



## 2022 – 2023 IFT Grant Recipient Summaries

### *Anaheim High School Link Crew*

**\$17,675 | Jessica MacCaskey**

#### **Anaheim Secondary Teachers Association**

Anaheim High School Link Crew is an organization on campus that connects upperclassmen with incoming freshmen to help ease their transition to high school. Our junior and senior Link Crew members are recruited from across campus, and are selected based on their commitment to building a more positive school culture. They participate in two full days of team building and training, where they identify the areas they feel freshman need the most support. In a summer orientation, our Link Crew leaders guide students through the key components they will need to be successful as incoming 9th graders. Throughout the remainder of the year, Link Crew leaders mentor their small groups of 9th graders to ensure they have academic, social, and emotional support. The upperclassmen develop leadership and communication skills and have the opportunity to reflect on their strengths, abilities, and foster a growth mindset, while our 9th graders receive the support they need to thrive in high school. Through numerous social activities and classroom experiences, both mentors and freshmen will develop the skills needed to be active members of their school community.

### *Sustainable Garden [R]*

**\$20,000 | Samuel Jaramillo**

#### **Anaheim Secondary Teachers Association**

The project is designed to support student teams in creating a sustainable community garden, a greenhouse-aquaponics-hydroponics, composting 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 primary schools.

### *Varsity Talks*

**\$20,000 | Krisdee Kanaly**

#### **Anaheim Secondary Teachers Association**

Varsity Talks reaches out to all multi-level organizations - athletes, cheerleaders, band, choir, JROTC and dance who represent our school in our community and are viewed as leaders on campus. The program is designed to promote effective leadership and develop exceptional character on campus. The mission is to promote involvement in school activities, unity amongst the student body, and increase school spirit. The main focus is to build a positive climate by creating an interdependent collaborative environment where leaders from different organizations on campus come together to plan activities for the whole school. We will train leaders within each program to provide them with the capacity to handle decision making and conflict resolution within their programs. Students will identify and lead school and community oriented events to establish positive school norms that build collective values. Students will establish, maintain, and honor a centralized strength-based culture that will infiltrate the school-wide community.

### *JBHS Cultivators of Growth*

**\$2,350 | Erin Berich**

#### **Burbank Teachers Association**

As JBHS Cultivators of Growth, students in our Independent Living Skills Moderate/Severe Special Education program will establish a container garden at our school site. Using raised garden beds our students will plant, grow, and harvest a variety of herbs and vegetables. By doing so our students will have unique opportunities for hands on learning experiences in daily living skills, develop essential job skills to increase independence, foster an understanding of sustainability and caring for our earth, participate in real time lessons in life sciences, and be provided the opportunity to participate in farm to table experiences through growing and harvesting food that can be used in our twice monthly cooking lessons. Additional lessons can be developed and implemented throughout the school year to support our gardening activities in math and reading. By exposing our students to these

important lessons and activities we are also giving them functional skills and knowledge they can carry with them beyond our program and into adulthood.

***Percussion Equipment for the Bands and Percussion Ensemble***

**\$5,000 | Austin King**

**Chico Unified Teachers Association**

For many students, music class is their safe space and the part of the day they look forward to the most. Through our school's music program, we are able to provide students with several performance opportunities throughout the year, and prepare them for further music studies at high school and beyond. I hope to continue to grow our music program and increase it's quality by making sure that my students have quality instruments to practice and perform on.

***Sustainable Home Gardens***

**\$19,483 | Pilar Romero**

**Corona Norco Teachers Association**

Our Sustainable Home Garden will provide a living laboratory in which students will see and experience firsthand what they are learning. It will both promote and facilitate engaging STEM and STEAM learning experiences. Through these activities students will build important life-long social skills and teach responsibility, community, teamwork, ownership, and leadership. Through the process of building and maintenance, our garden will foster a sense of community amongst parents, teachers, students, and community members. Our vision includes lessons in the class that will lead to outdoor hands on learning. We will also use this space for students to take books out to read, do art, take pictures, and take a mindful minute to relax and reset.

***Sensory Space for All to Access***

**\$20,000 | Carol Rewers**

**Covina Unified Education Association**

Our grant will provide a space that will allow our students access to a fully integrated program. Our service model is very fluid. Aides, 1:1 staff, teachers, SLPs and nursing staff will be trained on best practices. We have the space on site and will provide support and training for parents regarding success with specific sensory integration strategies. We are a flagship program for our SELPA and strive to build citizens that contribute in making a positive impact

on and in their community as this is the capstone of their educational journey, building success for life. All of our students (from non-verbal autistic to severely medically fragile) will have a place to access personalized sensory input by providing an outlet for successful integration.

***Fostering Healthy Teenagers and Empowering Teen Advocates***

**\$16,300 | Lindsay Meyers**

**East Side Teachers Association**

Our grant seeks to support all students in recovering from the challenges of Covid and to provide an ongoing foundation for coping with academic and mental health challenges. We also wish to take those students who desire to lead others on a path toward advocacy. We will use our MTSS framework of Be a Saint to help students realize success in the areas of respect, achievement, and a can-do attitude. Our goal is that students will learn about their mental health, how to cope with stress and anxiety, how to be successful students, and how to achieve their goals. In addition, we want to help students find their voice and advocate for themselves and others. We desire to guide them toward leadership so that they can be the drivers of school culture, successes, and changes that need to occur. We will achieve these goals by creating school-wide lessons with students on dealing with stress, academic success, healthy relationships, and other topics. We will also reward students for achieving goals and taking leadership roles. Finally, we will purchase supplies to help students learn how to cope with their mental health and to support leadership groups such as Student Equity Council, BSU, No Food Goes to Waste, and others, with advocacy and operations. In sum, through this program, students will be empowered to take hold of their mental health, academic success, and advocacy so that they can be healthy, happy, and positively contribute to the school and wider community.

***Toys by Students, For Students***

**\$2,000 | Lance Gunnerson**

**EL Dorado Union High School Faculty Association**

The woodshop students at EL Dorado High School will craft 250+ wooden cars, to be painted by EDHS art students so every TK/Kindergarten student in four neighboring elementary districts will receive a toy. Additionally, the high school students will welcome leadership classes, board members, superintendents, teachers and families from the

neighboring elementary school districts to join them in wrapping the entire woodshop in holiday gift wrap and twinkling lights as they wrap the individual toys and separate for the classes that will come in and claim the gifts. Woodshop and art students (dressed as elves) will be released for the day to welcome the TK/K students on campus to play games and receive their gifts. Band and chorus students will be released to provide live music. The media will attend and offer live feeds on the late morning shows (replays throughout the day) and everyone will be left with great holiday cheer.

### *Empowering Student Environmentalists*

**\$16,686 | Phuong Uzoff**

#### **EL Segundo Teachers Association**

Our STEAM 3rd-5th graders are working on becoming environmentalists. This STEAM project seeks to engage and empower our students by intersecting robotics, coding, and environmental learning disciplines. This project stimulates students to think about ways robotics and AI can be used to clean up the pollution that has been washed into the ocean. Students will use the engineering design process to create a waterproof robot to clean the ocean. The ocean will be a couple of large mini tubs with trash. Students will work on their 21st century skills to problem solve and work in collaboration to solve this problem. This hands-on project will empower our students to take care of our Earth. Environmental education engages a learner to explore environmental issues, engage in critical thinking, and focus on problem solving to improve the state of the environment. Environmental education also focuses on social issues that affect the environment and strives to develop a community of future citizens who have a sense of environmental stewardship and awareness.

### *Reading Initiative*

**\$20,000 | Carolina Robles**

#### **Fontana Teachers Association**

The purpose of this project is to encourage our students' love for reading by buying books that are highly engaging for the students. The books will be used for novel studies by teachers, in book clubs that span grade levels, and new books for our school library. Teachers will also be given money to buy books that support SEL, and diversity learning in the class. Finally, books that support academic standards can also be purchased as paired text. The goal is to increase student literacy to help bridge the learning

gaps that have occurred during the pandemic while also instilling a love of literature.

### *SEL and Wellness for All*

**\$20,000 | Erika Malsom**

#### **Fort Bragg District Teachers Association**

We are facing unprecedented times right now for both staff and students in schools. There have been so many instances over the past two years where someone on campus needed a reset; a place to gather their thoughts, decompress their emotions, or a space to get a snack. I want to establish a place on campus where anyone, student or adult, can go to access a safe, calming environment. This wellness center would be equipped with flexible seating, calming toys, worksheets, yoga posters, snacks, a tea station, and more. Working in a title one school, we find a lot of kids have issues at school because their basic needs are not being met. I want to have a space where they can work on the top of their Maslow's pyramid, but also on the base. Access to snacks, a cozy and warm place to sit, and a friendly person to talk to (should they so choose) can help them build a strong foundation for their pyramid. Lastly, I want to employ the use of peer counselors on campus, having a meeting space for this purpose as well as other SEL groups would be a great benefit to all people on our campus.

### *Cultivating STEM Identities*

**\$20,000 | Maria Escobar**

#### **Fullerton Elementary Teachers Association**

We would like to foster the minds of our diverse thinkers, inventors, and change makers by growing their STEM identity. We want our learners to visualize themselves as scientists, mathematicians, engineers, coders, or other related fields as well as feel a sense of empowerment that STEM is around them in their daily lives. Activities we hope to provide are responsive, thought-provoking experiences that spark curiosity and values what our learners think and have to say. With inquiry and purposeful play, we'd like to encourage and empower children to demonstrate agency for learning as they wonder, explore, discover, hypothesize, and experiment to grow their understanding of the world they live in. Being intentional will help students relate their experiences and what makes them who they are to those of people in STEM related fields. By seeing role models who may come from similar backgrounds, at an earlier age, it may play a crucial role in the types

of interests they might want to pursue in the future. Having access to science, math, and technology resources, tools, and materials will help us achieve our goal to immerse students in STEM activities that follow the engineering and design processes as well as mathematical talks, routines, and investigations, providing time and space to wonder, question, think critically, problem solve, and investigate ideas further to understand and learn concepts deeper. With intentional moves, we can help our students cultivate their STEM identities, encouraging equitable success, and retention of learning for all students.

### *Enhancing Outdoor Playground*

**\$18,000 | Nuvia Alvarez**

#### **Glendale Teachers Association**

Today, we find that children are less connected with nature than ever before due to the recent pandemic and exposure to digital devices. Therefore, causing significant consequences to their understanding of the world and their intellectual and developmental well-being. Many studies show that children spend much more time in front of a screen than they explore the world outside. The culture of outside playtime is gone and children's everyday life has shifted to the indoors. This is causing children to miss out on crucial physical activity and nature-related learning that develops observation and problem-solving skills, science and math abilities, imagination, creativity, and a sense of wonder that is the basis for lifelong learning. On the contrary, the unstructured outside environment of an enhanced outdoor playground will allow children to make personal connections that instill appreciation and understanding of the natural world, play cooperatively, responsibly, and develop conflict resolution skills that transcend from the playground, to the classroom, home, and the community.

### *Community and Collaboration in the Outdoor Classroom*

**\$20,000 | Carolyn Barrientos**

#### **Hayward Education Association**

This past school year, due to trying to mitigate the Covid-19 exposures at school, we moved our kindergarten classrooms outside to our play yard. One of the benefits of this process has been the level of engagement we have noticed in our students working outside and our lack of resources to support this process and expand their opportunities to the next level. Most of our students live in multi family

households with little access to safe outdoor spaces and unfettered outdoor exploration. With this grant our goal is to provide the powerful learning opportunities that occur when students explore, self direct, collaborate, and learn through meaningful outdoor play experiences. We experimented with an outdoor classroom by hobbling together materials and we realized how powerful and effective our program could be with developmentally appropriate materials to incorporate into our play yard setting for 4 classes of Transitional Kindergarten and Kindergarten.

### *Learn Human Anatomy with Clay Modeling!*

**\$5,000 | Shaun Martins**

#### **Liberty Education Association**

When students can learn using a hands-on approach they are more interested, motivated, and involved. It also improves understanding and increases a student's ability to master the material. Skeleton models will be used, along with clay, to sculpt the structures of the human body. The students will work in pairs throughout the year to build on their skeleton models. Studies have demonstrated that clay modeling is more effective than dissection for learning human muscles and that students prefer the clay-sculpting method of learning.

### *Tactile Exploration*

**\$4,894 | Kristen Danhour**

#### **Los Angeles County Education Association**

This project will provide my visually impaired students, including those who are blind or low vision with 3D printed objects that will help them access their curriculum. When a student is blind or low vision, a visual image or audio description does not have much meaning. The students need items they can feel and explore. This not only allows the student to explore, but it also allows them to gain understanding. A 3D printer will allow me endless possibilities. My students and I can print and create items that can help to even the playing field. Additionally, some of my students with cortical visual impairments need items that are single colored. Multicolored objects have too much clutter and visual stimulation. A 3D printer will allow me the ability to provide custom items for students with varying abilities and vision.

*From the Ground Up!*

**\$4,985 | Karen Fleming**

**Napa Valley Educators Association**

This project will create the infrastructure needed to build a robust vegetable gardening program. The mission of the classes is to create an inviting but usable space for students to have hands-on experience with a variety of gardening methods. The goals include understanding the needs of plants, starting with the soil and learning that although found in a store year-round, local climate affects what types of plants can be grown. A second goal for students would be the process of designing and building a model learning garden. Other goals would be to construct raised beds using various building materials, plant an orchard that produces fruit during the school year, care for, and raise poultry. Students would recognize the connection between a working garden/farm and a local business by providing fruits and vegetables used in a restaurant and the school cafeteria. They would see the value directly of the work it takes to grow a saleable product. Program members would have the opportunity through gardening to develop healthy attitudes about food, nutrition, as well as the physical activity that comes from working in a garden. This program will help students develop a sense of responsibility and stewardship for the health of their bodies, our community, and our planet.

*Building Our Future*

**\$5,604 | Hilary Hall**

**Newhall Teachers Association**

As a sixth grade teacher in a TK-6 district, we teach measurement conversions and proportions to our students. Over the years it has become evident that our kids lack some of the basic skills needed to truly understand how measurement works, how important conversions are in daily life, and the understanding that how to accurately measure opens the door to many job opportunities in the future. From this was born a scale model of the classroom project. This hands on project allows students to learn the skills needed to build a model of their own classroom. It is always a struggle to accomplish this without the equipment and materials necessary to truly be proud of their finished project. This project offers our students a chance to interact with members from the community who use measurement in their own jobs, from architects, to the trades. Being able to

complete the project in classrooms and then give enrichment opportunities would be invaluable in stretching them academically, creatively, and socially while also building a life skill.

*Now Cow Creek Gardening*

**\$20,000 | Heather Carnahan**

**North Cow Creek Education Association**

A school garden is a powerful environmental education tool that connects students physically and mentally to the outdoors and nutrition. We would like to expand our existing garden so that more students can participate in this outdoor space. With the help of our community and a grant from CTA, we would like to completely redesign the garden area. These changes will open up the area and create an inviting space where students can learn about agriculture, teamwork, farm to table practices, composting and grit.

*Art From The Heart*

**\$9,000 | Rebecca Munson**

**Oak Grove Education Association**

Art from the heart is focused on sparking the light in the minds and hearts of our students. The spark of art will be the start of many learning and coping strategies students will apply throughout their lives. The foundational skills of art will be taught to all grade levels so they can use these skills to express themselves, collaborate, build self confidence, and advocate for not only themselves but their community. It will be taught through a program called, Art Vistas, which provides grade level standard aligned art lessons. Students will also be able to creatively express themselves through art with our Art from the Heart supplies.

*Digital Art*

**\$5,000 | Kimberly McCarthy**

**Oakdale Teachers Association**

The Digital Art Project is intended to foster new forms of research and collaboration as well as new approaches to teaching and learning. I will be offering support for the digitization of important visual resources (especially digital art portfolios) which will help aid students in being ready for the art world. This will also allow students to create digital art, make improvements, and gain skills to ready them in the platform of digital art. Currently we do not have any technology in our art room. Which doesn't allow students to research differing



art forms or important influential artists. This also creates barriers in their learning when it comes to digital art and portfolios. The art world currently is only accepting digital images to gain spaces in art galleries. So this is really a very important skill that students need for long term success in the art world. Also, the fastest growing form of art is NFT which my students could learn to code and create in order to gain access to this amazing new market place for artists.

### *Edible Classroom*

**\$5,000** | Sarah Carling-Guerra

#### **Oceanside Teachers Association**

Enhance the teaching of agriculture and healthy eating.

### *Creating Green Spaces in Urban School Communities*

**\$20,000** | Michael Crider

#### **Panama-Buena Vista Teachers Association**

Research shows that stress and anxiety in children can contribute to even greater physical and mental health concerns as an adult. Due to the Covid-19 shutdown we have seen an increase in stress and anxiety in our students. While students can be resilient, we want to provide a learning environment that helps foster positive health practices. This project will assist in the creation of a green schoolyard that promotes mental health wellbeing and positive socialization among students. A green schoolyard would provide several different opportunities for students to interact with nature through a campus garden, natural picnic spaces, an outdoor classroom setting, and recreational activities. Through this project we hope to create an outdoor setting that is calm and peaceful for students and can easily be translated into the tone of classrooms. We would also utilize this space for community events and parent groups. It is important that this green schoolyard be a place where the school community can come together and build relationships to promote the greater academic success of our students. This project continues the school's vision to meet the needs of the whole child through a Community School Framework that engages students, parents, staff and the community through a partnership of learning.

### *Music Wolf Pack*

**\$9,131** | Anne-Marie Bravo

#### **Perris Elementary Teachers Association**

How can we tantalize the ears and create future musicians? Teaching children how to read sheet music and play an instrument can have positive effects on mental health, promote responsibility, and create well-rounded individuals that may enter into a career in the arts! Welcome to the Music Wolf Pack! Our school mascot is the wolf and this program will encourage working as a team to learn how to read and play music. Since music is not part of most curriculum in elementary school, children grow up not knowing the amazing world of musicology. My District is in a low socio-economic area with a high percentage of English Learners. If students have to practice an instrument daily, attend daily virtual and in-person "Den" sessions with a teacher, memorize notes, and create beats, this will lead to better learners with skills that permeate into other subjects. The 3rd-6th grade students would be taught in a virtual setting and in-person instruction during the blended program a couple days a week. By learning on a basic instrument such as a recorder, students can then advance to complex instruments like a keyboard. Creating lifelong musicians and exposing students to the arts, creates well-rounded and intellectual individuals ready to conquer the world!

### *PAWSitive Sports Club [R]*

**\$15,870** | Craig Hardesty

#### **Perris Elementary Teachers Association**

The PAWSitive Sports Club (PSC) will be a project focused on 4th, 5th, and 6th grade boys and girls, especially those identified as having behavior issues (TIER 3). By using athletics as a platform, PSC will focus on: being safe while enjoying athletics, building a growth mindset, developing positive character, team building, creating empathy, and learning fundamental sports skills. Additionally, PSC will offer participants the opportunity to build relationships with peers by serving as "certified" coaches at Palms Elementary School as they instruct other students about the importance of good sportsmanship and understanding the rules of the sport.

***Perris Virtual Academy eSports Club***

**\$13,940 | Morgan Russell**

**Perris Elementary Teachers Association**

The Wolves Virtual eSports Club (WVEC) will be a project focused on 5th and 6th-grade boys and girls at our virtual academy. We will target those identified with social-emotional issues related to isolation during the pandemic and low academic performance due to lack of motivation. Gameplay will occur both in person and virtually for those who can not attend to foster connections and provide incentives for participation in our school community. By using eSports as a platform, WVEC will focus on: being safe while enjoying eSports, building a growth mindset, developing positive character, team building, creating empathy, and learning fundamental eSports skills. Additionally, WVEC will offer participants the opportunity to build relationships with peers by serving as “certified” coaches at Perris Virtual and Blended Academy as they instruct other students about the importance of good sportsmanship and understanding the rules of the game.

***PBL: Exploring Income Inequality Today and in the Past***

**\$20,000 | Laura McCorkell**

**Piner Olivet Education Association**

Project-based learning (PBL) fosters essential skills such as collaboration, critical-thinking, and problem-solving. There are three classes in the K-12 Piner-Olivet Home Study program enrolled at Northwest Prep Charter, a PBL school. It is difficult to implement PBL in an Independent Study environment since assignments are completed outside of the classroom. Therefore, this grant will help solve that dilemma. Income inequality is an ideal topic for our students because this issue currently resonates within our own community. Our district POUUSD was impacted by the Tubbs Fire in 2017, which reduced housing and places of employment in Sonoma County. This grant will fund differentiated resources to meet our students’ diverse needs. It will allow them to conduct research projects on the effects of income inequality during major historical events. While students collaborate virtually with peers, they will investigate the specific groups that experienced income inequality in the past. In addition, they will explore the experiences of those affected by income inequality and determine when, where, and why this occurred. They will then look at how income inequality is affecting our county

and compare and contrast the events of the past with what is occurring today. This grant will also fund a field trip for students to volunteer at the Redwood Empire Food Bank. Additionally, students will listen to a virtual presentation by a guest speaker from a local non-profit organization that works to help individuals achieve economic stability. The project will culminate with students presenting their findings to community members.

***Gold Star Ensembles - A Musical Bridge from 5th to 6th Grade***

**\$20,000 | Adelle Glass**

**Redlands Teachers Association**

It is our goal that each beginning music student complete our elementary music program with the skills and direction to be a success in our middle school music programs. We have a very powerful tool in music and can utilize it to help our students achieve great things. According to the National Association of Music Merchants Foundation, “Music education is a path to life-long learning and knowledge of self and culture. It supports healthy social development and the quality of a young person’s life, and it prepares young people for success in the 21st century workplace.” We currently have an after-school music program that we would like to expand. Our primary objective is to increase our retention of elementary music students into their middle school music programs and to promote student leadership and collaboration by utilizing 6th grade mentors. The Gold Star Ensembles will help us to bridge the gap from elementary to middle school by creating excellent musical experiences.

***Pre-Diabetes Screening Clinic***

**\$4,000 | Katherine Hitchcock**

**Rialto Education Association**

This will be a monthly "screening" clinic the nursing services students set up to utilize their clinical skills to benefit the community during an event (that already occurs) which provides nutritious free food to the community. The students, under supervision, would ask survey questions, determine a survey result range, and test a blood sample (that the patient would obtain), to determine a person's blood glucose level. The student will provide the person with nutritional tips and guidelines, glucose result, and explain to the person what the glucose result means.

**Kindness Rocks! [R]**

**\$5,569 | Terri Meyer**

**Sacramento City Teachers Association**

We want to start a kindness campaign throughout our school community. We want to encourage students to be more inclusive and kind. We will learn about kindness and talk about the places you can show kindness to others: at home, at school, and in our community. We will start the year with teachers reading "The Power of One, Every Act of Kindness Counts" and "Scribble Stones" to their students. We will then bring our parent volunteers to campus and have kindness rock painting available as a choice during recess blocks. Kindness rocks will also be painted within the classrooms so all students can be involved. Students will also have the opportunity to decorate a fabric reusable bag. Classes will determine which nonprofit charity they wish to support. They will collect items to fill the bags and deliver them to various groups which might include: SPCA, Foster Youth, Mustard Seed School Supplies, Unhoused-Transitional Housing Support, or Socks/Undies Drive throughout the school year. The Kindness rocks will be used to create a "Kindness Rocks Bed" in our grassy knolls and the others will be delivered to over 300 homes around our school on Neighborhood Day.

**Unified Cardinals**

**\$18,250 | Sarah Apacible-Holm**

**San Bernardino Teachers Association**

San Bernardino High School will become a Unified Champion School with the Special Olympics to create a more inclusive school environment and experience for all students, regardless of disability. In order to be fully inclusive, UCS takes a three-tiered approach: sports, leadership, and whole school activities. Therefore, there will be purposeful decisions made at all levels with the goal of inclusivity: inclusive/unified PE classes; recreational sports (possibly, competitive sports team(s) in the future); CTE classes; on campus work experiences; student government; culture and climate committee; event planning; and fundraising. This grant will be used for start-up funds and creating a foundation in a way that inclusion becomes an integral part of the campus environment and is able to be sustained. We also hope to serve as a model for other high schools in our district so that Unified Schools can grow within San Bernardino City.

**Cultivating a Love of Literature**

**\$2,000 | Thalia Hologue**

**San Diego Education Association**

I have the privilege of teaching eighth grade English and Social Studies at a Title I school. My students are hard-working, industrious, creative, and love to learn. However, reading for "fun" is a foreign concept for many. One of the ways I am working to build a love of literature is by adding new books to my class library. The titles are suggested by students as we watch book trailers together, explore book recommendations online, and look for more books by authors they have enjoyed in the past. Some of my most reluctant readers are finally opening up a book (by choice) and enjoying their time doing so. The books I purchase for the students represent the many diverse cultures, identities, and interests of my students. I believe that literature can change lives, and I want to help foster a life-long love of reading in my students. Purchasing high-interest books for them to borrow, read, and discuss is one of the ways to reach this goal. My students are one year away from graduating and moving on to high school. Studies show that when students are exposed to the literature they connect with, they are far more likely to continue reading as adults. My ultimate goal is to help cultivate informed and engaged citizens, and reading is a major way to help reach that goal.

**Hidden Talents Artistry [R]**

**\$20,000 | Jennifer Barry**

**San Joaquin County Educators Association**

Utilizing The Den Vocational Training Center housed at Redwood School, the Hidden Talent Artistry project will support vocational skills opportunities for middle school, high school, and young adult students within the San Joaquin County Office of Education special education programs. The Hidden Talent Artistry project will encompass students with extensive support needs who have a wide range of academic and functioning levels. Students will participate in a variety of microbusinesses that will support and showcase the skills they have developed and share with the community their job readiness. Pop-up craft boutique events at different community-based sites throughout San Joaquin County will offer students the opportunities to make a connection between vocational curriculum lessons and real world work experiences. Students that have been practicing vocational skills training through The Den are ready to move onto the next step in their development. Creating a product that they are able



to share with the community will encourage students to take pride in their accomplishments as they gain new skills, support fellow students, and celebrate accomplishments with their peers.

### *Empowerment Through Action*

**\$20,000** | Rachel Lauderdale

#### **San Mateo Unified High School District Teachers Association**

Empowerment Through Action, a Tier 2 Multi-Tiered System of Support program, strives to create systems and spaces for our historically underrepresented students to learn skills necessary to empower themselves to be successful in and out of school. Empowerment Through Action works to close the achievement gap and foster belonging for our students through a series of empowering actions: social and emotional growth; academic growth; development of self-confidence and inner capital; social connection; and job placement.

### *Equity in Science*

**\$4,500** | Jill M Magruder

#### **Santa Ana Educators Association**

Our school is named after a space shuttle pilot who died last year and in his honor we want to spread his love of science to our students. We want to have Star parties, Science Fairs and materials that highlight science during our Open House. Working at a school that was named after a NASA astronaut leads us to dream of our students pursuing science as a career pathway. Being able to host these community events will highlight the importance of science, but more importantly the fun in science. We want our students to believe they can be a scientist. It is hard for them to believe it when their community is void of scientists. Practicing Citizen Science during the past eclipse helped our students believe they could become a scientist. Our hope is that these community events will encourage our families and students to participate in hands-on activities and open the door to the world of science as a career.

### *Fesler Makerspace*

**\$5,000** | Alexandria Medina

#### **Santa Maria Elementary Education Association**

We are trying to create a makerspace at our school site to give students a creative space to explore how to use different types of technology and to create projects that interest them. Our students do not

have access to 3d printers, Cricut machines, or LEGO vehicle kits in our current electives so by creating this makerspace we will be creating a space for them to expand their learning with projects that are of high interest to them.

### *Equitable Enrichment for ALL*

**\$17,342** | Cynthia Spigarelli

#### **Santa Rosa Teachers Association**

In late July, 2021, to prepare our students for re-entry to regular school, we created a 2-week design and problem solving exploration called Space Camp. With the help of community partners, Casey Shay and Rick Phelan from the Sonoma County Office of Education, we borrowed robots, a wind tunnel, a rocket launcher, and solar cars. We made connections with Kurt Kruger and the AMAZING Piner High School Planetarium SPARQ center. Our local paper came and gave us front page coverage for our program. That success, the excitement, and engagement fostered made us want to keep going, to have those experiences all year long! And so, the idea of Equitable ENRICHMENT for ALL as a year-round opportunity for ALL students, was born. We are a small school with a high second language (89+%) and free lunch population. In our school district, with enrollment falling and budgets shrinking, enrichment activities come from parent clubs who can raise significant funds. Our proposal is to create a School Wide Equitable Enrichment Program that would fund monthly robotics, video game design based on grade level topics, coding skills, problem solving STEM/Maker, and ART activities for ALL of our Pre-K through 6th and Special Day Class students. This equipment, these digital platforms, and exciting creative supplies would provide monthly (or more often) activities to give our students the kind of enhanced experiences not normally available to them.

### *Book Vending Machine*

**\$6,090** | Allison McMartin

#### **Simi Educators Association**

To increase students' access to quality literature and reward those students who enjoy reading, we propose to place a 'Book Vending Machine' in the Multipurpose Room. Students will be awarded tokens (qualifications will vary by grade level), to purchase a new book for them to keep. Students will then be able to leave 'book reviews' on a nearby bulletin board to encourage other students to

participate. Our long-term goal is to motivate incoming students to become lifelong readers.

### *Nature Connection*

**\$20,000 | Maria Galleher**

#### **Sweetwater Education Association**

Nature Connection: Chula Vista High School (CVHS) is an urban high school. It is one of the oldest schools in our district. Many charter schools have moved into our neighborhood due to cheaper rents, impacting our enrollment and programs. Our project, Nature Connection, is one way to revitalize and encourage families to stay at their local public school. Our goal is to increase our garden space and make it an outdoor classroom for most subjects. This project will be cross-curricular in nature and impacting over 8 subjects (Biology, English, History, Health, Social Justice in Food, Art, Photography, and Peer Mediation) and over 800 students. The garden is the opposite of our online connection to our laptops and phones. It is tangible and students can make real life connections to the world around them. The reasons we want to add garden education into our school curriculum: teamwork encourages diverse students to connect and support one another; allows struggling students to shine in an alternative learning space; growing food encourages healthier food choices; working on the land connects students to our environment and ecology; hands-on learning translates to higher test scores; attention and focus is stronger after time spent outdoors; and gardening teaches patience and persistence.

### *Diversity Literature Garden*

**\$4,500 | Jessica Ortiz Santacruz**

#### **Teachers Association of Long Beach**

The goal of this project is to create a garden that is rich in plants that are grown from different parts of the world and for students to have the ability to enrich their fine motor skills by planting, working together, communicating with each other, and having the responsibility to take care of the plants. This garden would also serve as a reading place for children to enjoy nature while reading. This will allow us to involve families in their child's learning by inviting them to read to our students. This project would benefit many of my current students and future students to gain memorable experiences that will benefit them in their next academic journey.

### *Expanding Horizons with Technology*

**\$16,888 | Luan Fox**

#### **Trinity County Teachers Association**

Living in a very small town in rural northern California has many advantages. Unfortunately, exposure to technology, coding, and the resources required to encourage and advance an interest in those areas is not as readily available. We would like to increase coding in the primary grades with tools and supplies to ignite a fire in the students. Being exposed to this may very well open doors and encourage future careers for these students. Technology is the future and these students deserve every opportunity to discover how to be a part of it.

### *Learning Journals*

**\$6,400 | Dana Taylor**

#### **Tustin Educators Association**

Using multimedia art journals, students will demonstrate their understanding of the different subject matter in an artistic and authentic way. Students will learn how to take notes in their own way while also learning how to properly use various art mediums, such as watercolor pencils, and paint.

### *Project FAAM: Fierce Achievement and Mentorship*

**\$5,000 | Sabeena Shah**

#### **United Educators of San Francisco**

There is no official data collected on trans students in San Francisco Unified, but trans and non-binary students are facing many struggles, including family rejection, homelessness, mental health, bullying, and other major stressors. Individually and compounded, these factors impact school success. This project will promote school success for trans and non-binary students through study halls, community celebrations, access to community mentors, and linkages to community service providers. Building community power and success is important in a city where less than 25% of Black trans women have a high school diploma. In this project, students will be engaged as leaders, and will present at school staff meetings about what factors are impacting the success of trans and non-binary students in our school community, and how to support students. Even in San Francisco, most trans and non-binary youth have limited opportunities to see successful adults they identify with. Having regular meetings with community mentors will enable students to vision their own futures, and learn how to succeed in college and in careers as trans and non-binary

people. Through presentations and outreach from community service providers, trans and non-binary students will be able to build more connections to TAJA's Coalition, Dimensions Youth health clinic, and other non-profit organizations. This is the first project in San Francisco Unified to offer comprehensive supports focused on school success for trans and non binary students, and will focus on students at O'Connell High School. Mission High School students will also be invited to participate.

### *Proyecto Ciento Viente Cinco*

**\$20,000 | Nick Chandler**

#### **United Educators of San Francisco**

Experts estimate that it will take the planting of 1 trillion new trees to save the planet by reversing the effects of climate change. If there are 8 billion people on the planet, that means that each person in his or her lifetime needs to plant 125 trees. This simple framing of a complex problem will set the foundation for a K-8 multi disciplinary Project Based Learning experience that will allow each student to nurture and grow young trees that will be planted in their communities. This project will incorporate the present and past practices of local Indigenous communities, and allow students to advocate for the health of their planet, and respect for the history of the land we occupy. This project will be done in conjunction with city-wide initiatives to increase the urban canopy, and collaboration with CBO's including Friends of The Urban Forest, Jamestown Community Center, Dolores Street Community Services, and the Bay Native Nursery. One kid. One seed. One Tree.

### *Rodia Robotics*

**\$3,000 | Emily DeBaca**

#### **United Teachers Los Angeles/NEA (UTLA/NEA)**

Introducing Robotics at a continuation school will provide opportunity for under-served students. We want to create opportunity for our students to take ownership of their learning. Robotics will expand their skills and allow them to explore building, coding, data collection, and so much more. When students find content that resonates with them, they become invested in their own learning, and there is so much opportunity for that in robotics. Students will compete in robotics competitions and expand their connection with the community.

### *Mirrors and Windows*

**\$20,000 | Helen Kang**

#### **United Teachers of Richmond**

"All students deserve a curriculum which mirrors their own experience back to them....But curriculum must also insist upon the fresh air of windows into the experience of others..." Emily Style, The National SEED Project. Harding Elementary students are diverse in every way: racially, ethnically, socio-economically, linguistically, have many different learning needs, and take part in 5 different special education programs. With so many different groups and needs, students have a deep desire and a real need to see themselves reflected at school. But how do we do that when the majority of the teachers are white? Or if they are the "only one" of their ethnic, racial, or socio-economic group? Or they are the "only one" who is differently abled in their class? Having diverse books in the classroom for students and teachers to easily access and the release time and resources from Responsive Classroom for teachers will create a significant change in our school-wide community. In the future, replacement copies of the classroom books will be a nominal cost but continue to reflect a very diverse student population. The teacher resources will create deep changes in teacher practice they can continue to use with any student population and no matter where they are teaching. It also creates a deeper sense of school culture that new teachers to our school will have an easier time absorbing and adapting to.

### *"Uke Can Do it!" Part 2! [R]*

**\$5,000 | Reagan Duncan**

#### **Vista Teachers Association**

"Uke Can Do It!" Ukulele Club has become a fixture at Maryland Elementary with the potential to be self-sustaining in the next two years! The overarching goal continues to be providing all students exposure to music and a chance to learn to play the ukulele during their tenure at Maryland Elementary. We have continued to expand our club and we are indeed changing the trajectory of our students through music. Building upon the established relationship with Guitars In The Classroom(GITC) and a new partnership with Sanford Harmony's Social Emotional Learning(SEL) program, we will continue running our afterschool ukulele club throughout the school year. We are proud to now have a system which allows educators on campus to check out class sets of ukuleles to utilize for a month or more at a time! This year building in a base of SEL

will serve to strengthen the program and allow us to continue song writing as a part of the ukulele club curriculum, utilizing strong SEL read alouds, and anchor texts for songwriting. Our students will be learning to play a musical instrument, developing social emotional learning skills, working on grammar, phonemic awareness, and writing standards as they participate in our club!. "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, social emotional skills, and possibly find a new hidden talent or passion in learning and life!