



2021-2022 IFT Grant Recipient Summaries

Sustainable Garden

\$19,995.58 | Justin Seligman

Acalanes Education Assn.

The Sustainable Garden will offer funding to complete our one-year Master Plan for the Campolindo High Garden. The goal is to create a place on campus for multiple opportunities to exist: where Art students can paint, draw and take photographs, where English classes can discuss literature, where Yoga students may practice, and where Environmental Science, Living Earth and Geology students may practice Science and use the space as a living laboratory. Additionally, it is a place for students to unwind, to dig into the earth and soil, connect with animals, and get away from their on-line world, to reconnect with the tangible world around them. In brief, it is a place of nurture and nature.

Let's Make Something: The Next Generation [R]

\$1,600.00 | Tracy Lech

Alvord Educators Assn.

The Loma Vista MakerSpace encourages students and families to explore STEAM activities on an ongoing basis. Currently, coloring packets and MakerSpace kits have been given out to students and their families every Friday during the 20-21 school year. Previously there had been coloring, paper craft and button stations available in the library. Lego and cubelets were put aside for this year but will be used next year. We had planned to increase the stations in the library, but COVID intervened. Instead, we moved to kits with printed directions, videos and Google meets for instruction. K-11th grade students and their families have been stopping by to pick up the kits and coloring packets. On average, 80 kits are distributed on a drive-through take-it and make-it at home basis. As we move into hybrid learning, students wish to start projects at school and meet online for more instruction and to see others' projects. Students and their families would like to continue exploring both at school and home during the 21-22 school year. With student and parent input, we would like to continue with sewing, wood projects, UV color changing beads, Sun-sensitive paper, and hacking an

ornament, and add the mathematically based string art, pine racing cars, rubber band racers and experiment with paper circuits. Seeing generations of family members working together has been one of my greatest joys this entire year. I would like to continue offering this from now on, but we need your support as most of the materials will be used up by the end of this school year.

Growth Mindset: Planting Seeds of Diversity

\$4,700.00 | Erin Doherty

Anaheim Secondary Teachers Assn.

"When we show our respect for other living things, they respond with respect for us." -Arapaho Hummingbirds, mourning doves, finches and a Black Phoebe visit our school garden regularly. Monarch butterflies, grasshoppers, ladybugs, bees, spiders, and roly pollies live together in harmony. Watching simple food web interactions a few steps outside a science classroom is so empowering for students to experience. Students will observe what we have in our garden to determine how to make sustainable changes to be a Certified Wildlife Habitat through the National Wildlife Federation. While appreciating biodiversity in a school garden, students will research and cultivate plants that have meaning to their personal roots. Cilantro is common in Indian, Thai, Chinese, Mexican, Caribbean, Mediterranean, North African, and Eastern European cuisines. Having students see commonalities among each other while planting seeds of kindness and understanding will be the ultimate goal of the garden experience. While using the tools of shovels and rakes, students will gain tools of a lifetime: communication, confidence, and grit.

Heart Rate Monitors for Life Fitness

\$19,728.57 | Megan Risley

Atascadero District Teachers Assn.

The goal of this grant proposal is to secure funding to enable the teachers in my department to incorporate The Interactive Health Technology Spirit System which includes individual heart rate monitors (<https://ihtusa.com/>) into our Physical Education curriculum. Of all of the different educational subject areas that have been impacted by Covid-19 and

Distance Learning, Physical Education has taken the greatest hit. Many school districts in California are discontinuing Physical Education programs outright for the foreseeable future. While schools are receiving a record amount of funding from the CARES act and other educational funding acts, Physical Educators and their programs are being minimized and not receiving the support they need to provide high quality distance or hybrid learning opportunities for our students. This technology will provide the resources needed for students to learn and apply the tools of physical literacy from home (or anywhere they can engage in movement activities) which will help them to develop the skills they need to pave a path to healthy, successful futures. When we return to in-person learning, this technology will be utilized as a learning tool for many future years of student use, continuing the development of responsible, self-reliant, healthy students.

Esencia Ecosystem

\$20,000.00 | Kristine Cuevas

Capistrano Unified Educators Assn.

The purpose of Esencia TK-8 is to ensure an engaging and challenging learning environment that empowers and values the social, emotional, and academic needs of all learners. At Esencia, we cultivate learners who are effective, collaborative, critical thinkers, innovative problem solvers, and responsible global citizens. With that being said, the Ecosystem Esencia is the heart of our school. We propose to create an innovative outside classroom and strengthen our ecosystem and surrounding common areas around our large campus to meet the needs of our diverse population. Teachers, parents, students and the Rancho Mission Viejo community will take part in the exploration of a living environment, gain knowledge, and appreciation for our Earth. Students will work with peers from various grade levels, the community, and have the opportunity to be a part of hands-on projects in our ecosystem. The activities will be centered around our NGSS standards, but not limited to science. We intend to bring in English Language Arts, Math, Art, and Engineering along with Social Emotional benefits of working in the garden.

NAMI Promoting Hope

\$20,000.00 | Monica Monroy

Central Unified Teachers Assn.

National Alliance on Mental Illness Club seeks to provide advocacy, education and support to students, staff and the community. The club needs resources to accomplish such endeavors and requires materials that adequately promote Mental Health awareness. We seek to reach out to as many students, staff, and community members as possible to provide much-needed support and resources. The Club will promote the voices of students within the High School, and increase awareness, advocacy, and acceptance for students experiencing a mental health condition. In addition, we will support and provide them the education and tools at an early phase of their lives so they are better equipped to recognize mental health conditions in themselves or others, get the services they need sooner, and to reduce the stigma on campus. Resources will be provided on campus through flyers and activities throughout the year in addition to using social media. NAMI on Campus at Central High East is the first school to have such a Club that promotes Mental Health and has proven to be a successful tool to raise awareness, provide tools for students in need, promote confidence, self-efficacy, and service to our school and community. As a result, the climate of the High School will become supportive, compassionate, and more accepting of those with mental illness.

Health Investigation Partnership

\$4,500.00 | Mary Pella-Donnelly

Chico Unified Teachers Assn.

Children have been impacted by the COVID virus in many ways. Anxiety is heightened with the unknown. Therefore we need to teach students how investigations occur and how to examine data as it is being gathered. Knowledge will reduce anxiety. Our middle school students are taught to investigate unknowns and use evidence to make conclusions. My seventh-grade students will visit four third-grade classrooms, four times in the school year and present lessons on human and on environmental health. Together both grade levels will conduct investigations and collect data which will be used to make informed decisions about the data. This will empower both ages of children and help them to understand how the greater scientific community works to solve problems and how students can work to solve problems around us. Problems that affect us individually, as a community and as a society. The seventh graders will learn teaching skills along with collaborative decision making.

Holistic Playground

\$5,000.00 | Caroline Roady

Chico Unified Teachers Assn.

I would like to create an interactive, holistic play area in our small kinder/special education playground which includes art, music and science equipment to use daily. The company I would love to purchase these items from is Play with a Purpose. Once schools are reopened, some of this equipment (music/art) will be out always for community families. This reinforces gross/fine motor, socialization, art creativity, problem-solving (large foam blocks) musical exploration (musical fence item). Self-reliance and awareness are also huge positive aspects that will be addressed and grown through use of these materials over time and organically with support from my staff and myself.

Makerspace: Fostering Creativity & Hands-on Learning

\$2,500.00 | Katie Sarginson

Chico Unified Teachers Assn.

As we emerge from a year where so much has been automated, digital, and remote, resourcing a library makerspace with high-interest tools and supplies will help provide a student-centered space within the library, offering both environment and resources to foster experiences and practices of creativity and

innovation. Materials will be available to our students for unstructured tinkering and creating while the library is open, but students will also be invited to participate in workshops and lunchtime and after school programming, providing some guidance and support with the tools and materials, as well as opportunities to collaborate and work together. With an emphasis on hands-on discovery, inquiry, and creativity, this grant will help to resource our library with mostly no-tech and low-tech tools and materials to provide students with opportunities to learn by doing, and to create, invent, explore, tinker, and discover with little to no background experience or expertise needed. Tools that do require some instruction or assistance will be provided as well, and library staff will be trained to support and assist students in their use. The makerspace will provide a curated environment to both engage students in meaningful and self-driven work, but will also be planned to include resources and materials that will support the social emotional wellness of students. We already have a designated space in the library, and the goal is to make it accessible, inviting, appealing, and rich with resources and materials that will inspire collaborative and independent learning and creation. As the library is a communal space available to our entire community of students and educators, this grant will have a far-reaching and long-lasting impact on our campus.

Cultivating Relationships Built on Trust Between Schools and Families During a Pandemic and Post Pandemic

\$20,000.00 | Victoria Trimmingham

Elk Grove Education Assn.

This proposal provides students, families and teachers the opportunity to transition back from distance learning/concurrent learning models during the pandemic to a full in-person learning model for the 2021-2022 school year with support for reestablishing authentic relationships between schools and home. Now more than ever, a personal connection is vital to the overall success and wellness of our students, families and teachers. This year, due to the pandemic, we transitioned our home visits program to an online platform of Virtual Bridge Visits, which are available for teachers and families at our Title I schools. We would like to expand our current home visits program for the 2021-2022 school year to include an option of having a Virtual Bridge visit or an in-Person Home visit for

students and families that are having a difficult time transitioning back to in-person learning due to the pandemic. This grant will also allow us to expand our program to include EGEA members that serve students at multiple school sites, such as Resource Teachers, Instructional Coaches, Speech and Language Pathologists, as well as teachers at schools that are not Title I.

Journey for Justice with Larry Itliong: Problem Solving, Taking Action, & Revolution

\$5,000.00 | Alma Galapon

Elk Grove Education Assn.

By the time students reach fourth grade, they have heard about Cesar Chavez and Dolores Huerta but who was Larry Itliong? Larry Itliong was a Filipino farmworker who also played a key role in the Delano grape boycott. Using the book *“Journey for Justice: The Story of Larry Itliong”* by the late Dr. Dawn Mabalon and the accompanying curriculum resource guide, students will use Ethnic Studies Praxis Story Plot (ESPSP) to expose the problem, identify oppressors/action plan, and reflect. As a culminating activity, students will reflect on their own communities and design a project that parallels ESPSP. These projects will be presented at multicultural family night. Until we have the history of BIPOC interwoven in our social studies curriculum, we must take it upon ourselves to teach ALL history. Filipino history and the history of farmworkers IS American history.

McKee Media Group - Phase 2

\$20,000.00 | Nicholas Maltbie

Elk Grove Education Assn.

The McKee Media Group is building community while providing students the opportunity to express themselves creatively through media. Following the Appreciative Inquiry model, students have the opportunity to discover what they are interested in by engaging with various types of media productions, dream-up and design projects and then work up their projects to production. They collaborate to generate ideas to bring topics of interest to the school and community to life. All productions are creative and student-driven. Students develop skills as they tackle problem-solving issues, work with sound and lighting, create storyboards, write script, film, and edit their bi-weekly newscasts and feature documentaries. Students interview teachers, administration and support staff, and community members to learn

more about important local issues. Students have interviewed local business owners, the superintendent of Elk Grove Schools, our State Assembly representative in his office at the capital, and an Academy Award winning animator, writer, director and voice actor from Pixar.

The proceeds from this grant will help promote student responsibility and self-reliance in multiple ways. In the area of responsibility, students work with multiple pieces of video and audio equipment every day. They are responsible for the well-being of equipment including maintaining batteries, making sure that field kits have the proper equipment enclosed. (Charged battery, headphones, microphone, SD card, and tripod) They also need to be sure that all equipment is taken care of and returned to the studio. They must make decisions while filming news segments, including: proper lighting, shot set up, framing and sound. Finally, they must work collaboratively to edit a final news piece for broadcast.

Solar, Wind, Water, and Hydrogen Renewable Energy Power for a Sustainable Future

\$4,450.00 | Jose Martin

Elk Grove Education Assn.

The future is in our children’s hands, and it is here. New technologies continue to evolve and reshape the world we live in. Our children are immersed in new technologies that require knowledge and skills never taught before in the traditional school setting. Most of our students will be working in jobs that don’t even exist yet. Many jobs will be in the areas of renewable energy sources that protect and help heal our environment. This project is about my fourth graders learning about solar, wind, hydroelectric, and hydrogen cell energy through student-centered active, experiential, hands-on, project-based learning. Students will learn about clean energy sources, experiment, collect data, design, and share results using solar panels, wind turbines, hydroelectric models, and hydrogen-cell energy to help power up the classroom, recharge batteries, run water fountains, toys, and other devices. They will also learn social responsibility and how global warming can be reduced. Students will be empowered to take action.

Teacher

\$5,000.00 | Christine Ullman

Elk Grove Education Assn.

Grant funds would be used to create a project-based lab space for co-taught Living Earth Biology classes in tandem with our Manufacturing and Product Innovation Fundamentals class in our Manufacturing Production Technology Academy (MPTA). Mr. Miele and Ms. Ullman co-teach the biology course together and Mr. Miele teaches the MPTA course. An unused campus garden space would be renovated and turned into an outdoor garden lab for the biology course, with students from the MPTA course designing and building materials for the space. The garden lab would connect into the Living Earth Biology curriculum in almost every unit: nutrient cycling, energy transfer, photosynthesis, mitosis and meiosis, seed germination and reproduction, all of which are easily examined and testable within a garden ecosystem. This space would allow students to learn class material by creating compost from cafeteria scraps, planting seedlings in the garden, propagating plants from stem cuttings inside the classroom, and designing and carrying out tests to observe biological phenomena in plants. The ultimate goal is to give students access to a fully formed science lab modeled after the work a college-level science student would have access to in college. As two science educators passionate about developing future scientists, we want to provide students with the opportunity to discover an authentic love for science while in high school. Students in a college lab setting are given the autonomy to be up and moving, exploring and learning with their hands and creativity- we will bring this model to the high school classroom. We will create a project-based science classroom that allows for this setting to help foster students' interests in science at an earlier age, while also teaching the foundational science concepts and Next Generation Science Standards.

Library Revamp

\$20,000.00 | Erika Malsom

Fort Bragg District Teachers Assn.

Our middle school has the bones of what could be the most beautiful library in our district. I envision students gathering here for clubs and programs, I can see parents and community members meeting for site council and parents' club. The possibilities for our library could be endless given the opportunity to make some much needed updates. Making the space more user-friendly while adding in new features like a game room and a makerspace will help get our students more engaged with their campus, and in turn, their peers. This grant would help us to buy all of the needed items our small district cannot afford. This grant would benefit a Title I school serving 364 students in rural Northern California.

Carrying Stories

\$2,885.59 | Marina Santos

Fresno Teachers Assn.

Carrying stories is a multimodality learning experience for all types of learners. Students will read, write, publish, create, and record their learning. Students will read four texts that exemplify metamorphoses. Then, they will interview family members or write their personal narratives on "ways in which people have transformed their learning or lack of learning into optimism." Students will write stories and then edit stories for publication. Students will create an art-work with the collage (cut pieces of paper) medium to create an image of a butterfly. The writing will be hand-written text surrounding the butterfly image on a vibrant, colorful two foot by two foot (2' x 2') wood panel. Throughout the project, students will realize the power of a metaphor and how to curate their learning for a wider audience.

Cultivating Biliterate Learners by Nurturing and Growing Confident Readers and Writers

\$12,600.00 | Maria Escobar

Fullerton Elementary Teachers Assn.

Students at Raymond Elementary School Dual Language Academy, in Fullerton are becoming bi-literate citizens in their community. They are learning to read, write, listen, and speak successfully in both Spanish and English. The gifts of funds provided by this grant will further enhance their biliteracy skills. The diverse classroom library of books, Up the Ladder Units of Study for reading, RazKids Comprehensive, and additional resources to implement a reading-writing workshop in Spanish, will allow time to read and equitable access learning. The libraries will ensure that there are books that represent various identities of students. It will help promote inclusion and empower students as they see their cultures represented in these books as well as teach empathy towards others. During reading workshop, we will listen in and evaluate their reading journals with the reading progressions to learn and understand assets that each has, then we will nudge or provide a mini-lesson on a reading skill so they can practice and acquire that skill. These learning experiences will empower language learners by building curiosity, vocabulary, and content knowledge in topics of interest to individual students. Having access to a variety of books of various genres will give students choices to take control of their reading and writing lives. Providing voice and choice during reading-writing workshops, shared reading, interactive, and read-alouds will effectively engage students and instill a love and joy of reading as they develop agency to be great writers. It is essential to add various levels of Spanish books to the existing, limited sets in order to build individual reading skills in both languages. Our bilingual students will be empowered, feel seen, important, and valued in both languages while developing their biliteracy skills.

Communicating Environmental Impact Reports on Projects in the Local Community

\$4,200.00 | Merek Chang

Hacienda-La Puente Teachers Assn.

In the past two years, our school district has begun numerous construction projects in the local community. Many of these construction projects have been high profile in the community and An environmental impact assessment and report is generated for these projects to meet state standards and feedback from the community. However, upon generation, these environmental impact reports are very dense and difficult to understand. As a chemistry teacher, in partnership with a human geography teacher at Workman High School, our goal is to develop a lesson in which we seek to break down various components of an Environmental Impact Report (EIR). For this lesson, our plan is to address the construction of residential units and the remodeling of a school on land where the local little league fields and the school in question exist. As a chemistry teacher, my class would focus on the impact this project would have on greenhouse gas emissions, water, and air quality. In the human geography class, the focus would be on analyzing the effects on traffic and existing cultural resources to the land in question. The content would come from the EIR itself, and the topics in question all connect to Common Core and NGSS. Students would be asked to generate an infographic or video to communicate what they have learned and share their findings with the community. Grant money would be used to develop curriculum, invite guest speakers familiar with EIR's to answer questions students/teachers may have, and for software or other technological needs for students to complete this assignment either online or in the classroom. The model of this assignment will be based on a previous collaboration between the human geography teacher and the grant project coordinator. Our funds would be used for stipends to create the curriculum, honorariums for our volunteer professionals who will be working with students, additional technology that will be useful for students to use, and to fund a student showcase night.

Kinesiology - The Art and Science of Human Movement

**\$20,000.00 | Marie Crosby
Hemet Teachers Assn**

This project will expand our current physical education course offerings. We will do this by providing courses that give students opportunities and choices for life-long physical activity, high school & collegiate athletics, higher collegiate learning, and certification for jobs in physical education (kinesiology) at the high school and graduate level. We will provide students with courses that meet college A-G course requirements through planning and articulation with our two local community colleges. Currently, students are required to take two years of high school physical education, but these courses do not count towards A-G or Grade Point Average (GPA) for college admissions. Students will need to meet minimum grade requirements to receive college credit for articulated classes. Still, they will be provided with multiple pathways to choose from instead of a one-size-fits-all physical education course for high school credit. More course offerings also allow students to choose paths that lead to leadership opportunities through peer mentoring, teaching and coaching assistants, volunteer work at the school, and certification for jobs in the community.

STEAM Ahead

**\$18,504.00 | Malinda Gill
Hermosa Beach Educators Assn.**

We want to launch a comprehensive robotics program for STEAM instruction in grades TK - 5. It is important for students to have the opportunity to access technology and computer science with meaningful and relative instruction. We would purchase robotics based on student grade levels and abilities. This would help scale their understanding to the importance of critical thinking skills and collaboration. With the focus on STEAM, students are able to embrace the engineering and design process. Engineering is a crucial component to all our futures, thus giving students opportunities to utilize skills to help them with critical thinking and problem-solving issues.

Future Inglewood Transformative Educators (F.I.T.E. Club)
**\$5,000.00 | Cicely Bingener
Inglewood Teachers Assn.**

Recent studies by the Learning Policy Institute and others tell us that California will be facing a major teacher shortage by 2025. At the same time, the national conversation around racial justice and equity of opportunity is forcing us to look inward as educators about how we contribute to reversing attitudes and practices which push students to the margins rather than pulling them in caring, inclusive, and restorative ways. Drawing inspiration from the work of critical educators such as Paulo Freire, Carla Shalaby, Linda Darling-Hammond and Tyrone Howard, my proposed project is a club-style outreach to cultivate and inspire pathways to careers in teaching among the primarily Latinx and African-American students in our school district. My particular focus will be on working with students attending our district's continuation high school following critical theories that suggest that some of the best solutions to our pressing problems in society rest with those who are "closest to the pain." In this case, continuation high school students comprise some of the most marginalized students in our district that potentially have the most to tell us about what successful and impactful teaching can look like. Future Inglewood Transformative Educators a.k.a. "The F.I.T.E. Club" will provide a facilitated space where 10th and 11th grade continuation students can unpack their educational experiences, engage in critical conversations around teaching and learning, receive mentorship from current and retired educators, connect with teacher education programs, and engage in opportunities to "teach" younger students within our district through hands-on and/or virtual interactions. The club will meet after school once a week on campus and combine discussion, guest speakers, text & media-based readings, field outings and student-led lesson planning to give students the opportunity to envision futures in education professions.

Smartphone Filmmakers Project

\$20,000.00 | Aba Ngissah

Inglewood Teachers Assn.

A multi-year project, the Smartphone Filmmakers Project is a collaboration between the Inglewood Teachers Association and the Inglewood Unified School District. The project engages TK -12th grade students in a filmmaker education series designed to inspire young people to take an active interest in professional video storytelling, creative business practices and sustainability, using the latest mobile filmmaking technology. Using multiple facets of digital content productions, hosting guest workshops with industry professionals, having access to high quality smartphone filmmaking equipment and trained teachers, our students are immersed in a hands-on production program where they learn to produce, write, direct, shoot, edit and market their work. Parents and family members are encouraged to explore with their children and learn not only the craft of digital storytelling and career opportunities, but how it can also be used as a vehicle for social justice. The Smartphone Filmmakers Project is divided into sessions. At the end of each session, students proceed to the next level where not only are they learning more industry skills, but some are also being afforded paid internship and apprenticeship opportunities to create content for businesses and organizations. It being important that our students and their work are acknowledged and recognized, a film screening is hosted where students, parents, educators, district leadership, community, and industry professionals are invited to celebrate our young filmmakers.

Project-Based Learning in Social Studies

\$20,000.00 | Magret Nunes

John Swett Education Assn.

Our goal is to build a more inclusive curriculum as part of our movement towards antiracism. We will be working as a team to restructure our Social Studies lessons to embrace the diversity of our students and our community. This department may be adopting new textbooks this next year, so this is the perfect time to collaborate in providing a foundation for engaging all students in their academic development while supporting their social –emotional needs. We not only want our students to gain knowledge, but to act on the knowledge they learn. Aspects from the California Department of Education’s Model Curriculum for Ethnic Studies Guidelines will be used to enrich the standards-based framework through a social justice lens. Project-based learning is the focus, as students will have the opportunity to work on a variety of individual, small group, and community-oriented activities that center on historical events, culture, identity, and societal issues. These will include cultural months and holiday celebrations and displays, artistic expression, personal narratives, and community service projects. Older students will serve as mentors for eighth grade social studies students, and projects will be shared with the student body, staff, and the community. The curriculum will center on United States History classes as a starting point, followed by collaboration with teachers of other Social Studies courses, including Geography, World History, and American Government.

McFarland Steel Drum Band

\$5,000.00 | Jonathan Barr

McFarland Teachers Assn.

I am asking for a grant to purchase a Steel Drum Band ensemble for use with the Jr. High and High School music students of our small school district. A company out of New Jersey called Vistapan sells quality instruments that are ideal for student performers as they are also coated with high gloss black paint to provide more durability. The ensemble package that I would request will allow for seven performers for each song being performed. The instruments I would request are as follows: Two (2) Lead Pans, one (1) set of double seconds, one (1) set of triple cellos, and one (1) set of two (2) bass (bass range)... (Two additional percussionist will play to provide rhythm).

Full STEAM ahead with the Tinker Collaboratory

\$20,000.00 | Marcela Valadez

Montebello Teachers Assn.

As a school team composed of teachers from different cultures, backgrounds and upbringings, we recognize the diverse needs of our students and have worked to utilize inquiry-based science to meet our students' unique learning needs. Part of our grand plan is to re-envision our school into an academy of culture, art, and science that leverages our school community's skills and assets as a foundation for our learning. This grant would help us to transform an existing space at our school into a "Tinker Collaboratory" that would offer teachers the tools and materials to orchestrate immersive experiences that help our students to understand complex phenomena through group, class, or school-wide activities and projects. These projects could integrate art and technology with scientific inquiry and emphasize the application of skills and concepts learned in school as a way to invent and innovate solutions that address needs at school, home, in the community and potentially the world. COVID-19 has presented us with a unique and challenging situation, but as a school community we have come together to enact a shared vision of post COVID learning that will address our school community's needs.

Tactile, Tangible Teaching

\$4,893.39 | Michelle Michaeloff

Montebello Teachers Assn.

This grant proposal would be to provide my visually impaired students with 3D printed materials that will help them access their curriculum. When a student is blind or low vision, a visual image and audio descriptions have very little meaning. Tactile and tangible items need to be felt and explored by the students for them to really understand. There are only so many items that you can find around the house or in the store. A 3D printer would allow me to open the world to my students and generate items that can help to even the playing field. This would allow my students access to models and tangible experiences. Additionally, some of my students with cortical visual impairments need items that are single colored to look at since they need simplified materials. Multicolored objects create far too much clutter and visual stimulation, but we cannot give students items coated in toxic spray paint. A 3D printer would allow me the ability to

provide custom items for students with varying abilities and vision. The items for each student would directly correlate with their classroom curriculum.

Student Empowerment Through Musical Mentorships [R]

\$20,000.00 | Alison Rosenblum

Moorpark Educators Assn.

Middle school is a pivotal time in student development where educators can leverage the open-minded nature of adolescents to build their confidence, expand their skill sets and knowledge for the future, and nurture relationships that will last a lifetime. Our Student Empowerment Through Musical Mentorships affords all students on campus the opportunity to participate in our classes, as well as our campus-wide activities that focus on student creativity, and community collaboration. This program will focus on our students improving their confidence by building mentorships with our local elementary school students through musical collaboration. In addition, we will work to create positive relationships with our local high school and community college so our middle school students can be paired with older students who can provide positive role modeling to expand their interest in musical theater and success in school. We have found that students who participate in our Musical Theatre and Choir Classes, as well as our After School Performance Enrichment Programs have improved academically, are more connected to campus, and have a more positive goal-orientated outlook for future success. The IFT Grant would enable our staff to exponentially expand the offerings to our students, improve our working relationships with our neighboring schools, but more importantly demonstrate the investment in our students as they conceptualize their potential and power to make a difference in our community and the world. Student Empowerment Through Musical Mentorships is our opportunity to redefine the collaborative potential of performing arts education in schools and serve as a model for other sites throughout California as we provide students a portal to attain success and realization of their capabilities in the arts, the classroom, and beyond.

Let's Be Makers!

\$4,982.25 | Nora Eskew

Mountain View Teachers Assn.

We want to start a Makerspace at our elementary school to engage the students in hands-on math, science, and art. We want to empower our students to dream and create while also learning valuable skills such as coding and robotics. The Lego sets we want for our space will allow students to intuitively learn how to code while participating in both group and individual play. We hope to allow our students' the freedom to imagine while providing a rigorous STEAM learning environment.

Nevada Union Advanced Manufacturing Program Expansion

\$5,000.00 | Justin Coyle

Nevada Joint Union High School Teachers Assn.

This project seeks to expand our school's Advanced Manufacturing program (a new program in the 2020-21 school year). This program uses the electric guitar as the project of choice to introduce students to modern manufacturing concepts and methods. Students currently design and manufacture the majority of both the wooden and metallic parts of an electric guitar while learning CAD/CAM software, shop safety, and industry standard practices in CNC milling wood and aluminum. This proposal looks to expand the program in two ways. The first is to purchase two pickup winding machines and associated tools. This will allow students to design and manufacture their own pickups for electric guitars. It also is asking for seed money to create a classroom based business to enable electric guitar manufacturing program can be self sustaining in the long term.

STEAM-ing Ahead

\$4,993.94 | Jera Verboom

Orland Teachers Assn.

STEAM-ing Ahead will expand our current GATE program by providing our students with hands-on opportunities to explore science, technology, engineering, arts, and mathematics. Through the use of Apple products, robotic supports, and supplemental artistic material, this project builds on our current program and will utilize the vast array of STEAM applications offered through Apple, including Cue Wonder Workshop and Cricut Design Space. Cue Wonder Workshop will allow our students to further develop their coding skills and transition from block-based coding to state-machine and text-based

programming with our Cue robots, while Cricut Design Space will allow them to create, design, and wirelessly cut with our Cricut Maker. iPads will facilitate opportunities for our students to connect, create, and explore how science, technology, engineering, arts, and mathematics are all linked; robotic supports will further expand the capabilities and learning opportunities of our Cue robots; and, supplemental artistic material will allow our students to collaborate and create with our Cricut Maker. STEAM-ing Ahead will build community and create opportunities for our diverse GATE students to excel in ways previously unavailable to them due to challenges outside of their control, including socioeconomic disadvantages, language barriers, and specific learning disabilities.

Project Diversity Through Literature

\$9,945.00 | Silvia Gutierrez

Palos Verdes Faculty Assn.

Our goals are to build a culture of reading and a deeper understanding of our high school community through the sharing of diverse literature. When people hear the term "diversity," they think of race or gender. However, "diversity" covers much more – the immigrant experience, children in foster homes or blended families, those with physical or other disabilities, etc. We will provide our students with diverse books for outside recreational reading, classroom Literature Circles, and student operated Book Clubs. The students will find these book choices more authentic and more reflective of our contemporary community than many of the current required English texts that rely on the Classics. We will invite all stakeholders - students, teachers and parents - to be involved through book discussion groups. With the grant we will purchase five copies of 70+ titles of YA books which will be housed in the school library and available for any student to borrow. However, our efforts to encourage reading will extend beyond the library and into the classroom. Some English teachers have agreed to provide the books to their ninth and tenth grade students for outside recreational reading and for in-class Literature Circles. Students will have a wide selection of books to read, as choice is an important step in building an interest and passion for reading. In addition, teachers who serve as club advisors will organize book clubs within their organizations. The PTSA will also be invited to participate in a special parent/student book meeting.

BioSustainability Greenhouse

\$20,000.00 | Maria Schmidt

Perris Secondary Educators Assn.

This grant will fund the building of an aquaponics system that will be student designed, built and maintained. Students exercise both mental and material resourcefulness as they work individually, and in teams to maintain, monitor, measure, record, and amend key components of the aquaponics system in a number of ways. This will be collaboratively taught by a science teacher and a special education teacher. Projects that incorporate collaboration with other programs and the community are a key component to the course. We will be including the art department and courses, culinary arts courses, PLTW engineering courses, biology courses and Advanced Placement Science courses. The idea is to create a place that will be a community accessible place to which students can educate others on sustainability with aquaponics. At course completion, students will participate in a required exit project, to design a pilot aquaponic system for either their own home, or a proposal for a community project (local, state or national) that they will submit to the business or agency.

Captain Kindness

\$1,673.00 | Terri Meyer

Sacramento City Teachers Assn.

I want to spread kindness throughout Sacramento. I want to start a kindness club and encourage students to be more inclusive and kind. We will learn about kindness, and talk a lot about the places where you can show kindness to others: at home, at school, and in your community. I also want to bring the focus of kindness inward and talking about how you can also be kind to... yourself and others. Each month our four kindergarten classes will team up with our third grade buddies to take on a kindness challenge. The first month our buddies will make the kindergarten students "Kindness Capes". They will paint smiley faces on the capes (made from T-shirts). The capes will be delivered by our principal with our first kindness challenge. Spread a smile to three people. Watch and see what happens and report back to the group. Kindergarten students get to wear the capes in class when they demonstrate kindness or caring for themselves or others. They are Captain Kindness Superheros! Each month of the school year a new challenge will be presented. Write a kind message on the sidewalk with sidewalk chalk

paint and hide a kindness rock in the community. Make cards for those in care centers. I can't wait to see the excitement on students' faces when they've done something kind for someone else and hearing about the happiness it brings them. The impact of these acts of kindness will be far reaching both in terms of students learning to work together, be kind to themselves and others and spreading kindness to the world.

CTE Autoshop

\$13,179.39 | Yvonne Molles

San Bernardino County Teachers Assn.

Our Impact Grant will be used to support the implementation of a new Autoshop GTE class at our community School in Rialto, CA. This Autoshop class will be attended virtually and in-person by students from our sister Community Schools in San Bernardino, Colton, Redlands, Yucca Valley and Victorville. Students will learn the practical application of automotive industry and careers. Our goal is to connect students with employers in their local communities after the completion of the 180-hour course. Students will learn real world skills that equip them to go on to college and or vocational school (while obtaining ASE certification).

Seeds of Hope

\$11,533.68 | Susan Barkdoll

San Bernardino Teachers Assn.

The grant proposal is to build an orchard for 548 students ranging from Transitional Kindergarten through sixth grade. The proposal is community-based, relying total on corporate sponsors, volunteers, and local government agencies to collaborate in the success of the orchard for North Verdmont Elementary School. The grant funds will be used to install an orchard, picnic benches and garden beds on the school campus in an unused area on campus. The outdoor learning center will provide a sanctuary for students, staff and the native wildlife to find serenity and calm. Students will research the native trees and cultural practices from the past, as they select the trees and plants for the outdoor learning center. The orchard and raised garden beds will provide fresh fruit and vegetables for the students, while providing children the opportunity to research, design and oversee the establishment of an outdoor learning center for the campus. The STEM project is an environmentally embedded endeavor that increases oxygen

production by planting trees, reduces water consumption, and provides food for the children. The turf will be removed by the San Bernardino County Metropolitan Water District as a means to conserve water use in our city. An irrigation system, donated by Rainbird Corporation, will be installed by community volunteers to replace the spray methods with a drip system to reduce water usage. An American Disability Act compliant pathway will be created to allow the 11% of Special Education students access to the orchard, as well as handicap accessible garden beds. The labor will be provided by the community volunteers from the local Boy and Girl Scout troops under the supervision of the Master Gardeners of San Bernardino County. Ten picnic tables will be used to ensure social distance measures are insured for each class utilizing the area. Ten raised garden beds will all students, even with physical challenges, to participate in the outdoor lessons.

Sheeko Sheeko

\$5,000.00 | Niomie Allison

San Diego Education Assn.

In honor of National Poetry month, students, teachers, and community members from a variety of socio-economic and cultural backgrounds will work together to create a venue for self-expression and team-building. Students will submit original artwork and poetry to be displayed and read aloud during a live performance on school grounds. As culmination, we will publish hard-bound anthologies for community distribution. Participation prizes will be awarded to each family.

Balanced Kids

\$19,205.00 | Allegra Raiger

San Diego Education Assn. (Iftin Charter)

“Balanced Kids” is an initiative to teach and help students apply Social Emotional intelligence (SEL). Utilizing a combination of literacy and hands on experiences, students will come to understand how to regulate, value, and integrate social emotional skills into their daily lives. The literacy component showcases a book series called “A Little SPOT” by Diane Alber. Students will be introduced to a focus “SPOT” each month. The “SPOT” teaches an emotion and how it can be correctly regulated. When students are able to see their emotions and feelings as something tangible suddenly the handling of their “SPOTS”(emotions) becomes easier. The hands-on component of our program is presented to students

in the form of “Makerspaces” where students engage with their peers in STEAM quests (SQ). Students will actively apply their focus “SPOT” skill during the SQ. The SQ will be led by student “Mentors.” These peer leaders will offer support, guidance and encouragement during the SQ activities. Our hope is that students will apply this knowledge to their group interactions, and we will see dramatic changes in relational skills and many “Ah Ha” moments as students become more self aware. Our long-term aspiration is that the students show an increase in their Social Emotional intelligence and will follow them to the next grade level and beyond. When students leave our school equipped with strong emotional skills and intelligence, supported by healthy relationships they have built over the years, they will feel empowered to go out into the realms of higher education and the workforce at large and achieve great things. With monetary support, we will be able to spearhead the Social Emotional Development movement at our school. The students and all stakeholders connected to our school will benefit significantly from the changes in hearts and minds that this program will bring.

Painters Space

\$5,000.00 | Michelle Favro

San Juan Teachers Assn.

In a world where Covid has separated us, bullying is abundant, income inequality is prevalent and electronics/social media have taken center stage, I want to provide students a space where they can express themselves artistically, where they can take pride in what they have achieved and share that with others all within a safe environment. I was lucky enough to get moved into an old video production classroom that has a perfect back room that, with funding from this IFT grant, will be transformed into a painter’s studio, where I will expose my students to artistic expression outside of a traditional classroom setting. The Painters Space is large enough to house 12 easels, mobile storage units, and art supplies. This creative learning environment will allow for more choice-oriented creativity where students will be challenged to express themselves more organically, learn time management, how to inventory supplies and how to put on an art exhibit. Once this room has been transformed into a student’s art paradise, my goal is to expand upon my current curriculum, focused on technique and the principles of art, and offer an advanced painting class similar to those at the college level.

Warrior in the Garden [R]

**\$16,319.48 | Diana Colmenero
Selma Unified Teacher's Assn.**

This two part project incorporates the creation of a designated outdoor learning space for yoga and a garden revitalization and expansion project. This project would serve over 400 students, grades kindergarten through sixth. It will cultivate a strength-based culture by growing food and practicing mindfulness through yoga in a student-built oasis on our very own campus. This secular form of mind-body exercise focuses on mental and physical benefits. Student-made yoga decks will enhance the natural space and provide an outdoor learning environment used by the entire student population at Indianola Elementary. Expanding and maintaining the school garden can be achieved through the utilization of teacher, parent, staff, and most importantly students' strengths and will serve as an invaluable resource for all students, especially those with special needs. Taking a course to become a certified yoga instructor will enable me to teach using a systematic approach so that students may reap the plethora of benefits that stem from the practice of yoga.

Project Mountain Ride

**\$20,000.00 | Keith Sprague
Trinity Alps Unified Teachers Assn.**

Project Mountain Ride will fulfill the immediate and desperate need of providing students with positive and healthy ways to meet and cope with their challenging, and ever-evolving, physical and mental health needs. By expanding our current mountain bike club, incorporating our Alternative Education students, and taking the unique approach of infusing it with Social Emotional Learning components and practices we will create an SEL program unlike any other. Utilizing community resources students will learn new skills, acquire new positive role models, and learn from experts in their field. Students will increase their self-confidence by setting goals and achieving them. Families will be strengthened through volunteer time and weekend family rides. Project Mountain Ride will bring the many positive and healthy benefits of cycling to our students giving them opportunities to fit-in, create lifelong friendships, and become lifelong learners.

Rotate with Tech

**\$3,994.23 | Katy Thompson
Tulare City Teachers Assn.**

Technology can be used to experience learning you can't get anywhere else. The hands-on experience you receive through building and rebuilding and then testing and problem-solving is unmatched. Through building robots, creating video games, and coding tiny robots, students will have hands-on experience that allows them the opportunity to learn from mistakes they make and correct them. Perseverance is something missing from many students right now, but not because they don't have it, but because they often aren't given a chance to build and show it. I believe through activities like coding and robotics you build perseverance and grit. Your projects never work the first time. You always have to use problem-solving strategies to figure out what went wrong and solve it. This type of learning is especially important in our school. Our students at Mulcahy are 96% socioeconomically disadvantaged and 91% Hispanic. Both of these being traditionally underrepresented in the technology fields. This would be a completely new experience for most of them. I want to purchase Lego Mindstorm robots, Bloxels, and Ozobots to create a rotation of technology so all students throughout the year are able to work on different projects. Lego Mindstorms allow students to build a Lego robot and then code it to carry out commands like driving or drawing. Bloxels is a platform that students physically create characters and stories that they then turn into their own video games. Ozobots are tiny robots that are able to be coded using chromebooks. With a combination of all of these, I would be able to build a curriculum for my technology class that encourages perseverance and creativity in our students.

L.E.A.P. Into Your Future

\$20,000.00 | Sandra Martinez

Unified Assn. of Conejo Teachers

Throughout our careers, we have watched our Spanish-speaking students be excluded from campus life in one way or another. In an effort to expand the opportunities for our Latino students, we are creating The Latino Empowerment and Assets Project (LEAP). LEAP's mission is to build confidence and positive life experiences in its student members by providing the opportunity to organize student-centered campus events, participate in collaborative community-building activities alongside motivated mentors, and facilitate inclusive family-centered opportunities. This powerful project will coordinate a plethora of events such as fostering strengthened connections between Spanish-speaking parents and the campus life, arranging for Latino mentors from a wide range of professions to provide college and career insights, and attending invaluable college tours to encourage our students to visualize their academic talents. These experiences will help students to see the extraordinary possibilities in their own futures. Our LEAP Program focuses on the assets that our Spanish-speaking students and their families bring to our school and community while empowering our students to reach self-actualization. High school is a pivotal time in student development where educators can leverage the open-minded nature of adolescents to build their confidence, expand their skill sets and knowledge for the future, and nurture relationships that will last a lifetime. Our LEAP Into Your Future Program is our opportunity to redefine student support in schools and serve as a model for other sites throughout our school district and California as we provide students a portal to attain success and realization of their capabilities in the classroom and beyond. This program is one small step for our students at Thousand Oaks High School, but one giant LEAP into the future for our Latino students in California who are realizing their potential and dream about a better future!

Building on Students' Futures

\$4,993.29 | Christina Sanders

Valley of the Moon Teachers Assn.

Electives providing hands-on learning and a safe place to just create are becoming extinct. I would like to provide my students with a woodworking space in our Maker Lab. This idea came about last year when students wanted to make wooden games to play during their lunch hour. We borrowed a few tools, designed five different games, and students built them in teams. We put them out at lunchtime and the whole school loved it! I would like to make it a part of my regular curriculum. I have the space, have been taking woodworking classes, and now I just need the tools!

The Sounds of Music

\$4,804.09 | Carolyn Niehaus

Valley of the Moon Teachers Assn.

Electives courses, such as music, are a hands-on, safe space for students to create and explore that are becoming extinct. I'd like to provide an opportunity for students to continue to create the sound of music individually and together. The band performs multiple times a year at both campus and community events. We need instruments in proper working order in order to continue to learn and perform. Many instruments are in need of major service and repairs from natural wear and tear over the years. Like vehicles, instruments need to be serviced for optimal performance. Learning how to play in the band with a broken instrument is like learning to drive a car that won't start. We have many enthusiastic students excited to be part of the music program and having the proper materials and an instrument in good working order will set them up for success.

Uke Can Do It Ukulele Club!

\$5,000.00 | Reagan Duncan

Vista Teachers Assn.

“Uke Can Do It!” Ukulele Club is aimed at providing all students a chance to learn to play the ukulele during their tenure at Maryland Elementary. I’m seeking to expand the recently started ukulele program to allow the capability of reaching every student on campus. Changing the trajectory of our students through music is a true reality. Working in tandem with the non-profit Guitars in the Classroom, we will be able to purchase ukuleles to run concurrent grade-level clubs throughout the year. Utilizing songwriting as a core part of the ukulele club curriculum, students will not only be learning to play a musical instrument but also working on grammar, phonemic awareness, and writing standards as they participate. “Uke Can Do It” has the potential to shift our students’ trajectories in life, giving them a chance to learn a musical instrument, develop language skills, and possibly find a new hidden talent or passion in learning and life!

**2022-23 IFT Grant Application
Period:**

December 1, 2021 – March 31, 2022

*We look forward to your
application!*