Community Engagement: The Path to the Seal of Civic Engagement
$20,000 | Amanda Bush
Alvord Educators Assn.
Our project is to build a culture of civic action and student empowerment on our campus through project-based learning. Our team of teachers will build a mentorship network across programs and departments to support any and all students that would like to pursue the California State Seal of Civic Engagement. These students will not only have to meet minimum grade requirements, but will also have to create and work through a project to better our community for at least one year.

Let’s Make Something
$2,000.00 | Tracy Lech
Alvord Educators Assn.
The Loma Vista Library MakerSpace encourages students to explore arts and crafts, and STEAM activities on an ongoing basis. Currently, coloring and paper craft stations are always available with button making, Legos, 3d printing and cubelets available on some days. Students have been requesting an expansion that would include stations; make-your-own game, post-it note art, Take Tech Apart, Origami, and Tape craft. In the past, we have had scheduled MakerSpace activities such as Bristlebot building, exploring UV rays with Sun-Sensitive paper and beads, building wooden treasure boxes, sewing stuffed animals, hacking t shirts and more.

Pine Grove STEM C-STEM Makerspace
$19,999.00 | Timothy Keys
Amador County Teachers Assn.
In the 21st century, we’ve seen an evolution in education that has gone from Project-Based Learning to STEM to STEAM. Out of this evolution, we now have the makerspace movement that gives students the ability to create whatever they can imagine and prepare themselves with skills for jobs that haven’t been created yet. This grant will expand our current after-school program to include a C-STEM makerspace as well as bolster our teachers’ ability to teach STEAM curriculum with the educational goals of supporting the 4 C’s: Collaboration, Communication, Creativity, and Critical Thinking as well as enriching the math and science state standards. With help from UC Davis C-STEM, we plan to give our current “STEM Den” science room a makeover and turn it into a C-STEM makerspace where students can work in teams on various projects of their own design.

Senderos para Líderes Bilingües (Pathways for Bilingual Leaders) [R]
$20,000.00 | Ryan Ruelas
Anaheim Secondary Teachers Assn.
“Senderos para Líderes Bilingües” is a continuation of the innovative “Comunidades Unidas a Través del Bilingüismo” project we completed this year. After establishing the successful Bilingual Ambassador program at Anaheim High School and three elementary schools in AESD, the feeder district, our students capitalized on their Spanish-speaking ability to create activities and events for the community that celebrated bilingualism, biliteracy, and the DLI program. This year, our proposal bolsters these successes by expanding Bilingual Ambassadors at the junior high school level and instituting Bilingual Ambassador chapters at the elementary schools, all while continuing to hold events that celebrate and educate our stakeholders about Latino culture and traditions.

The Action Expo
$7,378.34 | Aaron Barlin
Assn. of Piedmont Teachers
At the beginning of the school year, teachers will present a set of real-world “problems to solve” from which students will choose. Applying and synthesizing the skills and concepts trained by teachers throughout the year, students will ultimately devise their interdisciplinary solution for their selected problem. Teachers will design a standards-based rubric for assessing how well students’ projects implement and display the essential skills and concepts trained by their respective courses: in other words, students will create one end-of-year project that will be graded through the lens of all of their teachers’ subjects. Throughout the year, teachers will check in with students about their ideas for their end-of-year project and support their planning, with the end-of-year project becoming teachers’ principal focus by March. In May, the faculty will host “The Action Expo,” a culminating week-long event where all student work will be displayed, presented, and celebrated during the school day. The week will conclude with Expo Night, at which the most innovative projects will receive highlights and awards.
Choral Director  
$20,000.00 | Ken Kell  
Assn. of Linden Educators  
"Reaching Beyond the Lights" is a big picture project that will encompass multiple forms of support. We combine the passion of two performing arts teachers from Linden High School to provide opportunities for their students that will guide and mentor them along their educational path as they prepare for life. This project will allow us to open up the bigger world around them as they become active participants through the multiple avenues of the arts that will enable our students to be self-confident, goal-directed, and to possess a stronger sense of self-efficacy, self-control and academic achievement.

Fashion Sewing Class  
$5,000.00 | Tamara Henderson  
Bassett Teachers Assn.  
I run a fashion club at school. I'm hoping to use this grant to start an after school sewing class that would meet, at least, twice a week. It would start at the beginning stages and move on. The hope is that once the class gets going. The school would recognize that more electives are needed and it may become part of the curriculum.

Game On: Learning Spanish the Fun Way! [R]  
$4,999.98 | Christine Holzhauer  
Butte County Teachers Assn.  
During the school year 2020-2021, the major activities of the project, "Game On: Learning Spanish the Fun Way" will include engaging ways for students to learn Spanish in a bilingual approach by the participation of high school Spanish class students and bilingual elementary students. Multiple game opportunities, indoor, outdoor, physically or mentally- engaging games, including escape room games, kayak games, board games, and even a Spanish board game that students collaborate to create and to play. All the games will provide fun, engaging ways to enhance school and family community so that language learning and positive community interactions soar. Strategies will include mentorship, collaboration, and student-centered relationships. Moreover, games will be energetic and stimulating with a proven-history of engaging students of these ages.

La Naturaleza Sana & Stories Matter!  
$20,000.00 | Ruth Cebreros  
Centinela Valley Secondary Teachers Assn.  
As our school immigrant student population continues to grow, our school community lacks the knowledge, pedagogy, and resources to meet the cultural and social-emotional needs of this group of students. While our immigrant students come from all over the world, most are from Central America and seeking asylum and/or undocumented. They come to us with varies levels of education and many dimensions of trauma that challenge our school's resources and ability to serve their needs. In addition, our school serves a large percentage of previous and current English Learners from historically poor and underserved communities.

Coding with a Purpose  
$5,000.00 | Margaret Padilla  
Central Teachers Organization  
This project will seek to expand our current Maker program to my school under the guidance of Makersville, a Maker community of 8 years. It builds on the existing program that we have in place that utilizes Birdbrain Technologies' Hummingbird Bit and Duo kits, but it will take a different approach as we try to balance the necessary structure of a classroom period with the open endedness of a discovery-based program. In the 2020-2021 school year, we will begin with a structured project that provides opportunities for learning the LEGO EV3 robots through student created challenges and robot games. The goal is exposure to the robotics learning platform, and operating in a team format. We will follow with opportunities to explore inventing opportunities through guided ideation and sessions that use the same equipment and implements peer mentoring (learn to share and teach).

GATE Impact  
$17,000.00 | Erica Boyd  
Central Unified Teachers Assn.  
4th – 6th graders will use critical thinking to design evidence-based solutions to problems of their choice in their community, interacting across cultures and socioeconomic status. They will identify concerns and solutions, design an action plan and budget, and implement a service project with community collaboration. When the world is throwing a curveball, leaders who create a positive culture, share vision and solve problems in real-life situations are a top priority. Gifted and Talented Supplemental Enrichment Classes in Title I District, Central Unified, can answer this call.
**Bal-a-Vis-x**  
**$4,750.00 | Seana Velasco**  
**Chico Unified Teachers Assn.**  
This project will provide students the equipment needed to do specific exercises that will expand their focus, promote self-challenge, increase cooperation and foster peer teaching. Through the use of balance boards, sand-filled bags and racquetballs, students will learn a series of up to 200+ exercises which cause multiple mid-line crossings in the brain and enable the whole mind-body to experience a steady, rhythmic sense of focus and peacefulness. We have used this program with 12 at risk students and found such positive results academically and behaviorally that we hope to expand to the entire school population.

**Gateway Greenhouse**  
**$20,000.00 | Peter Donahoo**  
**Chico Unified Teachers Assn.**  
The Center for Alternative Learning (CAL) and Academy for Change (AFC) are the two programs in Chico Unified that serve, by far, the most at risk and socio-economic disadvantaged students in our school district. With this funding we will be able to provide these underprivileged young people a chance to not only have a hands-on manipulative curriculum, but also provide real world skills that translate to a number of vocational, professional career paths. These include, but are not limited to food service/restaurant industry, produce and agricultural enterprises, horticultural and landscape business, and botanical science fields. In addition to these career specific skills and knowledge, students will acquire prowess in general life skills that transfer across the board and to all aspects of life. Responsibility, timeliness, dedication, self-regulation, interdependence, cooperation and intrinsic motivation are all reflections of duties and responsibilities associated with this greenhouse.

**Reading Partners**  
**$2,550.00 | Mary Alldrin**  
**Chico Unified Teachers Assn.**  
Little Chico Creek Elementary School has over 130 students who receive reading intervention help. Many of these students come from low income homes or are second language learners. It has become evident that many parents and families of these children do not have the knowledge, skills or resources to help support their children's reading growth. The goal of this grant is to provide training, materials and opportunity for the parents and children to read together. When families read and discuss literature, it instills a love of reading in their children. By offering training sessions throughout the year the school can develop partnerships with the parents/families as they work together to help their students become successful readers and lifelong learners.

**Be A Lego-ngineer!**  
**$4,594.66 | Maria Romina Casiano**  
**East Side Teachers Assn.**  
Creativity, invention and disability are words that some people might think don’t go together. But with this project, my students with autism will prove that they can be as creative and inventive as their regular peers. Inspired by the TV show Lego Masters, students will work in groups and make builds depending on the theme. They will plan, execute and present each build to the class and a few selected general education classes. They will also take a picture of their build and present to their families. This project aims to inspire students with disabilities to experience engineering and arts. Each build will showcase students’ abilities, not their disabilities.

**Inclusive Garden**  
**$3,790.00 | Julie Fellion**  
**El Dorado Co Teachers Assn.**  
The Inclusive Garden Project is a proposal to create a garden for the preschool programs at William Brooks Elementary. The garden project would serve two programs and two classrooms. First, a full inclusion preschool (3-5-year-old students, one third of whom have an IEP) The Full Inclusion classroom is co-taught with a state preschool teacher and a special education teacher. The Autism preschool is a self-contained classroom which is led by the special education teacher. Students in this classroom have more significant needs but have additional adult support to meet those needs. The preschool curriculum highlights hands-on and discovery-based learning. The garden would concretely illustrate the principles of life science, what is needed for life in a garden, as well as exposing children to the insects and birds that help with gardening. Every child will support the garden in a meaning full way, through planting, maintaining, watering and harvesting the products of the garden. Produce not consumed by the preschool will be donated to the school and/or to a community food bank garden is important as we look for meaningful ways to teach children outside the traditional classroom.

**Garden Enterprise of MTHS**  
**$19,625.00 | Keith Hodges**  
**Elk Grove Education Assn.**  
The Garden Enterprise at Monterey Trail High School is a student centered program that provides all students with opportunities to share and develop their creative ideas and desires to implement a sustainable brick and mortar and e-business centered on agriculture and student designed products, such as garden beds, vertical garden beds, mobile greenhouses, mobile cafe, garden murals and signage, organic food products and more. All these students developed products are to be sold at local Farmers Markets, Groceries and Restaurants, and Small Businesses. With future goals of development, growth and sales to the global community.
Unity through Diversity
$19,120.00 | Jamey Olney
Empire Teachers Assn.

The Unity through Diversity project is a vehicle through which students will use their individual stories, their voices, and their activism to disrupt injustice and foster empathy in their school, community, and world. As educators, it’s not just our job to give our student knowledge. We must give them worthy objectives to use that knowledge on. We have to make sure that we graduate students who will use their talents and strengths in the community to benefit others. A question we always get in education is, “How will THIS impact test scores?” Here’s the bottom line…. kids have to WANT to learn. Through service learning, students find value in what they’re doing, thus they feel motivated TO learn. We want our students to make a valuable contribution to their community. Now more than ever, we are graduating students who have no understanding of other people, other cultures, and other people that occupy their communities because we have not taken the time to learn about each other. There are things you cannot teach in a classroom. They must be demonstrated in a COMMUNITY. In light of the Covid-19 crisis, many students are experiencing trauma, isolation, and loneliness. Serving others during these challenging times is a powerful means of giving our students purpose and a sense of connection with others. Students will begin the year exploring their own identities, learning one another stories, and studying examples of upstanders representing diverse groups of people from history, current events, and their own experiences.

Aquaponics "School"
$14,420.00 | Laura Reyes
Escondido Elementary Educators Assn.

Aquaponics “School” is our clever title for combining the science of raising a “school” of fish and educating our “school” of students on the benefits of growing our own food. In this recirculating system, fish waste is converted into natural fertilizer for plants; the plants consume the nutrients and return clean water for the fish. Students are able to participate in a hands-on learning environment where they witness the benefits of a symbiotic relationship. All areas of the curriculum are enhanced as students work collaboratively to discover applications of scientific principles, engineering, biochemistry, biology, and ecology using a living system of fish, water, energy and growing plants. Students learn the mechanics of growing healthy produce in their aquaponics system that maximizes opportunities for both individual, paired and group hands-on participation. From student-facilitated water chemistry testing, to measuring the area of irregularly shaped leaves, aquaponics provides unique and fun ways to understand environmental challenges facing our food system. Students learn how aquaponics is an environmentally sustainable solution for communities around the globe, and how related STEM concepts achieve those sustainable solutions.

Creativity with CNC Design
$2,985.00 | David Russell
Escondido Elementary Educators Assn.

For many years I’ve been wanting to teach middle school students the elements of computer aided drafting and CNC routering (Computer Numerically Controlled Router). There is a software/machine combination called Carvewright that I’ve been using almost 10 years to carve, cut, and router my own designs. I’ve made everything from furniture, to signs, to hollow wooden surfboards that actually surf. These crafts have shown up in my classroom over the years. I have been able to do some very unique things with this carving machine and have wondered what benefits my students could have if they could watch their own designs come to life in wood and nylon (softer materials). Imagine students who struggle in math class, able to convert fractions to decimals as their measure, engineer, and design.

Screen-Free Coding for First Graders
$5,000.00 | Laura Reyes
Escondido Elementary Educators Assn.

A grant for Screen-Free Coding will equip students with Cubelets and Beebots, age-appropriate robots that do not require programming, wires, or screen time. These simple robots are used to teach everything from design thinking to engineering, collaboration, complexity, math, and even language arts. Advanced ideas like abstract modeling, systems thinking, and emergence can be explored with engaging robot blocks. These robotic tools meet the challenges of the digital world by providing a learning environment where children actively program, code, and test robots. As part of the Common Core curriculum, students will engage in hands-on activities where their curiosity is sparked, their minds are challenged, and their motivation to learn is nurtured. By encouraging a respect for technology, we hope to teach children responsible use of digital equipment and set them on a path of lifetime learning and discovery.
Super Sensory Room!
$4,950.00 | Karen Roszyk
Fontana Teaches Assn.
At Chaparral Academy of Technology primary school, we have 351 general education students and approximately 100 students with disabilities ranging from pre-Kindergarten to 5th grade. A sensory room is an invaluable resource for students with special needs. It can be a place to help students calm down, develop strategies to self-regulate, an opportunity to learn to center themselves and reduce their anxiety. Often, students with special needs are overstimulated by audio and visual input that can interfere with their ability to focus. These students may also have proprioceptive and vestibular needs that cause them to crave physical sensations to center themselves. With a sensory room available on campus, these students will have a resource to increase their knowledge of how it feels to be calm and focused so they can be better prepared for learning and interacting with others.

Hazard STEAM Lab and Makerspace
$14,808.97 | Larinda Kotani
Garden Grove Education Assn.
Hazard STEAM Lab and Makerspace will provide Title I students with opportunities for hands on creative ways to collaborate, explore, persevere, experiment, build and invent. This dedicated classroom space will house a variety of tools, Science, Technology, Engineering, Art, and Math (STEAM) materials and lesson resources. Students will have the opportunity to collaborate across grade levels, TK-6, to generate ideas, explore, create and problem solve. Hazard STEAM Lab and Makerspace will reach a variety of students including, English Language Learners, socioeconomically disadvantaged students, and special needs students who are often underrepresented in the STEAM field.

¡Sí se puede! Book Club Part 2 [R]
$8,954.42 | Josefa Bustos-Pelayo
Hanford Elementary Teachers Assn.
¡Sí se puede! Book Club Part 2 is a new project that will focus on reading and writing about environmental issues. We will meet monthly to read and discuss books that have an environmental focus. As the students read like authors and scientists, they will not only be learning the authors content but also the craft of writing like a scientist/ environmentalist. In the spirit of Rachel Carson as the mother of environmental studies, we will uncover her love for the environment, her social activism, her passion for writing and be inspired by her unrelenting work. I will carefully curate a list of books that are both fiction and non-fiction, works of narrative, poetry, and biography.

Making Science and Math Real
$13,250.00 | George Kwong
Hayward Education Assn.
Our campus is just 30 miles away from Silicon Valley, the home of innovation, engineering, and applied science; however, our students and families do not have any shared experiences of the careers and opportunities that exist there. Developing strong math skills and science knowledge is paramount for success and one way to do it - is to make science and math education real. A team of 3rd through 5th grade teachers will implement project based science and math challenges and hands-on projects. These challenges and projects will allow students to develop their critical thinking skills, be creative, work together in teams, and share their results with their school, their community, and their families. But most importantly of all, we want our students to be curious about the world and move beyond what they already know and experience in their daily academic lives at school.

Woodbridge High School Makerspace
$20,000.00 | Daniel Pilchman
Irvine Teachers Assn.
The goal of this project is to establish a 21st century makerspace at Woodbridge High School and to create a new STEM Makerspace Elective. This space will invite students to engage with technologies that ignite the imagination, apply scientific knowledge, and teach valuable technical skills. As a makerspace and innovation lab, our plan is to focus initially on manufacturing technology including 3D printing, CNC milling, and laser cutting, with the intention to continue to grow according to the interests of our students and trends in industry. Our new STEM elective will be designed around the principles of social inclusivity and project based learning, and is being designed from the ground up with the goal of increasing participation for underrepresented student groups in STEM. A Makerspace at Woodbridge is poised to make an immense educational impact both for our strongest students and for students who benefit from additional support. This project has been very well-received by existing stakeholders, and we are excited to make it a reality!
**Junction Grows! (Growing Student Leadership through Gardening)**  
*$20,000.00 | Susan Moreno  
Junction Teachers Assn.*

A school garden is a powerful environmental education tool that connects students physically and mentally to the outdoors and nutrition. Our existing garden has become a safety hazard making it hard for staff to effectively teach and students to learn in this outdoor space. With the help of our community and a grant from CTA, we would like to completely redesign the garden area. We plan to remove two portable classrooms, update or remove the existing pond, relocate two propane tanks. These changes will open up the area and create an inviting space where students can learn about agriculture, teamwork, farm to table practices, and grit. We also plan to install an irrigation system, raised beds, and an outdoor classroom space. A grant, along with a strong team of volunteers, will provide us with the necessary resources to complete this project.

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**Kenwood School Garden Project**  
*$13,929.34 | Michael Terwilliger  
Kenwood School Teachers Assn.*

Our K-6 garden program offers a once-per-week, after-school Garden Club where 15-20 students make vital connections to the natural world by engaging in and understanding the benefits of gardening organically and eating healthy, locally grown food. We have growing beds, a greenhouse, and a shade house with a small native plant nursery. Building on the strengths of these efforts, our grant proposal expands the current program to provide an outdoor classroom and cooking area where all school classes would engage in a minimum of once-per-week, garden-based lessons that not only provide the benefits described above, but also directly support and improve student achievement of NGSS and Common Core standards in Science, Math, Language Arts, and Social Studies; provide multiple, diverse opportunities for all students to grow as creative, responsible, and caring human beings; and encourage administrators, teachers, students, and families to work together to build a stronger, more mutually supportive community.

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**The Art & Science of Photography**  
*$5,000.00 | Gayle Nicholls-Ali  
La Cañada Teachers Assn.*

The goal of this project is to introduce La Cañada High School students to photographic film, film chemistry, alternative processes and the workings of the camera itself. Everything old is new again and students are showing a new excitement over traditional photographic processes. Unlike digital photography, film photography takes more time. The grant will enable students to expand their photographic exploration in an after school program that will provide students the time and space to learn darkroom chemistry and processes. Students will learn about film, manual film cameras, as well as experience printing photographs in the school’s darkroom.

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**Teamwerks**  
*$5,000.00 | John Chung  
Lake Elsinore Teachers Assn.*

I work at a continuation high school as a math teacher. Our school budget primarily has money to provide students with academic classes and a few elective choices. When I saw this grant offered by CTA, I came across an idea where I could use some money to help students do something that is practical, educational and rewarding and stimulate my students to learn. With the performance task students have to do in the Smarter Balanced test, I would like to create a real hands-on performance task involving repairing cars. Working on cars can be a fun way to get students motivated with the right resources. I would integrate math while I teach students how to work on cars.

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**Safety and Self-Defense**  
*$4,938.00 | Jessica Khalil  
Liberty Education Assn.*

I would like to create a class that focuses on safety and self-defense for students. The class would encompass different strategies and techniques on protecting oneself. It would cover safety in your home and in other unfamiliar places. It would cover the do’s and don’ts about traveling and how to be aware of your surroundings before it is too late. This class would also cover different self-defense techniques that could be used if one was in danger. It would cover escape tactics as well as a variety of striking techniques that can be used to escape from an attacker.
Special Effects in the Classroom: Going Green Behind the Scenes
$4,147.88 | Lara Wong
Manteca Teachers Assn.
The project, Special Effects in the Classroom: Going Green Behind the Scenes, allows the fourth and fifth grade students in my reading intervention classes to have access to state of the art green screen technology to communicate what they are learning through a visual and digital platform. The availability of high interest books, resonating the theme of resilience, will serve as a springboard for inspiration for the green screen productions. This engaging and innovative approach to learning will allow students to take on the ownership as they collaborate, create, and film book reviews, commercials, news stories, and even interact with characters in the story through dramatizations and digital manipulations. This project will incorporate technology into the classroom, capitalize on student creativity, and strengthen public speaking skills while emphasizing the importance of becoming resilient readers.

Student Empowerment Through Performance
$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 Performance Program affords all students on campus the opportunity to participate in our classes, as well as our campus-wide activities that focus on student creativity, community collaboration, and leadership development. 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.

Garden Harvests Peek Palets
$18,730.00 | Paige Pleasant-Howard
Napa Valley Educators Assn.
Our school has a low socio-economic demographic where many students have little exposure to fresh and diverse seasonal produce. Secondly, they live in an age where fast food restaurants vastly out-number sit down restaurants and promote the popularity of a poor diet. This proposal is a venue for the entire student body to make a change in the way their families, peers, and community view sustainable gardening practices and diet choices. Connecting with the school’s Family Resource Center(FRC), AmeriCorps Mentoring Program, River Middle School’s Science-Garden/culinary classes, and the Ole Health Garden program, this grant would ensure that every student is provided with an opportunity of growing and cooking with diverse seasonal produce.

NCLUSD Musical Theatre [R]
$20,000.00 | Hardy Reeves
Newman Crows Landing Teachers Assn.
The Newman Crows Landing Unified School District Musical Theatre Department is an after-school program that involves students from fourth grade to seniors. Students will have an opportunity to be on-stage, backstage, and running lights and sound to produce two shows for the 2020-2021 school year. Students in grades 4-8 will have the opportunity to be lead performers in a fall performance of "Honk! Jr." This will be the first time that students will be able to produce a show that will showcase the performers in those grades. During this time, high school members will act as assistant stage managers and directors/choreographers working with the middle school and elementary students to hone their craft. The students in grades 9-12 will produce, "Singin in the Rain" in the spring. The program will bring the students together to perform in front of community members, parents, and guest artists.

The Lost Boyz & Bellez Mentoring Club
$5,000.00 | Crystal Reagan
Oxnard Educators Assn.
The Lost Boyz and Bellez is a mentoring club at Robert J. Frank Academy of Marine Science and Engineering in Oxnard, CA. I, Crystal Reagan, run The Lost Boyz, which is the group for just boys and new this year is The Bellez which is a group for girls only. I am assisted by my teaching partner, Christine Simonson. The club is composed of low income, at-risk seventh and eighth grade students. The objective of the club is to not only aid the students in achieving the necessary grade point average to participate in the 8th grade promotion ceremony but to foster preparedness for college and future careers. The mission of the club is to instill in students a belief that their future is open to possibilities that can be achieved through a strong work ethic and grit. This school year the club consisted of 50 Lost Boyz and 30 Bellez. The clubs have monthly general membership meetings and weekly community circles for smaller groups in each club.

PAWsitve Sports Club
$17,052.00 | Craig Hardesty
Perris Elementary Teachers Assn.
The PAWsitve Sports Club (PSC) will be a project focused on 5th and 6th grade boys and girls, especially those identified as having behavior issues (TIER 3). 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.
**Delta Education Vineyard/Wildlife Habitat**
$5,000.00 | Charles Van Riper, IV
River Delta Unified Teachers Assn.

For the past three years, students worked nearly 80 days and hundreds of hours over the summer months to build the vineyard and today members of the community and local vineyard owners routinely compliment the work by the students by saying, "the vineyard looks great!" Now, the vineyard is almost complete and is being managed by student summer-interns, occasional class visits, and community volunteers. The vineyard will have its first harvest in the fall of 2020 providing scholarships to students entering college majoring in viticulture/agriculture. The next step and the purpose of this grant is to enhance the wildlife habitat of the Delta Education Vineyard and surrounding properties and to provide wildlife education for students and community members. The Delta Education Vineyard, which is a 10-minute walk from school has several undeveloped properties allowing access for wildlife habitat improvement: 5 acres just to the south, 2 acres just to the west, 4 acres to the north, and another 10 acres about a ½ mile to the north.

**Learning from Our Communities through Oral History [R]**
$7,455.96 | Jennifer Escobar
Riverside Community College District Faculty Assn.

Learning from Our Communities through Oral History will support ongoing and new oral history projects for up to forty educators from Val Verde Unified School District, Moreno Valley Unified School District, Moreno Valley College, and other local school districts in the Inland Empire (the IE); students will conduct oral history projects with IE residents and will share oral histories at a community event and through a website and podcast. Educators will participate in a year-long community of practice centered on the topics of oral history and culturally sustaining teaching and apply their learning in their classrooms.

**EQ Ambassadors**
$5,000.00 | Julie Law-Marin
Sacramento City Teachers Assn.

EQ Ambassadors is a student led initiative to provide the students on the JFK campus Social-Emotional Support. By using peer mentorship, presentations, and group collaborative, student leaders hope to make sure that their peers are emotionally supported to be successful for high school. Moreover, student leaders will provide guidance to teachers so that they are better equipped and knowledgeable to support their students. While the program has been active, it lacks monetary support to streamline the program across the whole campus of 2200 students. In addition, funding would allow for the development of a freshmen focus program that would help to ensure incoming eighth graders are prepared to reach their full potential in high school.

**Integrating Technology & Screencasting to Encourage Student Mathematical Discourse**
$20,000.00 | Sabrina Garcia
Sacramento City Teachers Assn.

We are a team from a title one K-3rd school in South Sacramento who wants to explore: What happens to students mathematical modeling & verbal explanations when they become familiarized with using screencasts and virtual manipulatives to justify mathematical reasoning? Our team is composed of four 1st-3rd grade instructors who are interested in spending a year exploring what happens at each grade level with a task like this. Is it possible to create an across grade level course articulation that will progressively challenge students to incorporate various Standards of Mathematical Practice into their screencasts, hence creating deeper understanding of mathematical processes? We believe that in this era of technology, it is essential that educators incorporate these new digital literacies into learning. Primarily the creation of content which teaches students to confidently explain methodology, justify explanations and reasoning. We also believe these are transferable communication skills that are confidence builders that prepare students for a lifetime.

**Raising Readers and Writers**
$20,000.00 | Marilyn Farrens
Salida Teachers Assn.

Raising Readers and Writers will provide a motivating experience for primary students who are developing literacy. This project will be a collaboration between parents, teachers, and students to promote family literacy. Monthly newsletters will be sent to parents giving them ideas to promote literacy at home. During the first portion of this program, students will be taught to read using a small group instruction approach. The other half of the program will involve a Writer’s Workshop in order to create, publish, and share their own stories to an audience. Students’ books will be published as hard cover books and will be added to the school library. Developing readers and writers will benefit the most when involved in the full implementation of reading and writing instruction, with a purpose and audience in mind.
Rice Wellness Program  
$20,000.00 | Iliana Pruneda  
Santa Maria Elementary Education Assn.

William H. Rice Elementary School in Santa Maria, CA is a large school in a low socio-economic community. We host just over 1000 students each day, feeding them free breakfast, a healthy snack, lunch, and for many, dinner. Being a low socio-economic community, we operate through various obstacles to ensure the safety and education of our students. Our parents are hard workers who often fall behind on keeping up with the overall health of themselves and their families. Many others do not know of the services that are available. At Rice Elementary, we have had the privilege of working closely with our students to create a Wellness program which encompasses many elements within our school community. As our Physical Education program has the privilege of reaching all students in grades 1-6, we began to see the importance of not only having a PE class, but creating an environment of overall wellness throughout our school campus and beyond, into their homes. Through this process, we have created an Ambassador program which is operated by a group of 6th graders, we have our sports teams (grades 3-6), our after school PE programs (grades 1-6), and our Family Wellness Night (whole school and families).

The Power of Engineering and Robotics  
$4,989.69 | Janet Payne  
Simi Educators Assn.

This grant will support a discovery-based, creative approach for upper elementary students to learn engineering, coding, and robotics at Sycamore Elementary School in the Simi Valley Unified School District. Using an inquiry approach, students will engage in student-driven design challenges that encourage collaboration, creativity, and active participation by solving real-world problems while utilizing the Engineering Design Process. By combining technology and coding, students will also learn the fundamentals of robotics and programming with Sphero BOLT robots and Lego robotic sets. By interacting with robotics, students will discover how science, engineering, and math are linked. Encouraging critical thinking, students will design, build, and program their creations.

OGarden, OGarden, Where Art Thou?  
$3,200.00 | Shawn McCarty  
Stockton Teachers Assn.

We would purchase two OGarden hydroponic garden systems to be placed in our 6th grade STEAM classroom. These gardens will teach NGSS, Reading, Math, and nearly all subjects. We will learn about plant life, water cycle, STEM careers, problem solving, as well as healthy eating habits for students and families. We will conclude our plant life units by hosting a salsa party for our parents and community members to join in on. Students will grow, wash, prepare, and serve their class-grown vegetables.

Ropes Course for Team Building  
$2,000.00 | Heather Brown  
Teachers Assn. of Paradise

Following the 2018 Campfire, our resilient Paradise Intermediate students have been relocated to the Paradise High School Campus. This grant would provide an opportunity for seventh and eighth grade leadership class to learn valuable community-centric thinking skills through the Odyssey Ropes Course program. Both interdependence and self-awareness can be obtained as students are actively problem solving. The bonds between the young leaders are strengthened while physical fitness and mental toughness is enhanced as the junior high students are climbing and enjoying the invigorating challenges. As a result, Paradise Junior Senior High School will have a stronger intermediate leadership foundation.

STEAM Night  
$20,000.00 | Jennifer Barnes  
Trinity County Teachers Assn.

The goal of our project is to support a monthly STEAM Night which provides an opportunity for K-8 students and their parents to enjoy an evening of educational activities in an inquiry-based, free-exploration environment. The premise is collaborative in nature and supports equal access for all students, parents and community members. The limiting factor is that the financial burden outweighs our ability to furnish a more in-depth experience for all the participants. I see our need to incorporate more technology-based curriculum and engineering projects into the program.

Reality Bytes  
$17,020.99 | Katy Thompson  
Tulare City Teachers Assn.

Virtual reality (VR) can be used to deliver experiences and reach locations only dreamed of. VR has the distinct ability to engage students like no other curriculum as well as expose students to unique experiences. A class set of stand-alone VR headsets would allow the students in our low-income school to see and experience environments they never would without this technology. With the VR headsets comes curriculum aligned content and resources. Whether sixth graders are exploring Ramses tomb, eighth graders are visiting Capitol Hill in Washington D.C., fifth graders are actually in the food chain as it happens, or seventh graders are experiencing a 3D model of Hitchhiker’s Guide, they are inside and not on the outside. This type of learning promotes engagement on a scale not seen in education as of yet. These experiences are not possible in the “real world” and can only be experienced in the “virtual world” for most students. VR has made this a possibility.
Aptos Chess Club
$5,000.00 | Claude Clermont
United Educators of San Francisco
The Aptos M.S. Chess Club has been in existence for the past 6 years now. I’ve been directing, funding (up until last year) and managing the club through my own time. We meet every day during lunchtime and go through two Chess tournaments a year. We are in constant need of chess pieces’ replacement. It’s the most popular club at Aptos. We are in need of new chess sets, trophies, new chess t-shirts, rewards, and more funds to go towards visits to challenge other schools and food to fuel the students once a week.

Growing a Maker Mindset
$20,000.00 | Rowena Tong
United Educators of San Francisco
Lafayette ES students and staff are enthusiastic learners and love finding new ways to grow in their learning! This project would grow the Maker Education movement that started with the introduction of coding and engineering activities integrated into the school’s curriculum for the past two years. Making helps develop a mindset shift to transform teaching and learning, especially in making those connections to the Common Core Standards and Next Generation Science Standards. This grant would provide access to the pedagogy and materials of Maker Education in order to continue developing students’ AND teachers’ mindsets from a fixed one to an ever growing one.

Ethnic Studies Frameworks and T3SA Project — Interactive Reader for Students (The Student-Centered ES-FW’s & T3SA Project)
$5,000.00 | R. Tolteka Cuauhtin
United Teachers Los Angeles
This auto ethnography project is asset-based on students’ third space, home funds of knowledge, and community cultural wealth. It is culturally responsive, relevant, and regenerating for students as young intellectuals and holistic human beings with dignity. At the end of the project, as young scholars engaging with academic frameworks, students will have a multimodal digital (and physical) project about who they are, where they come from, where they’re going, and what they’re willing to stand for to help create a more just and equitable world.

Panther Tinker Lab
$20,000.00 | Traves O’Neill
Vista Teachers Assn.
The Panther Tinker Lab for Learning, Exploring, and Making is being designed to expand opportunity for Vista High students to demonstrate their creativity in a safe space. The Tinker Lab will also provide a location on campus where classes can work on larger and more open-ended projects either interdisciplinary or independently. This space will be outfitted with the materials and resources necessary for students to prototype their creative endeavors with the guidance of teachers and community experts.

The Diggers & Diners Club [R]
$12,528.94 | Andrew Tait
West Sacramento Teachers Assn.
The Diggers & Diners Club is currently in its 3rd year of existence. The student-centered club is at the epicenter of the locally grown food movement. Essentially, students grow fruits and vegetables on a small parcel on campus, sell the produce to the faculty and community members and use the proceeds to dine at area restaurants that embrace the farm-to-fork philosophy.

River Jim’s Adventure Education
$12,054.00 | William Shively
Willows Unified Teachers Assn.
This proposal asks to fund 3 canoe camping trips that will set students up for a fantastic 2020-21 school year and beyond. It would be like Yale’s FOOT (Freshman Outdoor Orientation Trips) for 40-50 6-8th graders who might need a little help connecting to school. Two of the 3-day campouts will take place in July and August just prior to school starting, if Covid-19 closures are over by then, and the third will take place during our Sept. break. Due to the Covid-19 outbreak of 2020, my students lost 53 days of “theoretical teaching” during the 2019-20 year, so by taking challenged students canoe camping for a few days, that time can be made up, even improving academic and life trajectories, lifelong.

Have a vision?

IFT Grant applications for the 2021-2022 school year opens
December 1, 2020 - March 31, 2021