Grant - \$5,000.00

Students learn through experience. However, experience with STEM concepts, particularly engineering, is not something that is readily available to many students. The study of engineering as an inquiry-based subject will promote learning across content areas. This grant will provide curriculum and materials for an Introduction to the "Principles of Engineering" course at [Margarita Middle School](#). This class will give students an opportunity to experience the applications of science, mathematics, technology, and engineering in ways that match their natural curiosity and view of the world. Lessons and activities will be designed to engage students in a hands-on, cooperative learning format, where they will use the design process to explore solutions for real world problems. Our hope is that underrepresented students will develop an interest in STEM which will stay with them going forward. For all students, strengths will be developed which will carry over into other aspects of their lives, providing them lifelong skills required for 21st century careers.

Empowering Online Blended Learners | TEMECULA VALLEY EA

Educator Grant - \$5,000.00

Online blended learners at the [Temecula Advantage Virtual School](#) are often challenged with the transition from a traditional classroom environment that relies heavily on face-to-face teacher support, to one that relies primarily on the student's ability to learn content independently. This can result in online learners becoming isolated and disconnected from the skills and supports needed to succeed. This program seeks to minimize this challenge and

increase student success by providing collaborative opportunities for students, both on-site and online, to support one another in their learning. This is accomplished by empowering students through the implementation of Student Academic Coaches, Student Orientation and Mentoring, and Collaborative Sessions.

GLAD for the Arts II | TWIN RIVERS UNITED EDUCATORS Impact Grant - \$20,000.00

Through our previous IFT grant, educators at [F.C. Joyce Elementary School](#) know student learning is enhanced with the school-wide implementation of Guided Language Acquisition and Design (GLAD) strategies and visual and performing arts integration. GLAD strategies and VAPA integration engage and motivate students leading to deeper learning and understanding of concepts, as well as an increase in broadly applicable skills and mastery of grade level standards. GLAD strategies, with their embedded practices for building teamwork and deeper understanding of concepts, greater sense of classroom community and equity, along with arts integration, increase access to learning and make school more meaningful and enjoyable for all Joyce students in transitional kindergarten to 8th grade.

San Fernando Elementary School E-STEAM Team | UNITED TEACHERS LOS ANGELES

Impact Grant - \$20,000.00

[San Fernando Elementary School](#) E-STEAM Team's goal is to encourage and promote low-income Latina/o and Native American 3rd-grade elementary students towards Environmental-Science, Technology, Engineering, Arts, and Mathematics (E-STEAM) disciplines and careers. This project will develop a replicable model for connecting diverse students' and families' strengths, cultures, and traditions to challenging E-STEAM content in order to address climate change and environmental issues. 3rd-graders will engage in project-based learning in their school community including observations, hands-on experiments, identification of environmental issues, and the development of a local and impactful project to be shared with the school community.

Droid Divas Robotics Club | VAL VERDE TA

Educator Grant - \$5,000.00

There is a significant drop-off of interest in science and engineering during the middle school years for girls. The Droid Divas will be working to create a full size, fully functioning R2 unit like the ones in the Star Wars movies. Students at [Lakeside Middle School](#) will be working with blueprints made from the original movie droids, learning to construct the interior framework, designing their own take on the exterior color and design, learning the proper ratio for weight to power in order to have the R2 move by remote and install and wire all of the inner electrical circuitry. The ultimate goal is to have the students take their droid to the Star Wars celebration in Anaheim and display it alongside many others. They will have the opportunity to showcase their design for convention members.

STEM at Elkhorn | WASHINGTON TA

Educator Grant - \$5,000.00

This project provides students at [Elkhorn Village Elementary School](#) the opportunity to be engaged in a hands-on after school science, technology, engineering, and mathematics (STEM) program. Students will design, test, and refine projects using science, technology, and engineering. Opportunities will also be

available to participate in school wide math competitions. The STEM program provides socioeconomically disadvantaged students and their families' skills and resources to achieve success in school, career, life, and STEM-related disciplines. Ultimately, we want our students to excel in STEM pathways, starting in elementary to graduate school, and into careers where they accelerate in building California's leadership in research, industry, and service.

SEE Project | WASHINGTON TA

Educator Grant - \$4,961.03

The STEM Elementary Enrichment (SEE) project would bring engaging activities for K-5 students that may have minimal exposure to the Science, Technology, Engineering, and Mathematics (STEM) field, but have the motivation to try. Students at *Bridgeway Island Elementary School* would be provided materials and guidance to create a project based on the foundations of STEM. From their personal or group ingenuity, students would modify the base design to better suit the needs in their own life and that of others. From the SEE project, students would develop critical thinking, design, inquiry, and collaborative skills that would encourage lifelong success in and out of the STEM disciplines.

River Jim's Adventure Education | WILLOWS UNIFIED TA

Impact Grant - \$16,360.00

This proposal is for a second year of funding for *Willows Intermediate School's* River Jim's Adventure Education program. Going into the 2016-17 school year the River Jim program has enjoyed growth in numerous ways. First, the number of canoe campouts we are able to provide to students this year has increased from 3 to 5, allowing more students to participate in the experience. Second, the River Jim program is moving up into *Willows High School* as one of their science teachers joins us, allowing more past participants to attend and stay connected. Third, teachers from other schools and districts who we met at NGSS trainings are joining us, providing professional development for them and idea sharing that will benefit all of us. Finally, our district has witnessed the enthusiasm for the River Jim program from students and parents, allowing the program to be written into the district's LCAP documentation with a small amount of funding provided. The teacher-student relationships that resulted in improved educational trajectories continues to be our number one priority going forward.

T-K Hands-On Learning Centers | WISEBURN FACULTY ASSOCIATION

Educator Grant - \$5,000.00

We know that our transitional kindergarten students do their best learning when they do things like touch real-world materials at a science center, pretend to cook dinner in a housekeeping center, create a neighborhood of doll houses, pretend to be farmers taking care of animals at a sand table, and share design ideas when building with blocks. Grant funds will enable us to purchase materials not provided for in the school budget that will enrich the educational experience of our students at *Juan Cabrillo Elementary School*.

Collaborative Curriculum | YUBA COUNTY'S CERTIFICATED EMPLOYEE ASSOCIATION

Educator Grant - \$5,000.00

This grant will provide the Preschool Special Education Teachers at the *Yuba County Office of Education* with a platform to develop and implement a "Collaborative Curriculum". It will include community experiences, special guests, and parent workshops. The process will focus on collaboration with service providers and families, and will incorporate measures from the Preschool State Assessment (DRDP) into lessons. Our students are visual and kinesthetic learners, so planning will focus on experiential learning. Community excursions and special classroom guests will provide hands-on experiences promoting independence, creativity, and meaningful learning. Parent Workshops will focus on facilitating positive supports for children in the home setting in order to share successes with families.



IFT 2015-16 Grants

*Grant summaries have been provided
by individual grant recipients.*

Discovery Club – Association of Colfax Educators

Impact Grant- \$ 20,000

This grant supports the continued expansion of **Colfax Elementary's** After-School Program, beyond Bulldog Athletics and Homework Club, to include DISCOVERY Clubs, the new enrichment component long sought and well received in its first year by our small rural community. DISCOVERY provides a diverse selection of fun and interesting opportunities for students to explore, create, express, collaborate, and learn with others across grade levels. DISCOVERY partners teachers with parents and community members, empowering them to share their expertise, passions, and stories with our children. Throughout the year, 2nd-8th students will choose from a dynamic variety of offerings in arts and crafts, music, cooperative and critical-thinking games, technology and design, and theater.

High Performance Mathematics – Association of Colton Educators

Impact Grant- \$ 15,928

Common Core asks teachers to prepare students using real life applications and problem solving abilities. Using a research based program called HiPerMath, **Ruth Harris Middle School** students will work in teams using science and math on simulators to build car engines and race cars on a virtual race track. This activity demonstrates the importance of math and develops collaborative skills. This program would directly support, grow and sustain interest in STEM activities in underrepresented populations and prepare students for High School Engineering pathways. This project addresses 4 critical areas that are needed in the 21st century educational movement: Critical Thinking, Communication, Creativity and Collaboration.

Good Heart Chicana/o and Native Science Project – CFA- CSU Northridge

Impact Grant- \$ 20,000

Good Heart Chicana/o and Native Science is an interdisciplinary project designed to inspire low-income Latina/o and Native American student populations towards STEAM disciplines through the subject of climate change. Over the course of the project, third through fifth graders at **San Fernando Elementary** will study the use of the local land base in the past (social studies, environmental science), perform hands-on projects that reflect the current reality (science, technology) and, with mentored guidance, actively plan a local, impactful project (technology, engineering, art) that takes into account the needs of their families, fellow students and community.

C2: Creative Connections – Chico Unified TA

Impact Grant- \$ 19,100

The success of our **Pleasant Valley High School** pARTnership for the FUTURE grant in 2014-15 has encouraged a new collaboration joining the visual and performing arts in C2: Creative Connections. Music is an integral part of students' lives and through its incorporation into the visual arts, greater opportunities for students will result. Music and art teachers and our Teacher-Librarian will create curriculum and activities that unite students, parents, and community in experiences where students use their strengths. C2 builds on a strong foundation. We plan to take the next step by applying our learning to a strength-based curriculum that intertwines visual and performing arts.

Robotics and Engineering – Covina Unified EA

Impact Grant- \$ 20,000

The Robotics and Engineering grant would support a wide range of students from **Traweek Middle School** and **Covina High School**. Robotics supplies are cost-prohibitive to the point that few school sites maintain an active robotics club or class. This grant would ensure that a robotics club would exist on both campuses and would pay for robotics supplies and competition fees. Many of these costs are one-time fees that would get the ball rolling toward establishing annual support for robotics by our district administration.

Growing Healthy Students- Desert Sands TA

Impact Grant- \$ 20,000

The goal of this proposal is to strengthen and advocate stronger student, family, and community involvement while striving to promote physical fitness and academic scholars. **Hoover Elementary** will aim to increase 2015-16 student health and wellness by promoting school-wide student membership in The 100 Mile Club®, and group participation, to include transitional kinder through fifth grade students, and family and staff members, in at least 5 local 5Ks. The entire staff is committed to providing an expanded physical education program in and out of the classroom while advocating a culture of lifelong health-related fitness and active lifestyles, physical competence, cognitive understanding, positive attitudes, and to promoting healthy scholars~ today, tomorrow, and for life!

Stauffer Enrichment Garden – Downey EA

Educator Grant- \$ 5,000

At **Stauffer Middle School**, we feel, that eating is an Ecological Act; the production, consumption and marketing of food is the key to everything. Students will become engaged in the food chain, and how food choices can affect the Energy crisis, Climate crisis and Healthcare crisis in our country. The garden opens up all of these lessons that could not be more hands on STEM. In the recently expanded garden, our teachers work as a team to expose more students to a variety of foods, have them learn to problem solve, enhance their social skills. Now, school wide, Nutrition, Math, English and Science lessons can all be better understood when students grow the foods they are learning about, while harvesting, cooking and eating as well. We want to teach the students the importance of not just growing their own food, but also the value of respecting the earth and having a thorough understanding of our earth's resources.

Kaweah High School Ag Program – Exeter TA

Impact Grant- \$ 20,000

This project provides students at **Kaweah High School** the opportunity to gain basic knowledge of Ornamental Horticulture and to gain hands-on experience in the nursery and floral industries. They will sustain a greenhouse, outside garden, tree nursery and floral design that becomes more productive with age. Students will have opportunities to become involved in school activities, learn valuable life skills and to develop their own personal strengths through unique service projects, field experiences, and career exploration. Ultimately, our goal is to implement an Agricultural Work Readiness Program where students are instructed on the application and interview process, writing resumes, and seeking letters of recommendations.

The Dance Collaborative – Fontana TA

Impact Grant- \$ 20,000

This is a renewal of a grant which was funded for the 2014-2015 school year, which will provide a dance education partnership with two new schools for the 2015-2016 school year. This project will help support and create a collaboration between **A. B. Miller High School** Dance, PLACE Performance, The California Arts Project (TCAP), local dance artists and 2 Fontana Unified School District elementary schools and their teachers to produce the Dance Collaborative. This project will create opportunity for elementary students explore their artistic potential while providing professional development for their teachers in dance education. It will also provide an opportunity for A. B. Miller High School students to create, implement and teach a 6 course dance module for 4th and 5th grade students and their teachers. These modules will use dance as a vehicle to explore the depths of the students' creative expression, artistic perception and kinesthetic awareness. Teachers will learn to incorporate dance concepts and ideas to enhance their classroom instruction.

Edison High School Robotics – Fresno TA

Educator Grant- \$ 5,000

The **Edison High School** Robotics team is a rapidly growing part of the school's academic section. Receiving exponential growth in the past two years, the team is expected to receive an influx of new members in the 2016 school year. The team is applying for this grant in order to be able to expand our outreach to attract more and more students to the STEM related fields of education in the coming years. Currently supporting 30 members, the team will use funds to support a larger team, and also to expand and develop our community outreach efforts.

The PAW Press School Newspaper/Newspaper Club – Fullerton Elementary TA

Educator Grant- \$ 5,000

Students must be taught to think deeply and use literacy skills across content areas, and learn to argue instead of persuade in their writing. A school newspaper gets at the heart of this by challenging students to engage in meaningful work targeted to real audiences. This grant will inaugurate and produce a monthly School Newspaper, The PAW Press, and Newspaper Club at **Woodcrest Elementary**, a Title I K-6 elementary school. It will meet the objective of providing our ELL students with 21st century Writing, Communication, and Technology skills, which they will need to succeed in college and their careers. Through the guidance of the Club's teacher advisors, local journalist professionals, and educational excursions, students will develop/conduct interviews, write articles and columns, design monthly features, and collaborate to produce a monthly newspaper, and contribute to our school's mission and focus as a Technology & Communication magnet.

Prepare/Care/Share: Using Engineering to Make Global Connections! – Garden Grove EA

Educator Grant- \$ 5,000

This program will use engineering activities to empower 5th grade students at **Murdy Elementary**, to create, design and improve technologies. 5th grade teachers will partner with parents and after school Kids Club, to give students real life, hands on, experiences using Engineering in Elementary curriculum. Engineering is an important component of STEM education. More importantly, through helping students become engaged, motivated, and excited about the learning process, it can act as a catalyst for global awareness as students extend their engineering projects to help others!

CIBACS- The Center for International Business and Communications Studies – Huntington Beach UHSD EA

Impact Grant- \$ 20,000

Innovation, critical thinking, communication skills and confidence will improve for the students involved in CIBACS. Our successful business program at **Edison High School** is in need of financial support in order to put the right technology tools in the hands of our creative business students. By giving our energetic young entrepreneurs the right technology to use in class on a daily basis, they will improve both their written and verbal communication skills. Our focus on developing their communication skills is perfectly timed to match the new emphasis on the Common Core Standards.

Imperial Valley Discovery Zone – Imperial Valley TA

Impact Grant- \$20,000

The Imperial Valley Discovery Zone (IVDZ) will utilize high school students to facilitate teacher generated NGSS-aligned lessons for elementary-aged students in the **Imperial Valley Unified School District**. Instructional days will be whole days of STEM learning. IVDZ instruction will include field trips to local sites of science learning. In addition, IVDZ will support STEM literacy in our region by organizing engineering challenges, maintaining a Makerspace, and attending community events with informal STEM exhibits. Our mission is to tap into our region's natural curiosity to bolster their knowledge and interest in STEM learning. We plan a complete shift in the way science is taught in favor of a more student-centered approach, making learning enjoyable.

Me and the World: Developing Intercultural Communication Competence in Bilingual Students – Lennox TA

Impact Grant- \$ 20,000

Moffett Elementary houses the Lennox School District's Dual Language Program, a 50/50 English and Spanish simultaneous language acquisition model. The IFT Grant was previously awarded to Moffett to create multicultural units that have been successfully implemented, however, through the process of implementation, we have determined that further development is needed. Research on intercultural communication competence stresses that students need to have a more informed understanding of their culture and language and how they see the world in order to successfully interact and build relationships. Our proposal focuses on building metalinguistic awareness and cultural understanding to guide and effectively prepare our students to participate fully in the diverse, interconnected and innovation oriented global societies of the 21st Century.

WeatherBug Weather Station – Martinez EA

Impact Grant- \$ 16,240

The instructional shifts required for quality teaching and learning with the Common Core State Standards in English Language Arts and Math, along with the Next Generation Science Standards, emphasize the 4 Cs - creativity, creative thinking, communication and collaboration. Teachers are motivated to integrate math, science, and ELA into meaningful experiences for our students. At **John Swett Elementary**, we would like to bring the dynamic and interactive WeatherBug program to our district. This includes a standards-based curriculum, professional development, as well as a scientific-grade weather station that can be integrated with our existing technology.

Agriculture Literacy – Marysville Unified TA

Impact Grant- \$ 12,195

The **Marysville High School** Agriculture Department (280 students) would like to continue their role as educators of Agriculture Literacy to over 2,800 K-8 students within the Marysville Joint Unified School District. Agriculture Literacy integrates Agriculture Education into the common core standards of K-8 curriculum and covers all disciplines including science, math, language arts and social studies. The CTA-IFT grant received in 2013 for Agriculture Literacy provided tremendous growth in our district in the area of agriculture education. This past year we have taught NGSS at three other elementary schools and have participated in a nutrition fair with two educational booths. Principals are starting to recruit the high school students to teach a science unit at their individual elementary schools.

Moreno Valley Math League – Moreno Valley EA

Impact Grant- \$ 20,000

Teacher leaders at **Moreno Valley Unified School District** (MVUSD) are pleased to continue the Moreno Valley Math League (MVML) program for 8,000 middle school students and expand it to all 34,000 families of MVUSD during the 2015-16 school year. In 2015-16, MVML intends to transform traditional classrooms into vibrant learning communities by broadening the goal of mathematics education from mere mastery of algorithms to development of critical thinking and problem solving skills. We look forward to another year of successful partnership with IFT to expand this holistic mathematical program that transforms students who were technology consumers into technology creators and innovators.

MDHS IHTA Sustainable Hospitality Proposal – Mount Diablo EA

Impact Grant- \$ 20,000

This proposal will use teacher driven, strength-based strategies to further develop a Career Technical Education Pathway at **Mount Diablo High School**, with Career-Tech Education in Hospitality, Tourism & Recreation. MDHS staff will build a strong community in the classroom while creating a culture of success for all students. Funding will support student Internships and field studies. 12th grade Sustainable Tourism students will complete a 40 hour professional Internship with one of 10 Industry partners, including the National Park Service, East Bay Regional Parks. Students will work 40 hours off campus in exchange for academic credit and a \$200 stipend. In addition, 10th & 11th students will earn \$200 to participate in a 10 week after-school program or 3 week summer program in which students will learn to grow, harvest, process, cook and serve healthy meals from scratch.

Learn to Grow, Grow to Learn – Oceanside TA

Educator Grant- \$ 5,000

“Learn to Grow, Grow to Learn” is a proposal to create a garden at our K-8 school in Oceanside, California. In cooperation with neighboring schools, local students, and the Camp Pendleton community, “Learn to Grow, Grow to Learn” will offer students the opportunity to plan, plant, tend, and reap the fruits of their labor through the academic scope of life science. With student-driven, hands-on learning, “Learn to Grow, Grow to Learn” will sow the seeds of scientific intellect and inquiry within the young minds at **Santa Margarita Elementary**.

Student Ambassadors– Oceanside TA

Educator Grant- \$ 5,000

Garrison Elementary Student Ambassadors is a group of 3rd through 5th grade students who participate as leaders and role models in student government. Students are voted and/or appointed by their classmates and teachers and meet weekly to plan and implement services and events for the school and community. We annually hold a "No Bullying Week: Because Nice Matters", a Red Ribbon Week (anti-drug), a Spirit Week and participate in The Leukemia and Lymphoma Society's "Pennies for Patients" fund raiser. We have also performed in the school talent show and paired with pre-school teachers to host an Autism Awareness Week. The monies from the ITF Grant would be used to augment the current Student Ambassadors program and provide more opportunities for Student Ambassadors to serve the school, students, parents, staff and community.

GoFaR The Goodness of Fit and Readiness – Ontario-Montclair TA

Impact Grant- \$ 16,400

To continue GoFaR at **Wiltsey Middle School** and extend to one more OMSD Middle School. Taught in three phases; Self-Empowerment, Leadership, and Building Community, GoFaR helped Wiltsey students, both through their own efforts and with the help and support of others during the 2014-15 year become academically productive and fulfilled citizens. 41% of students saw an increase in their overall ELA & math grades, 76% of all students increased their reading level by one or more grades and 53% maintained a satisfactory or above rating on their overall behavior performance.

Follow Your Arrow – Palm Springs TA

Impact Grant- \$ 10,000

James Workman Middle School's Adventure Education teachers, are challenging their 7th and 8th grade Adventure Classes to "Follow their arrows" wherever they go. The Follow Your Arrow project will be implementing archery, a non-traditional sport, into the existing Adventure Education program. We believe that adding archery to the program will: build self-confidence, advance student motivation, better student behavior, and improve student concentration and focus by using archery skills. Everyone can enjoy success in archery whether or not they are the tallest, fastest, or strongest person around. Archery can help students develop concentration and life skills. It also offers them extra incentives to keep up the good work – and the good grades. Students of all genders, abilities and backgrounds can flourish. Students learn to wait their turn, follow directions, set goals and challenge themselves as they learn the rules and etiquette associated with archery. Archery develops character, and students will benefit the rest of their lives.

NGSS- STEM to STEAM – Palm Springs TA

Impact Grant- \$ 20,000

The kindergarten and first grade teams of **Della Lindley Elementary**, are submitting this application to continue to support our science program, including STEM and STEAM concepts. We also want to expand this vertically to include the first grade. NGSS are based on the principle that children are born investigators, who naturally explore and interact with their world. This school year we recruited parents and older students who are enthusiastic about supporting younger students with questioning, recording data and using technology. At the community level, we have businesses and organizations that provide informative and engaging presentations. At the state level, the California Education and Environmental Initiative continues to provide trainings using NGSS lessons at the kinder and first grade level.

King Arthur's Chair – Salida TA

Educator Grant- \$ 5,000

King Author's Chair will provide a motivating experience for students who are learning to read and write. At **Independence Charter School**, there is a throne (King Author's Chair) in which students read to the class. This program will take the Author's Chair to another level by archiving students' readings onto a digital video library. During the first portion of this program, each student will be recorded while reading familiar picture books aloud. Guest readers from the community will be given the opportunity to record a read-aloud for our digital library. The other portion of the program will involve students creating, publishing, and sharing their own stories.

Growing Relationships – San Bernardino TA

Educator Grant- \$ 5,000

There are so many benefits of adding gardens to our communities' schools. Many schools, like **Davidson Elementary School**, lack the ingredients and resources to build their own gardens. Our goal is to partner with Kellogg Garden Products to work with students to build a healthy garden. We will encourage students to build organic gardens, and will be rewarding them for their innovative thinking. Our students will design the blueprint for a raised bed garden and determine all of the materials that will be needed to build and maintain our garden

Babies and Beads – San Diego EA

Impact Grant- \$ 10,000

Babies and Beads is a non-profit organization that provides job training, mentoring, parenting education classes, career planning and program services to students who are parenting or are at risk, ages 18 to 22 years old. The goal is to teach these students to be self-sufficient by training them to make and sell jewelry. Profits generated from jewelry sales will assist students in buying baby necessities, while they learn job skills and complete their education. We serve students' who attend **TRACE/San Diego Unified School District**, have a disability, live in San Diego, and have not completed a high school diploma.

Journey Along the Silk Road – Southwest TA

Educator Grant- \$ 3,126

This grant will support the "Journey Along the Silk Road," a partnership between 6th grade and primary classrooms at **Emory Elementary** culminating in a simulation event. IFT funding will be used to cover the cost of event materials, incentives, and teacher compensation. Sixth graders will work with primary buddies on a monthly basis as mentor readers, sharing their knowledge of ancient cultures through digital/oral presentations and other CCSS activities. Sixth grade students will also plan and design all elements for a simulated journey along the Silk Road. Because of the scope of this event, parents will be utilized in planning and organizing.

Lakewood Lion's Roar – Sunnyvale EA

Educator Grant- \$ 2,695

In the 2014-15 school year, we began a newspaper for **Lakewood Elementary School**. The Lion's Roar has been a big success. Many of our Lakewood students are English learners, and come from households without a high degree of literacy. The Lion's Roar has given students an opportunity to learn about research, technology, and publishing for authentic audiences, all in a rigorous, collaborative, student-driven environment. The newspaper has helped to make reading and writing exciting for students throughout the school.

Five Corners of IB (5C IB) – Sweetwater EA

Educator Grant- \$ 2,500

The purpose of this grant is to build student appreciation and knowledge of this unique, most southwesterly corner of California where we reside, Imperial Beach (IB). We will explore the five corners of Imperial Beach: seaside, estuary, farmland, border and bay. In the process we will engage students, inspiring their internal motivation to learn and grow. Our end product: mural, podcast, movie and walking tour brochure will be available for our community to enjoy and use (in three languages: English, Spanish and Filipino.) IB is a one-high-school town, and students of **Mar Vista High School** are diverse in language, economy and culture. With this foundation, students and the community will continue to build on this homegrown appreciation of our community using our final products-- virtual, visual, audio and artistically produced.

Mentoring Middle School Students in Robotics – TA of Long Beach

Impact Grant- \$ 14,020

Collaboration between California Academy of Mathematics and Science (CAMS) and Colin Powell Academy will help develop critical thinking and problem-solving skills by using robotics and the engineering design process. **Middle school students** will be provided after school bus transportation to CAMS, where the high school students will mentor their younger peers in a series of robotics workshops. These workshops will be designed by students, and will focus on mechanical and electrical systems and computer programming.

Spade Brigade Resiliency Garden – TA of Norwalk-La Mirada

Educator Grant- \$ 5,000

The **Gardenhill Elementary** Spade Brigade Garden project is designed to be an intervention for our socially and emotionally at-risk students. The goal of the project is to use gardening to develop key protective traits that affect self-esteem and promote resiliency. Each team will be composed of a community member mentor, student leader, and two children identified as at-risk. Younger members will return the following year as the team leader to train and mentor new members. Students will experience the importance of decisions making, problem solving, delayed gratification, nurturing living organisms, and being concerned and caring for something other than themselves.

Foxboro Garden: Fox to Fork! – Travis Unified TA

Impact Grant- \$ 20,000

The **Foxboro Elementary** Garden, established in 1995, is a special place for learners of all ages and abilities. From soil-and-seed to dining plate, it allows hands-on experiences related to many of our goals for Life Science, Math, and Language Arts, to name a few. Raised-bed planting spaces serve as a home base for a variety of projects; we are eager to improve the safety of our aging wooden boxes, and expand with eco-friendly raised-beds. Along with native California plants for our insect and Social Studies units, our beloved outdoor classroom will also benefit from shade structure improvements and multi-student handwashing stations.

GLAD for the Arts – Twin Rivers United Educators

Impact Grant- \$ 17,500

Educators at **Joyce Elementary** believe student learning will be enhanced with the school wide implementation of Guided Language Acquisition and Design (GLAD) strategies and visual and performing arts integration. GLAD strategies and VAPA integration will engage and motivate students leading to deeper learning and understanding of concepts, as well as an increase in broadly applicable skills and master of grade level standards. GLAD strategies, with their embedded practices for building teamwork

and deeper understanding of concepts, greater sense of classroom community and equity, along with and arts integration, will increase access to learning and make school more meaningful and enjoyable for all students.

Vertical Collaboration in STEAM – United Teachers of Pasadena

Educator Grant- \$ 5,000

This grant will allow our school, [Sierra Madre Elementary](#), with a focus on the primary grades, to participate in a STEAM CCSS NGSS project based vertical collaboration learning experience. Our emphasis will be on Earth Space Sciences. It will be run by teachers, an outside astronomer, artist, and dance teacher, and community scientists. As a performing arts school, we have seen where weaving the arts into all subjects will make students feel more alive. We want to add the "A" to STEM and create STEAM for this project. The collaboration of teachers and outside professionals will create a curriculum that students across grade levels will teach each other. This experience will culminate in a school-wide, community-based Science Star Gazing Night. It will be rich with information about the planets, art, a Jet Propulsion Lab written play, and opportunities to look through telescopes at the evening stars.

Agriculture Science – Val Verde TA

Educator Grant- \$ 5,000

Having an agriculture science class gives [Lakeside Middle School](#) students the opportunity to become introduced to crop sustainability, learning about the environment, improving leadership and social skills and working together to accomplish a common goal.

Bio Garden Center – Victor Valley TA

Educator Grant- \$5,000

In an [Adelanto High School](#) biology classroom, life is discussed every day, but rarely do the students encounter actual living things in their study of life; this proposal changes that. Our proposal is to have students learn biology by working with living things throughout the year in cycles, as biology does. The focus will be a student maintained classroom garden center that gets set up the first week of school during the instruction of the scientific method. As the year progresses, the garden's cycle will begin. As we study each unit during the year we will focus it on building it around building the classroom garden project (since there are several classes there will be many layers going on at any one time for data collection (terraria, hydroponics, aquaponics, cloning, etc.). As we study genetics, students will be breeding fruit flies, which they will feed to goldfish. The goldfish will then be excreting urine into the water which goes to fertilizing the plants whose roots hang into the water taking in the nitrogen from the urine. The plants then when mature are starter plants for faculty gardens that we can sell to promote the ongoing nature of our cyclic project.

RBV Robotics – Vista TA

Impact Grant- \$ 20,000

The [Rancho Buena Vista High School](#) Robotics program will expand on the strengths of RBV's Beginning Robotics course creating more opportunities for students to be team members and team leaders in a variety of robotic and design competitions. Student surveys show that design challenges have ignited interest in engineering design in the classroom, and students have enjoyed learning to code through robotics. The grant will provide materials and robots have student run STEM clinics and robotic competitions in the classroom, school wide, and in local and regional community competitions, increasing teacher, community members, and parent involvement in student learning.

River Jim's Adventure Education – Willows Unified TA

Impact Grant- \$ 20,000

This proposal is for River Jim's Adventure Education Canoeing Experiences to include: Four [Willows Intermediate School](#) 6th grade class one-day canoe orientation and team-building experiences; Two 1-day canoe skills orientation and water safety days; Three 3-day canoe campout experiences for 7th and 8th graders; Three parent-student-teacher potluck orientation dinners. The parent-student-teacher potlucks would be for relationship development between parents and teachers, and to communicate what we will be doing on the canoeing field trips with their children. The overarching purpose of the canoe camping experiences is to connect students to their teachers and school in a fun and novel way.



IFT 2014-15 Grants

*Grant summaries have been provided
by individual grant recipients.*

Growing the Dream – Anaheim Elementary EA

Chapter Grant- \$20,000

The purpose of this chapter grant is to grow the dream at **Gauer Elementary School**. This school wide transformation project provided Gauer scholars with a weekly rotation of arts classes, while simultaneously providing teachers release time to work together to truly embrace teacher driven strength-based change. The Gauer Dream School grant helped transform both the climate and culture. This year, we will integrate grit into the Seven Factors in the school culture of success, as well as begin the process of teacher inquiry, to better inform our classroom practices.

DISCOVERY Club – Association of Colfax Educators

Chapter Grant- \$20,000

This grant supports expansion of **Colfax Elementary's** After-School Program to include DISCOVERY Clubs, the new enrichment component long sought by our small rural community. DISCOVERY provides a diverse selection of interesting opportunities for students to explore, create, express, collaborate, and learn with others across grade levels. DISCOVERY partners teachers with parents and community members, empowering them to share their expertise, passions, and stories with our children. Students will choose from a dynamic variety of offerings in arts and crafts, music, cooperative and critical-thinking games, technology and design, and theater.

Creating Mindful Souls through Recycled Materials – Butte County TA

Educator Grant- \$5,000

The Creating Mindful Sounds Project will provide an opportunity for student teams to collaborate and construct percussion instruments with recycled materials. With the guidance of a lead teacher and local artists, **Hearthstone School** students will engage in hands-on activities and workshops that will integrate science, art, culture and music into the study of sound and its impact on our ability to concentrate, focus and relax. Through the process of construction, creative collaboration, reflection and implementation, students' self-concept will broaden. Participants will build relationships with each other as team members and promote positive community involvement in the context of the school culture.

Classroom Technology Assistants and Programmers (CTAP) – Butte County TA

Educator Grant- \$5,000

Middle School girls in grades 6-8 at **Four Winds School** will learn and apply different technology skills. Thematic projects and activities will be planned using the Problem Based Learning model for each quarter. Quarter #1 will teach how to write and publish eBooks for younger students to use as STEM textbooks and interactive readers on the school iPads. Quarter #2 will focus on coding and web design, where the students will each create a website or game. Quarter #3 students will create and maintain a blog. Quarter #4 will include a robotics class where students will build and program robots for a competition.

Mountain View Garden Project – Butte County TA

Chapter Grant- \$20,000

The mission of our Sustainable Living and Learning Mountain View Garden Project is to implement a garden design based on permaculture principles at **Hearthstone School**. Our extended vision is to sustain a garden laboratory that becomes more productive with age. Providing a hands-on nutritional fresh food source for high needs students and their families will engage students in our Special Education and high risk populations to obtain academic and life skills, ecological awareness and an appreciation for the interconnected nature of all things.

pARTnership for the FUTURE – Chico Unified TA

Chapter Grant- \$20,000

Through this proposal, two Art Teachers and a Teacher-Librarian from **Pleasant Valley High School** will create curriculum and activities that unite students, parents, and community in art experiences that help students use their strengths as a bridge to the future. Our program builds on a strong foundation, including a vibrant art program and two non-IFT grants which provided our Art Teachers and Teacher-Librarian with professional development in creating relevant curriculum and helping students communicate ideas using digital media. This focused study has reshaped our concept of how students learn. We are eager to take the next step by applying our learning to a strength-based curriculum that intertwines the five core components of our art program: being artists (process of creation), collaborating, art-making (final art product), publishing, and reflecting.

Camarena Life Science Center – Chula Vista Educators

Educator Grant- \$5,000

The Life Sciences Center (LCS) at **Camarena Elementary** is a commitment to real-life learning by having different animal habitats in the classroom. After its first year, the LSC already has an aquatic turtle habitat, a marine life habitat, and a leopard gecko habitat, as well as birds, tadpoles, and a rabbit. The project involves having students observe and learn what different living things need to survive, how to manage those needs in an indoor, controlled habitat, and how their needs interact with other species, plant life, the water cycle, and our larger environment. In addition to obvious opportunities for science lessons, the LSC will provide opportunities to connect our school to the neighborhood communities.

Building Community with Community – Curtis Creek FA

Chapter Grant- \$20,000

Starting with our students' and our existing community's strengths, we will be building community with community at **Curtis Creek Elementary**. Our sesquicentennial celebration will be the learning vehicle for a school-wide series of student-centered projects. The two most prominent activities will be a school mural depicting 150 years of our school's history, synced with National history and an archaeological dig at our 1915 school site. The projects outlined in this grant will strengthen community relationships, build autonomy, and build on strengths and expertise of the stakeholders involved. The experiences detailed in this grant will be building blocks for learning and teaching now and in the future.

Sustain West Garden 2014 – Downey EA

Educator Grant- \$5,000

Cultivating our **West Middle School** Garden has proven to be literally life changing for many of our students. We have been able to support a lunchtime club that meets two times per week to plant, compost, till soil, weed, build and most importantly eat and learn from what we grow. Students have also benefitted from our start up vegetable and herb garden, and have actually learned to cook what they grow. The nutrition lessons have added a wonderful component to our Foods classes. In general, a whole campus appreciation has been created from our small plot of wonder. Our students now have a peaceful place to visit at lunchtime or with their teachers to smell, eat and indulge all of their senses in a practical all-encompassing learning environment. Students have become passionate about rainy days and how our garden is benefitting. It is a pleasure to see students walking around on campus with a stalk of celery in their hand, enjoying a snack they actually took part in growing on campus! This grant will enable us to keep this learning opportunity thriving on our campus and to add to the garden with more tools, planting, and educational enhancements for our students and West community.

The Dance Collaborative – Fontana TA

Chapter Grant- \$20,000

This project will help support and create a collaboration between **A. B. Miller High School** Dance, PLACE Performance, The California Arts Project (TCAP), local dance artists and two Fontana USD elementary schools and their teachers to produce the Dance Collaborative. This project will create opportunities for elementary students to explore their artistic potential while providing professional development for their teachers in dance education. It will also provide an opportunity for high school students to create, implement and teach a dance module for 5th-grade students. Our students will work with PLACE and TCAP to develop a 6-session instruction module for the elementary school. These modules will use dance as a vehicle to explore the depths of the students' creative expression, artistic perception and kinesthetic awareness. Teachers will learn to incorporate dance concepts and ideas to enhance their classroom instruction.

Change the World Project – Fortuna UHS TA

Chapter Grant- \$16,800

Fortuna High's culminating "Change the World Project" allows every senior to develop their personal strengths and passions through unique service projects, connecting with and benefiting their local community and world as a whole, one project at a time. Students engage in brainstorming, budget writing, collaboration and networking with members of their community as they plan and execute their project alongside mentors from community agencies. This grant allows for the expansion of this inspiring and successful program from 30 students to 200 students. Funds will be used to pay for program costs, grant-writing assistance, a book-keeping system, and the hosting of community networking meetings.

Husky Fit – Fortuna UHS TA

Educator Grant- \$4,400

Husky Fit personalizes fitness for students by providing tools to develop lifelong fitness practices. Students at **Fortuna High School** learn to measure and assess their fitness levels. They keep fitness logs and develop goals while utilizing heart rate monitors and exercise equipment. Heart rate monitors provide vital feedback for

students as they learn to exercise in their target training zones, thereby maximizing the health benefits of their workouts. Jump ropes, resistance bands, and hurdles will improve cardiovascular and muscular endurance levels which in turn help students obtain a healthy body composition. Husky Fit sets the foundation for students to become involved in lifelong fitness activities.

A Coastal Community Network – Huntington Beach UHSD EA

Educator Grant- \$4,520

This project offers the opportunity for AP Environmental Science students at **Ocean View High School** to engage with the parents and students of our local elementary school. Focusing on their passions and strengths, this program connects the students and parents at **Oak View Elementary School** around shared interests in nature and science. In doing so, our project promotes a positive connection from the high school to the larger community. Planning field excursions, trainings, and lessons enhances students' opportunities to share knowledge and become more involved in school activities, the larger community, and helps to create life-long learners.

Parent University – Inglewood TA

Chapter Grant- \$20,000

The Inglewood Teachers' Association leads from the strong belief that student success can be achieved when teachers, students, parents, and the community work as partners. Parent University has taken the first step to create, build, and nurture this very type of partnership, where each individual stakeholder has a voice in the creation of real and positive change. Previous IFT grants have provided our teachers with the resources needed to establish the Parent University at **Bennett-Kew Elementary**, as well as to expand to **Beulah Payne Elementary**. The program is run by parent and teacher volunteers. Monthly workshops attract 75-100 parents and family members. Attendance has increased approximately 30% during last school year. Workshop topics range from academic support, parent empowerment, child development, nutrition, and school and district structure. Monthly field trips with parents provide additional opportunities to strengthen our partnership. Through this program, parents now understand they have a voice when it comes to their child's education and that by working alongside teachers, positive change can be achieved. We are eager and hopeful that our program can continue and expand to an additional site next year.

Link Crew – Merced Union HS District TA

Educator Grant- \$4,000

Link Crew is a student-centered leadership and mentor program for incoming freshmen. This grant will help strengthen Link Crew to build back its strength at **Atwater High School**. Throughout their first year of high school, junior and senior students serve as a resource to help 9th-graders adapt to high school. The grant will enable program coordinators to provide activities to benefit all of the students who are involved.

Moreno Valley Math League (MVML) – Moreno Valley EA

Chapter Grant- \$20,000

Teacher leaders in Moreno Valley are able to utilize this grant to continue and expand the Moreno Valley Math League (MVML) program to **all 8,000 MVUSD middle school students** and their families in 2014-15. In the second year of implementation, MVML leaders will create a student-centric learning environment where

Common Core standards of mathematical practices are intertwined in math content standards. Utilizing exploration, discovery and creativity, math classrooms will be transformed into learning laboratories. We appreciate the successful partnership with the Institute for Teaching to expand this holistic mathematical program that inculcates passion for Math and develops life-long learners.

IHTA Sustainable Hospitality Pathway Development – Mt. Diablo EA

Educator Grant- \$20,000

"The Sustainable Hospitality Pathway" proposal will use teacher driven, strength-based strategies to support a Career Technical Education Pathway at [Mount Diablo High School](#) that will build a strong community in the classroom while creating a culture of success for all students. Funding will support teachers to develop curriculum for a dual-course sequence teaching students the fundamentals of healthy food service, environmental science, and making hospitality and tourism more sustainable. Funds will also support a summer educational and after-school program teaching students the skills to grow, harvest, process, prepare and serve healthy meals, as well as develop their public speaking and professional skills.

Full STEAM Ahead – Oakdale TA

Educator Grant- \$4,990

This grant project is a fully interactive hands-on day for students in 36r-6th grades. All activities are geared to encourage students to explore science, technology, engineering, arts and mathematics. The events, which will take place at [Sierra View Elementary School](#), begin with an introduction to STEAM. Then groups of students will rotate to various stations where they will have a mini lesson with an identified objective, a hands-on activity and a reflection piece. Community volunteers, parents, teachers and students will be involved in creating this learning-rich environment.

Goodness of Fit and Readiness – Ontario-Montclair TA

Educator Grant- \$4,500

The Goodness of Fit and Readiness (GoFaR) project is designed to support at-risk 7th & 8th graders at [Wiltsey Middle School](#). Taught in three phases (Self-Empowerment, Leadership, and Building Community), GoFaR is designed to help participants become productive and fulfilled citizens, both through their own efforts and with the help and support of others. Pre/post assessments identify behavioral preferences. GoFaR assists teachers/mentors to share their experiences with the participants and to provide vital encouragement and support throughout all phases of the process. It is a powerful tool that enables students to take responsibility for creating their own futures.

Just Keep Running – Ontario-Montclair TA

Educator Grant- \$5,000

This project provides funds to continue The 100 Mile Club for a third year at [Ramona Academy](#). Staff, parents, and students continue to embrace the program and it has become imbedded in our school culture. The funds will help us cover membership fees, prizes, and entrance to weekend running events. Also, teachers will receive a small stipend for their year-long time and dedication. The 100 Mile Club will be used to foster better community involvement and strengthen the relationship with the families we serve. This program will ensure students have a safe environment to work on their health and fitness goals.

Murals over Vernon Entrances (MOVE) – Ontario-Montclair TA

Chapter Grant- \$5,000

This mural project is designed to increase ownership, pride and more student involvement at [Vernon Middle School](#). Most every classroom at Vernon has an approx. 3' by 3' wooden panel over the classroom entrance. The project would entail painting prominent scholars, citizens, politicians, entertainers deemed as role models by the students via instructional assistance at Vernon on the panels over the doorways. The advanced art class would design the paintings during class time and do the actual painting during after school hours.

Let's Get Outside! – Palm Springs TA

Chapter Grant- \$10,000

[James Workman Middle School](#) Physical Education teachers are challenging their 7th and 8th grade Adventure Classes to get outside and be active. The goal is to integrate curriculum from other subject areas to build a bigger picture of what living a healthy lifestyle can mean throughout one's life in the outdoors. Students will explore the bio-systems in the Coachella Valley, learn survival skills, and real-life outdoor experiences. The Let's Get Outside project will: Integrate cross-curricular subject matter; develop resources and community connections to experience outdoor activities; encourage lifelong physical activity that will decrease the number of obese youth at JWMS. The objective is to provide camping and hiking equipment to develop an experiential education classroom setting, including day and overnight destination field trips. Grant funds will be used to help complete 10 camping labs. The camping labs are designed for students to use in class and, after passing a safety assessment, they will be allowed to check out the equipment to go camping with their families. Our experience has demonstrated that students learn and retain knowledge from practical, hands-on experiences. We want to provide our students the opportunity to explore, analyze, and interpret the natural world we live in.

Next Generation Kindergarten Scientists – Palm Springs TA

Educator Grant- \$5,000

This project will allow the kindergarten team at [Della Lindley Elementary](#) to support and expand their science program. It is based on the belief that there are great strengths at all levels of our school community. Next Generation Science Standards (NGSS) are based on the principle that children are born investigators that explore and interact with their world and that scientific concepts are naturally engaging. At the district level, excellent science mentors will provide science trainings. In addition, teachers will participate in science and Project Based Learning trainings to develop strategies to facilitate science instruction. There will be opportunities to include "science buddies" (older students), as well as parent participation with "Science Hikes" and presentations. Our community is also rich with resources from individual organizations and presenters.

Reflection Garden – Ramona TA

Educator Grant- \$5,000

This project would allow the school community to create a Reflection garden on the school property at [Ramona Community School](#) for the students to learn about the needs and care necessary in growing food, flowers, and herbs. It would include special areas for sitting in small groups and alone in order to provide the opportunity for communing with nature and reflecting on things that are important in their lives.

Sculpting the Future – Redlands TA

Educator Grant- \$5,000

This grant is designed to provide students at [Citrus Valley High School](#) with an opportunity to explore the concept of sculpture, while learning important life-long skills of planning, time management, and tool use/safety. For many high school students, the idea of using tools to create something uniquely their own is completely foreign. This grant will be used to implement a new sculpture course on the high school campus; one that allows for personal expression in the form of sculpture, and teaches the importance of tool use and work safety.

Delta Blooms Floral Shop: Cultivating Creativity– River Delta Unified TA

Chapter Grant- \$19,825

This grant will assist in developing a multi-department relationship that is centered on student achievement and success in career growth, while highlighting student strengths, creativity and individuality. As Clarksburg and the surrounding area does not offer a lot of job opportunities, a floral shop serves a twofold purpose. It provide students hands-on job skills in designing, marketing and producing a product, as well as providing the community with a place to locally purchase fresh floral designs in uniquely crafted vessels. The design, marketing and publishing will be a part of the visual art department's digital media class and its curriculum will be incorporated into the Art and Agriculture departments of [Delta High School](#) and [Clarksburg Middle School](#).

Caught in the Middle in Third Grade – Salida TA

Educator Grant- \$5,000

Teachers at [Dena Boer Elementary](#) designed a project to build on the lessons of the book, *That's My Buddy: Friendship and Learning across the Grades*. Their third graders, in order to feel connected and engaged, will buddy up with first graders. When the buddy classes meet, the third graders will read books to the first graders followed by well thought out comprehension questions. After time, as the first graders become more capable readers, the roles will reverse and the first graders will read to the third graders. The third graders will scaffold reading by providing phonemic support and quality comprehension questions. By doing so, the third graders will also be learning how to better support their own reading skills. In addition, two third graders will read a preselected picture book to the classes. The book chosen for the oral reading will either support an event for the month or a targeted character trait. After reading the literature book, buddies will assist the first graders with an art project connecting to the oral reading.

Out of the Box – San Joaquin County EA

Chapter Grant- \$20,000

The Out of the Box project will place thirty 7th-12th grade SJCOE special education students in collaborative relationships with California Waterfowl Association mentors to establish a sustainable population of Wood Ducks in the riparian oak habitat of Historic Durham Ferry School of Agriculture and Outdoor Education. Located on 290 acres along the San Joaquin River in California's Central Valley, Duck Boxes placed at Durham Ferry would provide nesting space for over 100 ducklings to hatch from each year. The grant would also fund cameras and a website, providing real time classroom access to the nests from [Stockton and Manteca school sites](#).

The Home Visit Project –Southwest TA

Educator Grant- \$5,000

The grant team at [Emory Elementary](#) believes in strength based change and they intend to be the change they want to see. They will begin by creating relationships with each of their students and their parents/caregivers via home visits. They will bring a bag of resources for students to keep at home to help them succeed in sixth grade. Parents will share their child's strengths, students will share what is important to them in their lives, and teachers will start to build a successful triad of learning. Grant funds will be used to purchase needed supplies, as well as for teacher stipends.

The Spade Brigade Resiliency Garden – TA of Norwalk-La Mirada

Educator Grant- \$5,000

This garden project at [Garenhill Elementary](#) is designed to be an intervention for our socially and emotionally at-risk students. The goal of the project is to use gardening to develop key traits that affect self-esteem and promote resiliency. Each team will be composed of a community mentor, student leader, and two children identified to be at risk. Younger members will return the following year as the team leader. Students will experience the importance of decision making, problem solving, delayed gratification, nurturing living organisms, and being concerned and caring for something other than themselves.

Solar for Success: Phase 2 – Temecula Valley EA

Educator Grant- \$5,000

This program of hands-on, real-world, job-oriented learning experiences changes lives! It uses real-world applications in math and science to build a hands-on "school to work" program for at-risk students from [Rancho Vista Continuation High School](#). Through teacher teamwork, math and science instruction is aligned with work applications. These approach makes this knowledge valuable and relevant to students for the first time in many of their school careers and has led to an increased graduation and attendance rates, and higher grades for participants. This project is the natural progression to another aspect of the program--from outside hands-on to "inside," generating sales proposals and learning the permitting process for local governments. This rounds out the program and provides an avenue for students who have slightly different strengths than the installation side of the business, thereby expanding our base of potential students we can help.

Shakespearepalooza – Travis Unified TA

Chapter Grant- \$7,300

Shakespeare's works are essential to our secondary English Language Arts curriculum at [Vanden High School](#) and [Golden West Middle School](#). The best way to teach the Bard is to invite kids to leave their seats and interact with the evocative Elizabethan language. Our team leaders were selected and trained in a special Globe Education Academy program for teachers in London, England. They will share these interactive methods with participating teachers, who will teach students to closely examine language by connecting text to physical movement. The work will culminate in a multi-grade performance festival, "Shakespearepalooza," featuring adaptations of five plays. This project will foster an appreciation for Shakespeare, and will prepare teachers to use these interactive strategies when teaching literature for all classes for years to come.

School Culture – United Educators of San Francisco

Educator Grant- \$5,000

The purpose of this grant is to further strengthen the school culture at **June Jordan School for Equity** by stabilizing and improving our advisory curriculum and resourcing our school-wide events. Our advisory system is at the core of our approach to community centered social justice education and is the only class that meets daily. In order to fully harness the strength of this critical aspect of our school design, grant funds will be used to promote the following goals: (1) to compile, organize and format the most effective curriculum that already exists; (2) to develop new curriculum to fill gaps and make connections; and (3) to plan and execute whole school events that build off the spirit of the advisory classes. These events will include transformative welcome week, gratitude day, spirit week and wellness week.

Agriculture Science – Val Verde TA

Educator Grant- \$5,000

Creating an agricultural class at **Lakeside Middle School** will give students the opportunity to become garden-literate. They will learn about the environment, improve leadership and social skills and work together as a class to accomplish a common goal.+

Hydroponics and Aquaponics – Val Verde TA

Educator Grant- \$5,000

This grant will provide funds for the establishment of a hydroponic system and the continued growth of an aquaponics system for the Plant and Soil Science class in the CTE AgriScience Pathway at **Rancho Verde High School**. The project allows for the purchase of materials to design, build, and create scientific experiments to determine the efficacy of using aquaponics and hydroponics as a medium for vegetable and crop production. Not only does this program target students immediately entering the career field after high school, it also fuses the development of scientific thinking with the actual production of goods, making it intrinsically motivational. Students will also develop business and marketing skills.

It's My Life – Ventura Unified EA

Educator Grant- \$5,000

It's My Life is a life skills/character-development program at **Pacific High School** that has been called "Blueprint for Adulthood" and "the missing link". It is both a program and a process that focuses on critical thinking, problem-solving, and decision making. We are in our 8th year. The curriculum involves 250+ daily lesson, incorporates discussion, writing, reading and interaction in developing student tools and their own personal roadmap. With the assistance of previous IFT grants, the program has evolved by incorporating many great ideas from students and teachers. We have exposed nearly 1,000 teachers and administrators to the principles of It's My Life. They have learned how this program supports student behavior and expanded learning, while simultaneously stoking passion for all.

Academic Outreach Continued– Washington TA

Chapter Grant- \$20,000

This grant renewal will allow teachers to continue our Academic Outreach (AO) program at **River City High School**. AO provides intervention to students who are failing academically or are in danger of "slipping through the cracks." We invite students to come to a safe, after school work environment 2-3 days a week. Teachers and student tutors provide mandatory tutoring and study hall for 90 minutes after school so students get necessary academic, social, emotional, and physical support. We hold them accountable for their grades, work completion, character/choices, and future plans. Our initial query last year generated over 300 names of 9-12th graders with a <1.5 GPA. This is an obvious area of great need in our community. Results of the first year of the program showed higher attendance, improved grades and fewer disciplinary referrals for many of our participants.

Creating Career Choices – Wheatland High TA

Chapter Grant- \$17,000

This future-oriented project is designed for AVID, Freshman Academy and Special Education students at **Wheatland High School**. It is designed to focus the students' knowledge of career and college options and build the necessary skills to be successful in their postsecondary education or in the workplace. The college and career research projects have been developed to enhance student exposure of expository text to improve reading, writing and public speaking skills.



IFT 2013-14 Grants

Grant summaries have been provided
by individual grant recipients.

Robotics – Alford EA

Chapter Grant- \$17,500

This grant would prepare students for programming robots and to enter a yearly robotics competition. We are looking to begin a robotics team/club after school at [Hillcrest High School](#). Robotics involves a particular group of students that are overlooked more and more often because of the absence of industrial tech classes. For Inspiration and Recognition of Science and Technology (FIRST) hosts robotics competitions around the country. Students get to work on something that is interesting to them and that has a purpose. Students work on a team that assembles, programs, experiments, and decorates a robot. 3 teachers from the backgrounds of math, science, and computer technology coach the students as they learn to build. 4 additional community experts in design and robotics will assist students.

Building the Dream – Anaheim Elementary EA

Chapter Grant- \$20,000

This grant will enable the staff at [Gauer Elementary School](#) to continue our efforts to develop a strength-based model for our district. Working with IFT, we are building our Dream School by applying the Seven Success Factors to our entire school community. This teacher-driven change has created a culture of success. We accomplished this through a Stakeholders' Summit, Dream Mission, Dream Committees, staff/leadership team meetings, and teacher release time while our scholars experienced a whole child rotation wheel of classes.

Shark Pride – Bakersfield Elementary TA

Educator Grant- \$5,000

The goal of our project is to provide an opportunity for our students and their families to participate in three family-oriented events during the next school year. [Walter Stiern Middle School](#) is located in an economically challenged area, and as a result, many parents do not have the means to attend school events. Parent involvement is crucial to the success of student development. The grant money will go towards funding transportation and other amenities for our students and their parents. Such events will help strengthen our Professional Learning Communities by building positive parent, teacher, and student relationships.

World of Teaching (WOT) – California Faculty Association

Chapter Grant- \$20,000

The World of Teaching at [CSU Northridge](#) will develop a replicable model to orient and engage diverse low-income high school and university students into the world of social science teaching. There will be direct engagement in curriculum development and teaching and tutoring of diverse urban 6th-8th grade students in school community settings. High school and university faculty will work collaboratively to refine and develop curriculum and courses that support engaged learning and that focus on students' unique and individual strengths. High school students and their parents will participate in college experiences that will promote students' academic success and advancement to higher education.

Teacher Driven Community-based Conservation Science Education Partnership – CA Faculty Association

Chapter Grant- \$20,000

Building on the work we've done this year with local teachers, students, parents, docents, and [CSU San Marcos](#) teacher candidates, we plan to develop our Science Education program and expand it. The initial vision of the program's structure has evolved, through experimentation and implementation, and we are pleased with what we are accomplishing and with the foundation we've established. Our participating students are gaining valuable experience and knowledge from our programming, and we appear to be having a positive impact on their attitudes towards science and nature.

Parents as Partners – Corona-Norco TA

Chapter Grant- \$20,000

This [Parkridge Elementary School](#) project is an outgrowth of the previous IFT project to engage parents to become partners in their child's education and academic success. This project will not only raise awareness in that regard, but encourage, nurture, develop, and maintain ongoing relationships. The core of this project is providing workshops to increase awareness in phonics, reading, writing, storytelling, as well as field trips to engage in one on one time with parents and children. Last year, the involvement of parents was ongoing and proved to be a prolific factor in the academic and social success that my students have continuously had throughout the academic year. For 2013-14, my grade level has committed to partnering on this amazing endeavor and we are launching the "Kindergarten Parents as Partners Project."

Sustain West Garden – Downey EA

Educator Grant- \$5,000

At [West Middle School](#) we are very interested in maintaining and enlarging an ecologically and economically sustainable garden that would complement our foods and life skills programs. The garden would also provide many educational opportunities for other subjects such as math, science, English and history. We currently have a few small raised planters and have grown a small amount of herbs this year. Grant funds would be used to better equip and sustain the project. We will tackle issues such as soil quality, irrigation, pest control and provide tools to enhance the educational experience. The goal is to teach the students the value of respecting the earth and having a thorough understanding of our earth's resources.

San Jose Walks and Talks – East Side TA

Educator Grant- \$5,000

Our project is called San Jose Walks & Talks and it provides [Santa Teresa High School](#) students an opportunity to develop real job skills while running their own walking tour company. Students looking for part-time work usually end up in the fast food industry or retail shops. San Jose Walks & Talks aims to give students the opportunity to earn much more than minimum wage both figuratively and literally. We also serve the community by highlighting the unique aspects of downtown San Jose as we introduce history, local culture, public art and business stories.

The A.B. Miller HS Riverside Trolley Dance Project – Fontana TA

Educator Grant- \$5,000

The Riverside Trolley Dance Project is designed to provide students the opportunity to work on a community based dance event as dancers, choreographers and production managers in the development of advertising, production management, community outreach, choreography and performance. The project supports collaboration between the [A. B. Miller High School](#) Conservatory of Dance, [Riverside Community College](#), the City of Riverside and the Riverside Transit Authority to produce the community-based Riverside Trolley Dances. The student company will help plan, create and facilitate the event as part of a thematic approach of creating original, site-specific work along a local trolley or bus line.

Center for International Business and Communication Studies (CIBACS) – Huntington Beach UHSD EA

Chapter Grant- \$20,000

Innovation, critical thinking, communication skills and confidence will improve for the [Edison High School](#) students involved in CIBACS. Our successful business program is attempting to put the right technology tools in the hands of our creative business students. By giving our energetic young entrepreneurs the right technology to use in class every day, they will be able to improve both their written and verbal communication skills. Our focus on developing their communication skills is perfectly timed to match the new emphasis on the Common Core Standards.

Parent University – Inglewood TA

Chapter Grant- \$20,000

The Inglewood Teachers' Association leads from the strong belief that student success can be achieved when teachers, students, parents, and the community work as partners. Parent University in Inglewood has taken the first step to create, build, and nurture this very type of partnership, where each individual stakeholder has a voice in the creation of real and positive change. This project will build on our successful work done last year at [Bennett-Kew Elementary](#). In 2013-14 we plan to continue Parent University, as well as expand the program to another site in Inglewood. Our goal is to reach as many parents as possible and continue to build strong relationships along the way.

Community Artists Reaching Education (C.A.R.E) – Knights Ferry TA

Educator Grant- \$1,231

C.A.R.E. will be a collaborative effort involving [Knights Ferry School](#) teachers, parents, and community members. A C.A.R.E. coordinator will reach out to train and schedule volunteers to present lessons to all students of Knights Ferry School on a monthly basis. The lessons would include exposure to the meaning and practice of artistic perception and creative expression. Students would also understand the historical and cultural contributions of artists and their artwork. We plan to create a mobile "art cart" outfitted with a wide variety of art supplies which would move from class to class.

Integrating Technology, Curriculum, Common Core – Marysville TA

Educator Grant- \$5,000

Our grant provides a framework and an opportunity to organize, synthesize, plan, and create a set of educational experiences that

integrate our curriculum with the Common Core standards by tapping into the unique strengths of our teachers and students while utilizing the various technology tools that we already have at our fingertips. The one thing missing from the Common Core implementation plan is the opportunity for teachers to take part in planning and creating learning experiences and units of instruction that will bring these potentials to fruition. [Walter Kynoch Elementary](#) has been building a strong infrastructure of technology hardware and software, opening a myriad of opportunities for incorporating these powerful and dynamic devices and programs with our curriculum to build learning experiences that will excite and engage our students.

Agriculture Literacy – Marysville Unified TA

Chapter Grant- \$13,880

In today's society, many students have lost or have never acquired the knowledge of our country's important agrarian roots. It's essential for students to know where their food and fiber comes from and that the process is more than going to the clothing or grocery store. 280 FFA students from the [Marysville High School](#) Agriculture Department would become the educators to 2,800 District K-8 students. This education would integrate agriculture education into the common core standards of K-8 curriculum and covers all disciplines including language arts, social studies, math and science. The project would include student-to-student Agriculture Literacy taught by high school students in the K-8 classroom, with a follow up visit to the living laboratory for educational activities and labs; transportation for all 3rd grade students to attend the annual Yuba-Sutter Farm Day at our local fairground; and transportation for K-8 students to our annual National Ag. Day celebration on the high school campus in March.

Summer History Institute Program – Merced Union HS District TA

Chapter Grant- \$19,500

The purpose of the grant is to create and implement an intensive three-week Summer History Institute where students will have the opportunity to study the history of their community (Merced and the Central Valley). After completing pre-program research in the spring, students from [Merced High School](#) will attend the summer institute. As part of the program, the students will be visiting several museums and then, working in collaboration with UC Merced, the students will create three one-room museum quality history exhibits, and a virtual online museum which will include multimedia exhibits and documents. All work will be digitized during this program, and posted for future use.

Moreno Valley Math League (MVML) – Moreno Valley EA

Chapter Grant- \$17,000

The Math Department at [Palm Middle School](#) is pleased to implement a project to establish the Moreno Valley Math League. MVML intends to promote student passion and interest in mathematics with choice and collaboration rather than compulsion and comparison. We will provide enriching experiences to the mathematics students of the Moreno Valley USD both within and beyond classrooms. We envision MVML as a robust, vibrant and holistic mathematical program that will engender excellence in students. It shall also foster a stress free learning environment that will develop competent, confident and enterprising students.

Empowering Parents and Students to Support Academics & College Readiness through Technology – Oakland EA

Educator Grant- \$5,000

Our goal is to empower families to navigate the school system and support college readiness through technology. Many of our families are low-income, first-generation immigrants; nearly all our students will be the first in their families to attend college. A core group of families at [Bridges Academy at Melrose](#) will learn introductory computer skills to access educational websites that support critical academic skills and to research colleges. This workshop series will culminate with presentations by students and college admissions officers and a field trip to local universities. Families who participate in 80% of the workshops will receive refurbished computers to continue refining their technology skills.

Run Now, Healthy Later – Ontario-Montclair TA

Educator Grant- \$5,000

This project will continue the highly successful The 100 Mile Club at [Ramona Academy](#). In its first year, the community, staff, and students have embraced the program and made it a part of our school culture. Parents and teachers have not only seen a positive improvement in health, but a great improvement in self-esteem and fewer behavior problems. Teachers and parents have already committed to helping with the program implementation next year and are excited to add educational workshops on sports fitness and healthy lifestyle habits. This program will help ensure that students will learn to be healthy and help fight against childhood obesity.

College Dreams – Palm Springs TA

Educator Grant- \$5,000

This project will enhance future success for high-poverty students in Desert Hot Springs. Many of the students do not have the same advantages as other Coachella Valley students. Our goal is to level the playing field for [Painted Hills Middle School](#) students. Most of the students stay after school for tutoring. They know that their education will change their future for the better. However, they do not have the necessary resources. We want to provide them with items that will help them not only this year, but for years to come to increase their chances for success.

Physical Fitness Equipment – Palm Springs TA

Chapter Grant- \$8,000

The physical fitness of children greatly impacts their academic achievement, as well as their well-being throughout their life. Knowledge and strategies of how to become fit, and how to maintain fitness throughout life, are exactly what students need. It is one of our goals at [Desert Springs Middle School](#), to teach fitness as the importance of maintaining a healthy body and mind. This project will enable us to utilize additional fitness tools during Physical Education classes, as well as our after-school fitness program. Each of the classes will be directed toward teaching students strategies that will improve their physical fitness levels and assist in the development of healthy minds.

Roary's Laboratory – Pleasant Valley EA

Educator Grant- \$4,978

[Camarillo Heights Elementary](#) has been chosen to pilot a STEM program with the hope of becoming a STEM magnet school. We plan to build on our current strengths, including a motivated staff with a common goal, a supportive principal, collaboration time and an opportunity to visit schools already implementing this exciting

program. The grant will be used to develop a well-equipped lab class. This would be a place where students would be transformed from elementary students to a team of budding scientists and engineers. The current space will be improved and be made more user-friendly and inspirational. In addition, will utilize the outside lab/garden area to learn about science, work through the design process, interact and go on virtual field trips, look up information, problem solve and celebrate by showing off the work they have done and progress and growth they have made.

Creating 21st Century Learners through Teacher-Driven Change – Ramona TA

Chapter Grant- \$19,400

[Mt. Woodson Elementary School](#) is dedicated to creating a strength-based school culture. The goal of this proposal is to help the Mt. Woodson learning community successfully shift to Common Core Standards and commit to 21st century learning through the use of technology. Our goal is to implement the following action steps: Visit the most successful schools in California to observe the use of technology to improve student achievement; Collaborate with one another and develop curricular units and personalized action plans to create a blended approach for learning to meet the needs of all students; Create a teacher-led book club to reflect on the most recent research and best practices as they relate to the school-wide technology integration; Implement teacher designed and led professional development, based on teacher choice, to improve upon previously established practices and continue moving us forward in our goal of 21st century learning.

Build a Space Exploration Vehicle – Rialto EA

Educator Grant- \$3,631

[Eisenhower High School](#) will be the development site of a long term, student-centered project-based instructional sequence. This sequence will be used to determine the effectiveness of project based learning on student performance, positive peer interaction and appropriate classroom behavior. Students will have the option of predetermined projects, such as creation of a space satellite or planetary rover, with the goal of a final presentation and exhibition. Using proven methods of heterogeneous grouping, team lab work and peer tutoring assignments, students will acquire the technology skills and space science concepts necessary to complete the final project.

Green Garden – San Miguel TA

Educator Grant- \$4,357

The Green Garden Project will enhance and expand our first year school garden project at [Cappy Culver Elementary School](#). Our plans include the purchase a storage building for the existing tools and equipment that have been donated by parents and community members. It will provide the means to purchase necessary tools, equipment and seed supplies in order to improve & increase our current production of vegetables for our school salad bar.

A Technological Approach to the Common Core – San Ramon Valley EA

Educator Grant- \$5,000

This project will expand the number of e-readers for use in our collaborative group reading program at [Windemere Ranch Middle School](#). Our reading program has successfully motivated our students to read more, because they discuss their reading within their own digital social community. Our recent pilot program replaces books with e-readers. It has helped us teach the more challenging Common Core Curriculum in a way that motivates our

students to read and critically analyze more complex texts. The purchase of more e-readers will allow more students to read high-interest, high quality literature at higher reading levels.

Boosting Science Mastery with Braincandy and Language Development – Sequoia District TA

Chapter Grant- \$20,000

Our plan is to develop innovative materials in the form of a workbook and online resources to promote the use of Braincandy and Peer Instruction in life science courses, particularly tailored to English Language Learners. This project builds on over three years' research and practice in developing the Instructional model which has significantly boosted student content knowledge in physics. The new resources will make Braincandy/Peer Instruction easy to use for more teachers. We will also continue our action research and data collection to measure effectiveness. This project will impact an estimated 800 **Carlmont High School** students in years 1-2, with the potential to scale significantly.

Green Jobs: Charge Up with EVs – Teachers Assoc. of Norwalk-La Mirada

Chapter Grant- \$20,000

The evolution of the **La Mirada High School** Green Jobs program will continue with this project. Students will: (1) learn about the history of electric vehicles (EVs) and the career opportunities of the electric transportation industry; (2) promote their environmental and cost effective benefits; (3) experience firsthand electric drive trains by assembling and dis-assembling a fully functioning 3-wheel electric vehicle, produced and manufactured by Electric Auto Shop, that can be fabricated repeatedly on an annual basis; (4) participate in a 16-week EV curriculum. Project students and teachers will participate in both a district-wide competition and a University of Irvine Energy Invitational competition, as well as create and present their design portfolio at the Orange County Expo.

Solar for Success – Temecula Valley EA

Educator Grant- \$5,000

This project uses real-world applications in math and science to build a hands-on "school-to-work" program at **Rancho Vista Continuation High School**. At-risk students get authentic learning and experience that translates into a meaningful and environmentally-friendly career. Through teacher teamwork, math and science instruction is aligned with work applications. This is particularly relevant to our at-risk students, who have not experienced success at a comprehensive high school. Through our program of hands-on, real-world, job-oriented learning experiences, our students gain confidence in their abilities, and this in turn allows them to become positive, functioning members of our local community. In our first year of this program, we have seen an increased graduation rate, an increased attendance rate, and higher grades for participants. We have our first student, about to graduate, who has become a full-time employee at a solar company, where he interned as part of this program.

Digital Makes a Difference in Art – Travis Unified TA

Educator Grant- \$5,000

This project will update technology in the classroom at **Vanden High School** to enhance art projects and bring students into the 21st century. This grant will provide funding for several laptop computers capable of running advanced computer graphic design programs. These programs will give advanced graphic design students the opportunity to experience working with the same

advanced technology and materials they will encounter in college and the workplace.

Latino Support Program (LUCE) – Travis Unified TA

Educator Grant- \$3,386

Latino Support Program is designed to support the Latino population and close the achievement gap at **Vanden High School**. It was developed to motivate and support while promoting post-secondary education as a realistic option after completing high school.

Maclay Writing Project – UTLA

Educator Grant- \$4,985

The Maclay Writing Project is designed to provide a targeted, two-pronged effort to address gaps in academic writing achievement among low socioeconomic students at **Maclay Academy of Social Justice**, a high-need, under-served, high-poverty school in the northeast San Fernando Valley of Los Angeles. The grant will fund: 1) development of the Maclay Writing Center, a student writing laboratory staffed by Maclay's Instructional Coach and by trained student/peer tutors; and 2) teacher resources for year-long focused professional development and learning on best practices in writing instruction.

Aquaponics – Val Verde TA

Educator Grant- \$5,000

This grant will help establish an aquaponics system for the Plant and Soil Science class in the CTE Agscience Pathway at **Rancho Verde High School**. Grant funds would be used to purchase all consumable materials needed to design, build, and create scientific experiments in regards to using aquaponics as a medium for vegetable and crop production. Many of these materials, although listed as "consumables", can be reused several times before their shelf life expires. Not only does this program target students not going to college, it also fuses the development of scientific thinking with the actual production of goods, making it intrinsically motivational. Students will also develop business and marketing skills for their products.

It's My Life – Ventura Unified EA

Educator Grant- \$17,500

It's My Life is a life skills/character-building program at **Pacific High School**, designed to help students navigate their way into and through adulthood. This highly interactive course employs many instructional and curricular strategies and empowers our students through critical-thinking, decision-making, problem-solving, self-reflection, negotiation, listening skills, the pursuit of happiness, confidence, and the discover of many facets of success. It's My Life endeavors to involve the students in developing habits, creating goals, and becoming accountable to themselves.

Academic Outreach – Washington TA

Chapter Grant- \$15,000

The Academic Outreach project at **River City High School** provides opportunities for success to students who are failing academically or who are in danger of "slipping through the cracks." These students are invited to mandatory tutoring 1-2 days a week. In addition, students work in a safe, after school work environment and are provided tutoring/study hall for 90 minutes to get academic, social, emotional, and physical support. We hold them accountable for their grades, work completion, character/choices, and future plans.

Paula Dreyfuss

Chaparral HS, Bonita USD

ELA Grant
\$3,780

Students at Chaparral High School, a continuation and alternative education school, are highly mobile and at-risk. By providing these students with technological tools, such as EBSCO and turnitin.com, to research topics and build an academic foundation, the staff can create a learning environment to give them hope for the future after high school and the motivation for furthering their education .

Adriana Ruiz

Parkridge El., Corona Norco USD

Parents as Partners
\$5,000

Through field trips, journals, and a collage project, this grant focuses on the several areas of the culture of success (student centered, school family relations, student relations and future oriented). It is designed to bring parents to the school with ways to be more involved in their child's education. By seeing their parents and caregivers as vested partners, this project will boost student expectations, hope, and optimism about their academic future.

Therese Peters

Warren HS, Downey USD

Warren High School Community Garden
\$4,470

The garden will be student-driven and will enable students to work alongside school staff, parents and community partners. It will provide an arena for students to focus on something successful that they are able to achieve. Working in a community garden will enable them to also find better solutions to problems that they may encounter in other areas of their lives. It is hoped that the community garden will also create a connection with community members and positively affect the way parents and students feel about their school.

Marvelyn Garcia

Felton El., Lennox School District

iEngage
\$5,000

This grant will support the iEngage Learning Center and will allow students the opportunity to make progress in language arts and math while enriching their use of technology. In addition to the students taking part in the learning center, parent volunteers will also be trained to support student learning.

Joel Sebastian

Merced HS, Merced Union HSD

Voices – An Oral History Project
\$5,000

The grant will provide the needed opportunity for students to connect with the history of the surrounding Merced community and the Central Valley. By incorporating the real, authentic stories of parents and community members, they will be building stronger bonds and deeper relationships with members of the community and the students and staff.

Carlos Solis

Ramona Communication Arts Academy, Ontario-Montclair School District

Running for Their Lives
\$5,000

This project will provide students and staff the opportunity to run or walk 100 miles during a single school year. Its goals are a commitment to improving school readiness to learn, creating better educational outcomes, building self-esteem and overall improved health in students and others. With the grant, the current upper grade program will be expanded to give an opportunity to students of all grade levels.

Brigid Woods

Winifred Pifer El., Paso Robles Jt. USD

Learn by Doing Science Labs
\$5,000

This project will allow students of each grade level at Winifred Pifer Elementary

to participate in Life, Earth, and Physical Sciences. The labs are a student-centered environment that promotes both cooperative learning and individual accountability. It is designed to meet the needs of all learning styles.

Lisa Smith

Victoria El., Redlands USD

Jump Start
\$3,908

The Jump Start project is a hands-on, developmentally appropriate, center-based environment where kindergarten students are provided with opportunities to make their own choices by exploring, investigating, creating and socializing among others their own age.

John Gifford

Riverside Poly HS, Riverside USD

Introduction to Physics and Engineering using LEGOs (IPEL)
\$4,999

Using LEGOs to solve problems is a teaching tool that has been used successfully in AP Physics and college classes nationwide because they are easy to assemble and sophisticated enough to allow students to test and analyze. This grant proposal is intended to infuse technology and engineering into a traditional science program and robotics club. Students will develop a deeper understanding, leading to greater hope and optimism in pursuing additional knowledge, as well as science careers.

Mariana Robles

Hawthorne El., Riverside USD

ARTECH
\$4,850

This project builds on the ARTECH grant project from last year that achieved its goal of creating a cadre of teachers to introduce an art and technology strand in K-6, including Special Day classes. This year, the teachers will have training sessions with parents so that they may have a better understanding of how technology is being used as a positive teaching and learning tool.

Vicki Fishman

Holmes El., San Diego USD

Equal Access for All

\$4,171

Technology tools, when used effectively, can significantly affect the learning-disabled student's self-image and confidence. Embedded in the iPad technology is student access to voice-to-text, text-to-voice, and visual field trips that foster independence with students who have identified special needs in the areas of visual and auditory processing, as well as visual motor integration. Comprehensive emersion into the use of technology tools can dramatically boost student expectations, hope and optimism about their future.

Jennifer Cobain Wong

Green Valley El., San Ramon Valley USD

21st Century Intervention

\$2000

Using technology to enable meaningful interaction among the Special Education team is the goal of this project. The iPad is a powerful technological tool that benefits the needs of students with special needs or specific interventions. This project uses refurbished iPads in small groups, and individually, to promote student interdependence, foster self-confidence, and help move students forward through the use of technology.

Monica Salazar

Live Oak El., San Ramon Valley USD

E-Portfolio

\$5000

Through the use of electronic portfolios, students are given the opportunity to take ownership of their own learning. Student-managed electronic learning portfolios become part of a persistent learning record and help students develop self-awareness. This enhances their ability to set their own learning goals, express their own views of their strengths, weaknesses, and achievements, and take responsibility.

Jeff Hager

Stone Valley MS, San Ramon Valley USD

Stone Valley School Garden

\$4600

Nothing creates community like a garden. As students work together to create their projects, they will develop an appreciation for the power of cooperation. When given the chance to spend time in an outdoor educational setting, students flourish. It is learning by moving, learning by doing. From art to English, from history to science, all subject matter can be taught in this unique space, and hopefully the space can inspire students for years to come.

Pamela George

Gale Ranch MS, San Ramon Valley USD

The Paperless Classroom

\$4967

This project creates the first paperless classroom at the school and will showcase the power of technology and the successful direction in which it can take students. It will put technology in each student's hands on a daily basis, while also pushing them to create, learn, collaborate and produce high quality products in a completely paperless environment. Partnering with students will be the most powerful evaluative tool and will provide critical feedback as the project is fine-tuned during the year.

Beth Manolos

Coldwater Canyon El., Los Angeles USD

Art Materials

\$5000

Teaching can come to life when art is brought into the classroom. Studies find that students in an art program perform better in six categories of literacy and critical thinking skills (including thorough description, hypothesizing and reasoning) than students not in the program. Through this project, art will promote a safe, exploring experience for children to practice skills that are vital to their education.

Diane Sullivan

Washington School, West Contra Costa USD

Building Community through TRIBES

\$5000

The TRIBES program focuses on "human development" rather than curriculum. This grant will provide training to implement the TRIBES program – to build a school community with a culture driven by shared vision for academic and social success. It will bridge students' strengths in their home culture to the school and to their working futures. TRIBES uses a strength-based philosophy, spotlighting those whose practices enable them to find better solutions, and for all to be able to learn from them.

Robert Sautter

Flynn El., San Francisco USD

Institutionalizing Equity

\$4025

This project supports the work that was begun last year with a grant for the Equity-Centered Professional Learning Community at Flynn Elementary School. The ECPLC uses strength-based techniques in their attempt to create a space where teachers support one another. By uncovering, discussing, analyzing and reflecting on the techniques, practices and strategies that they know work in reaching students of color, they will be able to raise the academic achievement of all students. The intended outcome of the work of the ECPLC was to reform the school from within. With this grant, the proposal is to transform the ECPLC into an Equity-Centered Professional Development Committee to plan and deliver monthly PD sessions to the entire staff.

To see summaries of
IFT Grant Projects from
2010-2011 and 2011-2012,
please visit the grant link
on the IFT website:

www.teacherdrivenchange.org



IFT 2011-12 Educator Grants

Chip Fraser

Ventura USD

It's My Life

\$5,000

This is a student-centered project that is both content and process. It is designed to educate, encourage and empower students about what the adult world offers (and demands), and how to be motivated, aware and equipped to meet those challenges confidently. *It's My Life* focuses on improving those skills that have been shown to be keys to postsecondary success: goal setting, problem solving, character development and confidence building. The curriculum, which will be introduced to teachers at Pacific High School, will assist each student in recognizing their own potential, interests and passions through positive participation in teacher-directed activities.

Nancy Hillard

Gonzales USD

WhyTry Program

\$4,500

This project centers around *WhyTry*, a social skills program that uses a multisensory approach to teach critical social and emotional principles that help students learn to persevere despite setbacks. The proposal is focused on incoming 9th-graders at Gonzales High and provides training to their teachers. *WhyTry* will be presented to all freshmen students during their once-a-week homeroom period in an effort to instill a greater connection to school and a sense of supported academic success. The program also fosters parent and community connections to ensure a strong support network.

Elizabeth Hinnart

Gonzales USD

Eighth Grade Academic Decathlon

\$5,000

This school project would support Fairview Middle School's challenging Academic Decathlon program. The grant will enable the previous program, which was centered around spring standardized tests, to be expanded to the whole school year. Because the decathlon is focused in four subject areas, and students take standardized tests in these same subjects, it is hoped that the program will result in higher test scores overall. Grant funds will provide student incentives, as well as after-school tutorials with subject-area teachers.

Mariana Robles

Riverside USD

ArtTech Program

\$4,925

This project is intended to develop an Arts and Technology (ArtTech) strand at Hawthorne Elementary School. The new strand will include at least one classroom in each grade K through 6, as well as four K-6 special education classes. Thirteen teachers are committed to participate next year and will devote one lesson per week to cover the California Standards for the Arts. This work will give 350 students the opportunity to experience art integrated into other curricular areas and to benefit from increased and improved use of the educational technology available at the school. Previous local and federal grants have supported arts education at the school and there is a strong parent and community component built into the program.

Robert Sautter

San Francisco USD

Triumphs in the Classroom

\$5,000

This project supports the work of the Equity-Centered Professional Learning Community at Flynn Elementary School. The ECPLC uses strength-based techniques in their attempt to create a space where teachers support one another. By uncovering, discussing, analyzing and reflecting on the techniques, practices and strategies that they know work in reaching students of color, they will be able to raise the academic achievement of all students. The intended outcome of the work of the ECPLC is to reform the school from within.

Jack Riviere

Santa Clara USD

Digital Skills for a Digital Age at
Cabrillo Middle School

\$5,000

This project will enable the staff at Cabrillo Middle School to have complete access to the most useful and creative Adobe software tools and to enable students to use these tools for projects in a variety of classes. Teaching students to use this software not only makes their learning experience intrinsically motivating, it also supplies them with useful digital skills for their future. Sixth-graders will be taught through tutorials linked to the school's website, while seventh-graders will be able to enroll in a semester-long Tech Literacy class. Eighth graders will be able to use these tools to produce the school newspaper, literary magazine and yearbook.

Merced Union High School District Teachers Association

Sheila Whitley, President
Carmen Ildefonso, Coordinator

Hip-Hop Academy at Atwater
High School
\$20,000

This project is an innovative approach to meet the various diverse needs of Atwater High School students by focusing on their interests and strengths. The learning will be multi-faceted and peer-based because the Hip-Hop Academy is student-driven. It will be offered as an elective class/activity that focuses on four areas (art, dancing, writing, and deejaying) and is intended to help English Language Learners, as well as other students to feel connected to the school and to the larger community. In addition to employing staff for instruction and supervision, community members and parent volunteers are encouraged to participate.

Oceanside Teachers Association

Terry Hart, President
Jennifer Skellett- Coordinator

TEAM- Teachers Enhancing
Accomplished Methods
\$6,000

This project is designed by local Association leaders to build a strong network of teachers who will consistently share their expertise with others, thus expanding the impact of each teacher's pedagogical excellence in classrooms across the Oceanside USD. Teachers who engage in this kind of collaborative appreciative inquiry will impact student achievement in many positive ways and will create teacher-driven change which will be sustainable in a way that traditional "fix-it" school reform efforts cannot. TEAM will hold community events to provide families with tools to support the strength-based approach to learning that their children are utilizing in the classroom.

Potter Valley Teachers Association

Sam Phillips, ESP President
Jean Masson, PVTA President

MultiCultural Club at Potter Valley
High School
\$5,690

This project, a joint venture of both the certificated and ESP chapters of the rural Potter Valley Community USD, is designed to sustain and expand the MultiCultural Club for local high school students. The Club increases student appreciation for other cultures through field trips, school assemblies, guest speakers, research, videos and community-based events. The Club helps to retain students who may otherwise feel disenfranchised and supports their individual and collective educational needs. Co-planning club activities enhances students' opportunities to learn cooperative sharing and to become more involved in both school activities and the larger community.

San Bernardino Teachers Association

Rebecca Harper, President
Ashley Bettas, Coordinator

National Board Certification
Candidate Support Program
\$6,600

This project is an outgrowth of the activities of the SBTA Instructional and Professional Development Committee and is designed to provide opportunities for local educators to go through the NBCT process and to receive regular support from the Association using local NBCTs. Because research is consistently positive about the impact of the NBCT process on teacher practice, professional development and areas of school improvement that are critical to raising student achievement, SBTA will actively work to increase the number of NBCTs at high-needs schools and to create a stronger network for collaboration and resource-sharing among S.B. City teachers.

Teachers Association of Norwalk-La Mirada

Kelley Rush, President
Norma Williamson, Coordinator

Green Jobs Prep School at
La Mirada High School
\$10,000

This strength-based project works to create an affirmative technical education/career pathway utilizing a "school within a school" program. The program prepares at-risk high school students in grades 9 to 11 to join post-secondary programs in environmental majors, which lead to an industry-recognized certificate, licensure, associate or baccalaureate degree and ultimately succeed in the "green economy." The grant recognizes the engagement and enthusiasm of students and teachers in the 2010-11 program, which was funded, in part, by a previous IFT Chapter Grant.

Brain Bartlett

Redlands USD

Pre-Engineering & Design Hands-On Unit Development

\$3,956

This project will support the Pre-Engineering & Design course at Redlands H.S. by providing materials for four specific engineering units- mechanical, structural, aeronautical and environmental. These units actively engage students in research-based engineering design projects that incorporate problem-based learning, cooperative groups, and measurable outcomes. Students will identify with the relevancy of their work and how it directly relates to a current need in our society.

Karina Curiel

Gonzales USD

WiseSkills Character Education Program

\$4,000

This project will provide teachers at La Gloria Elementary School with a campus-wide character education program. WiseSkills is a teacher-friendly curriculum that integrates character education into all subject areas. The program provides teachers the forum to highlight and model the Six Pillars of Character (respect, citizenship, caring, trustworthiness, fairness, and responsibility). The school wants a program that focuses on positive character attributes and behaviors in order to alter a school culture that has produced increasing levels of bullying, name calling, fighting and harassment.

Richard Pena

Redlands USD

Gardening and Building Class

\$5,000

This project would support Cope Middle School's curriculum-aligned school garden master plan that has, since 2003, brought together various departments, administrators, parents and community volunteers. The grant would enable a new Gardening and Building class to purchase materials to promote practical skills, creativity and hands-on learning. Because the school's goal is to increase daily attendance and decrease tardiness, students who have exhibited poor attendance will be invited to apply for admittance.

Douglas Redman

College of the Desert

Front Clip Training Module

\$5,000

This strength-based project involves community college automotive students in the creation of a training module. The grant will provide for the purchase of a front end clip from a late model vehicle from an auto recycler. Students will build it into a training module that will be used by every automotive instructor at the College. BY building their own training module, both teachers and students will be provided with tremendous experience on 'How everything works.'

Diane Hunt Roberts

San Luis Obispo COE

From CORE Strength to Espirit de Corps

\$5,000

This project is designed to enhance the special education services provided by staff from the County Office of Education. The grant will enable the four professionals (Classroom SDC teacher, Speech/Language Pathologist, Occupational Therapist and Adapted Physical Education Specialist) who work with special education students to integrate their efforts. This “core” collaboration among parents, professionals and students will enable students to identify and demonstrate abilities in three main areas: Focus, Strength & Caring.

Emily Simpson

Cupertino Union

Dilworth Dragons Dig in the Dirt

\$5,000

The project centers around the development of a community garden, located on the Dilworth Elementary School campus. The garden will bring together all members of the school community and integrate various curriculums in an engaging and meaningful way. It will enable the staff to supplement the science curriculum with a hands-on community building opportunity and to reinforce positive character traits, such as citizenship and responsibility. Ultimately, staff and students would like to establish a local Farmer’s Market to sell produce and seeds and help sustain the continuing cost of the school garden.

Cynthia Soares

Gridley USD

Building Brain Smart Skills in Our Children

\$4,994

This project is to implement Conscious Discipline (CD) into six classrooms at McKinley Primary School (one K classroom & 5 1st-grade classrooms). The school district will be simultaneously providing parent education classes in the community in both English and Spanish. CD is an integrated social emotional intelligence and character development classroom management system based on current brain research. It is built on three strength-based principles: safety, connections and problem solving.

Allen Teng

San Marcos USD

Engaging 21st Century Scientists of Tomorrow through Virtual Augmented Reality

\$5,000

This project is designed to emphasize student engagement and active participation in math and science at Woodland Park Middle School. Putting the school on warp speed toward the twenty-first century, this grant hopes to capitalize on new breakthroughs in augmented reality, which overlays digital images and information on real-world settings. The grant will be used to purchase applicable software that will enable staff to do experiments and demonstrations that captivate adolescent imaginations.

Black Oak Mine Teachers Association

Ginny Burns, President

Highly Effective Teaching @ Northside School

\$19,440

This project is designed to innovate and support two program changes for Northside School and for the district at large. Funds from this grant would provide teacher training in Highly Effective Teaching and support collaborative time for teachers through professional learning communities. This project arose from a collective recognition that change must no longer be driven by external forces, but must come from within. The grant will support the belief of the school staff that a school culture should be inclusive of its community and stakeholders, be totally site-based and be governed with informed, participatory decision making.

Mt. Diablo Education Association

Mike Noce, President

Charter School Investigation Project

\$5,000

This project will allow the Association to explore the possibility of creating a dependent charter middle school in partnership with the Mt. Diablo USD. The developmental process would be based on the belief that the school should be intellectually safe and respectful; distribute both authority and responsibility; maintain high expectations and the means to attain them. The staff should regard students as capable and participatory beings, rich in both individual and social potential. The grant will fund first year activities, specifically to explore community engagement and readiness for the development of a new charter school.

Sweetwater Education Association

Alex Anguiano, President

Integrated Computer Science & Technical Studies Curriculum @ Sweetwater H.S.

\$8,200

This project is designed to develop a comprehensive, district-wide literacy and technology curriculum for all students, modeled on the national Computer Science Teachers Association own K-12 model currently in use throughout the U.S. The grant, which will fund the first year of what is designed as a three-year program, will enable the program coordinator to create a core team of six qualified classroom teachers to determine a grade 7-12 curriculum guide that would allow all district schools to offer a variety of technical courses.

Teachers Association of Norwalk-La Mirada

Laura Williams, President

Green Jobs Prep School @ La Mirada H.S.

\$20,000

This project is a career technical education/career pathway “school within a school” program that will prepare at risk high school students in grades 9 to 11 to join post secondary programs in environmental majors, which lead to an industry-recognized certificate, licensure, associate or baccalaureate degree and ultimately succeed in the “green economy.” The grant will support the need for teacher in-service, science lab equipment and field trips.
