



Grant Requests and Summary

2020-21

2020-21 Grant Update

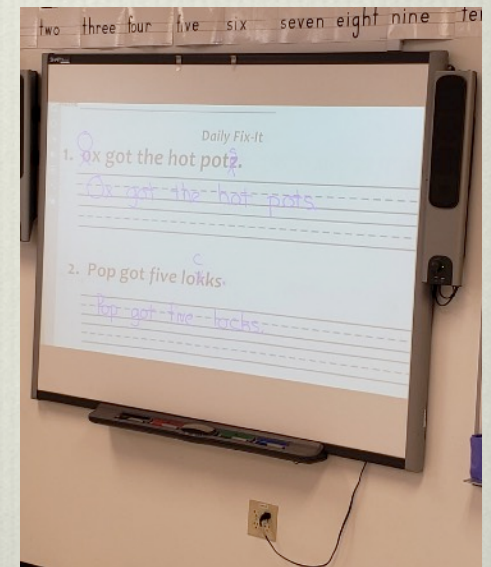
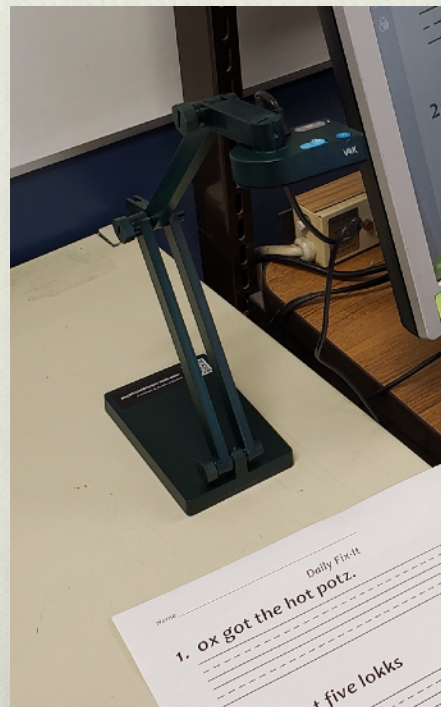
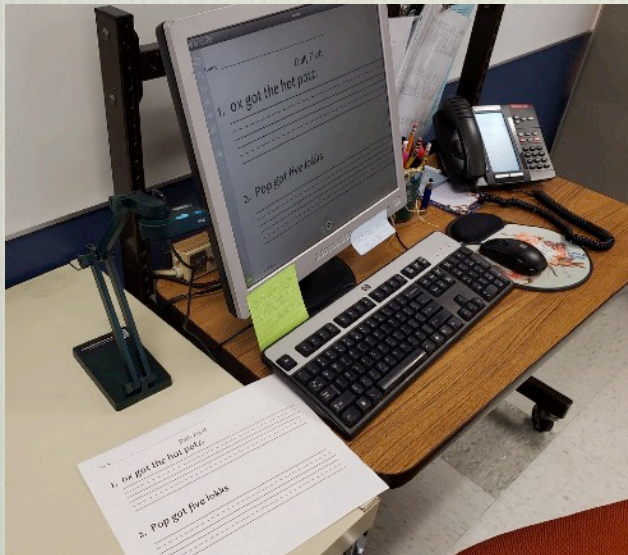
- ❖ 9 Grant Requests and Awards
- ❖ \$30,263.67
- ❖ Approximately 4000 students, staff, community members supported
- ❖ Ongoing TEFFLA Total since 2011:
 - ❖ \$200,000 in Awards
 - ❖ Impacting 31,000+ students, staff, community members
 - ❖ The “31,000” number relates to the initial impact, and doesn’t account for continuing impact in years following the grant.

Document Cameras in the Classroom

- ❖ Submitted by Columbus Elementary (Grades K-6)
- ❖ This grant was written to provide document cameras for all staff to use in both in-person and remote learning situations.
- ❖ Requested \$2100 for document cameras
- ❖ 2nd Grade Teacher: “Having a document camera during Distance Learning was crucial! It worked wonderfully to show words and illustrations during read alouds. I could model writing and all math work on the white board.”

Document Cameras in the Classroom

- ❖ Kindergarten Teacher: “The document camera benefitted my classroom when I was quarantined and had to teach from home. It allowed me to demonstrate activities to students from the smartboard and helped the day run smoother.”



Complete the Gym

- ❖ Submitted by the Forest Lake Area Community School
- ❖ This grant was written to provide a safer, more complete fitness setting for students in the Community School. This equipment will make weight lifting an integral part of the programming.
- ❖ Requested \$1760 for weightlifting equipment and safety pieces.

Complete the Gym

- ❖ “I started with rubber flooring for safety and functionality. I added kettle bells, and some lighter weights to better engage females. I filled in gaps in the Olympic weight plates I had for heavier weights. I also added a squat rack.”
- ❖ “To engage the students, I made participation optional, but invited them specifically to join me, as I needed all the help I could get. One young man started and has never looked back. His quote:
 - ❖ “I never thought I would like lifting weights as much as I do. I love how it makes me feel!”

Complete the Gym



Design and Create Lab Creation/Maker Space

- ❖ Forest Lake Area Community School
- ❖ This grant was written to create a Makerspace (flexible, adaptable learning environment) in order to address the topics of differentiation and multiple intelligences for those who learn differently.
- ❖ Requested \$2000 to purchase a 3D printer kit and necessary supplies.

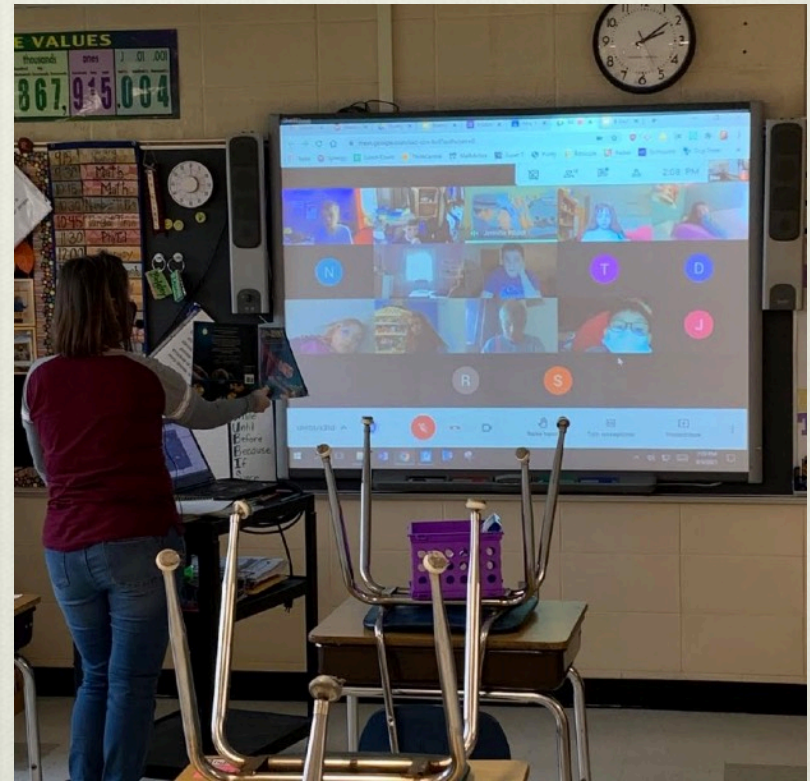


Design and Create Lab Creation/Maker Space

- ❖ The printer was not used with students this year due to pandemic issues.
- ❖ We are working on developing an elective STEAM course combining art design and engineering. In addition to the 3D printer, we plan to include wood burning, hand carving of wood, and eventually a laser cutter into the maker space.
- ❖ Several students have shown interest in a class like this and are excited to begin learning and using the maker space. As soon as we have any prints made we will be sure to send pictures.

Maximizing Instruction with Technology during Distance Learning

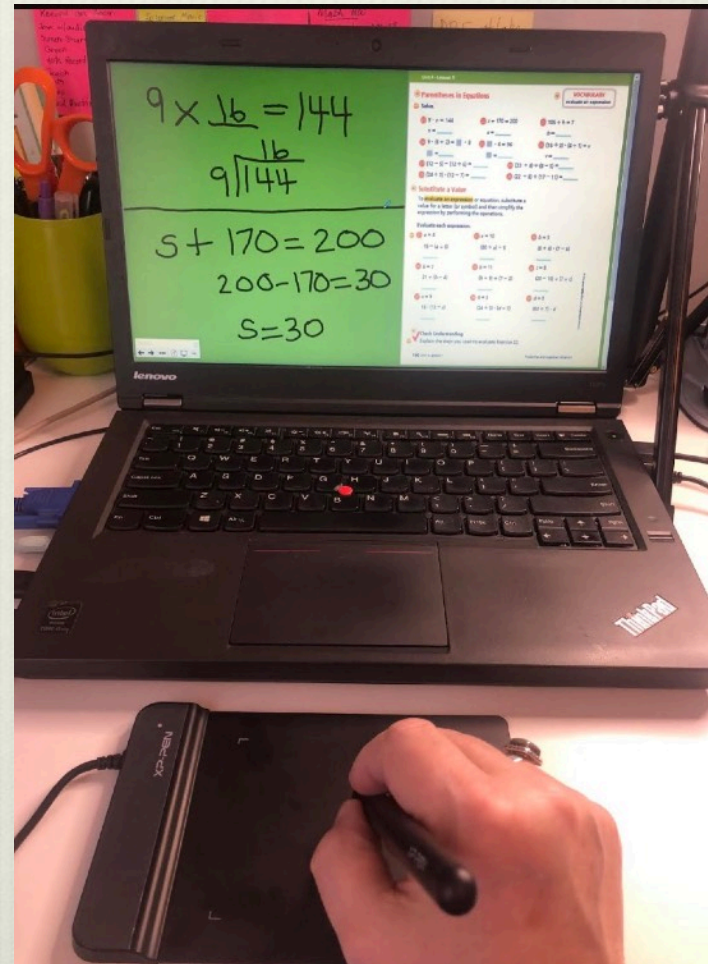
- ❖ Forest Lake Elementary (Grades 4-6)
- ❖ This grant was written to provide tools for teachers to engage students during live or prerecorded distance learning sessions.
- ❖ Requested \$3970 to purchase document cameras, graphic tablets and a sound bar.



Maximizing Instruction with Technology during Distance Learning

- ❖ “We focused our grant money for three different technology tools: document cameras for teachers to project work/resources; web cameras that allow students to feel as though they were sitting in their classroom with their classmates when they had to be home in quarantine; graphic tablets that allowed teachers to model problems for students in a virtual setting just as they would on a marker board if they were in the classroom.”
- ❖ “Students and parents commented how they have appreciated being able to feel like they are part of the classroom even though students had to be at home learning.”

Maximizing Instruction with Technology during Distance Learning



Gizmos Funding FLAMS Science Classrooms

- ❖ Forest Lake Area Middle School (FLAMS) (Grades 7-8)
- ❖ This grant was submitted to provide funding for online science lab explorations that enable students to explore lessons they might otherwise not be able to investigate due to materials cost and time restrictions.
- ❖ Requested \$2918.75 for online licensing and science labs and simulations.

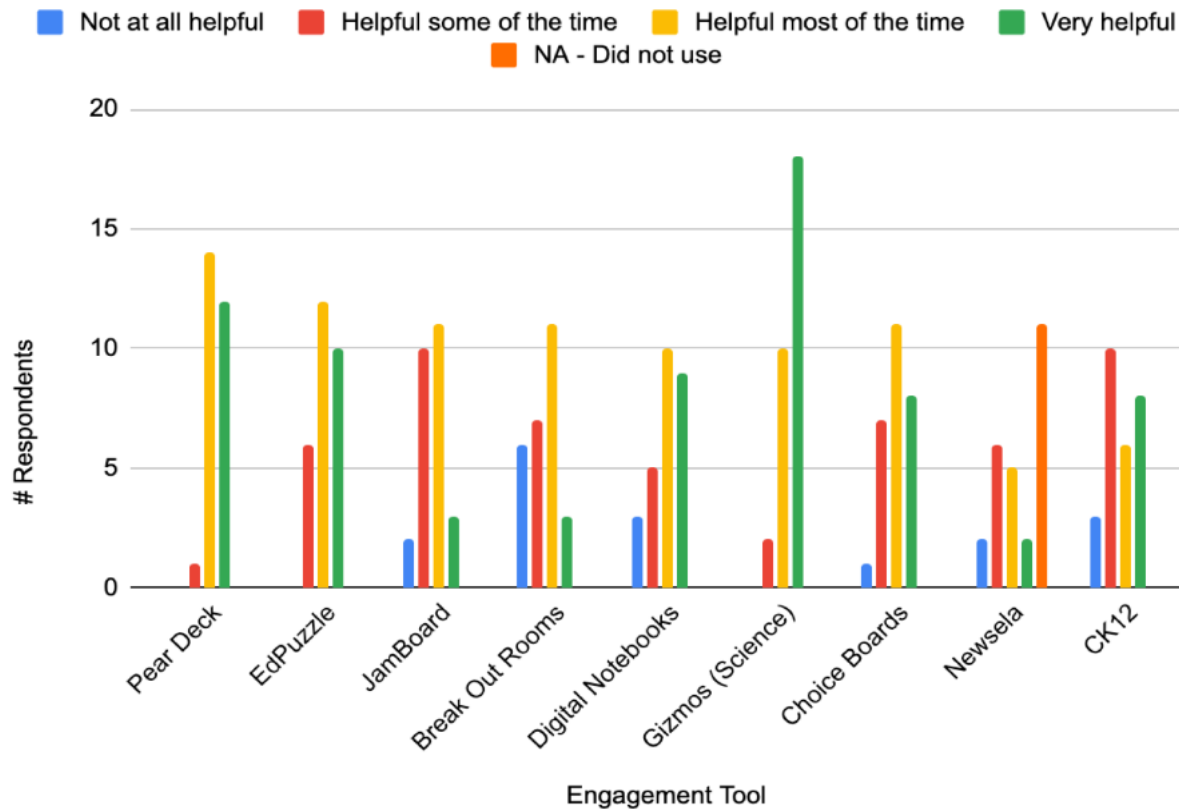


Gizmos Funding FLAMS Science Classrooms



- ❖ “It makes science much more fun because it is interactive and you have a ton of freedom to do whatever you want.”
- ❖ “After I do a gizmo I feel like I understand what it was trying to teach me.”
- ❖ “I really like Gizmo because it makes it easier to learn and is fun. We get to change the circumstances to make different outcomes.”

Gizmos Funding FLAMS Science Classrooms

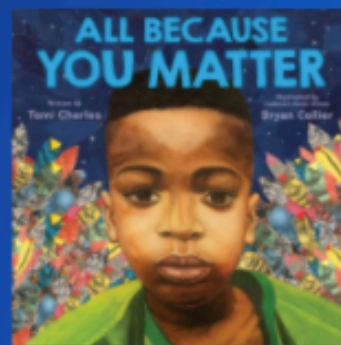
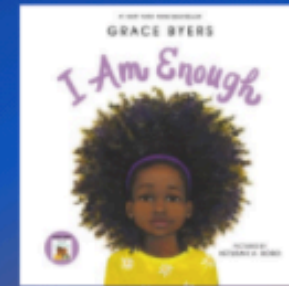


7th grade students were asked about their ability to engage in online activities. Out of nine applications, they rated Gizmos the highest.

Technology and Safe Space

- ❖ Forest View Elementary (Grades K – 3)
- ❖ This grant was written to provide technology to support changes in the education system from in-person to hybrid learning to distant learning and for books that increased diverse reads for the Safe Space initiative at FV.
- ❖ Requested \$4000 for purchase of a variety of books and 14 Chromebooks.
- ❖ “Students were able to check out the books during the second half of the year and the Chromebooks helped with the wear and tear brought about due to distance learning. Thank you for this opportunity.”

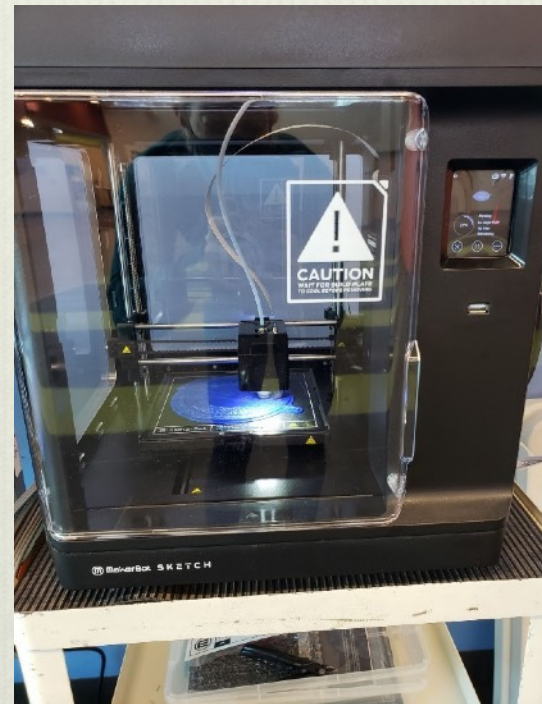
Technology and Safe Space



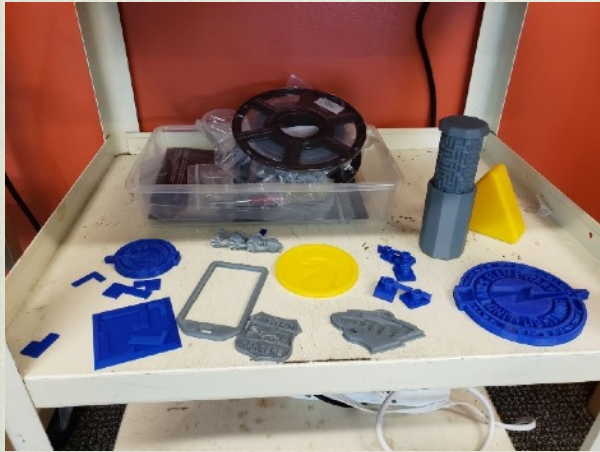
Other new diverse books funded by TEFFLA

3D Printer Program

- ❖ Lino Lakes STEM School (Grades K – 6)
- ❖ This grant was written to support an established Makerspace Program with the addition of new technology.
- ❖ Requested \$3999.20 for the purchase of 3D printers and software.



3D Printer Program



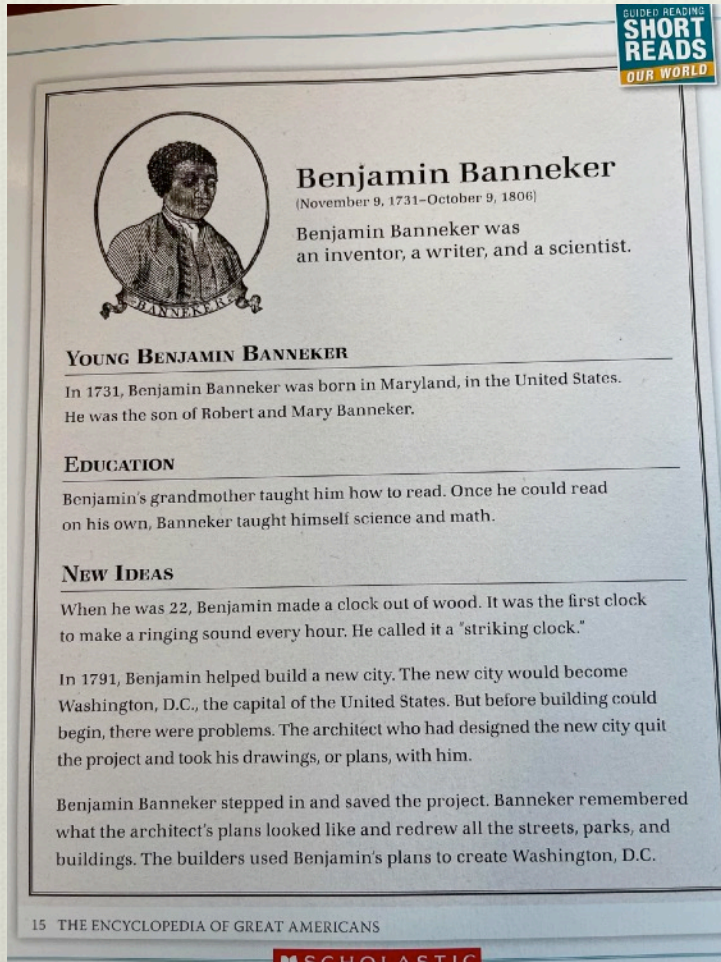
- ❖ “I have been working on increasing my familiarity with the capabilities of the printers and the software (Makerbot, TinkerCAD). As a way to engage students, I created a 3D print from a student's drawing. He handed Mr. Geary a drawing of a figure, and I converted it to the correct format for the printer. The student was so excited to receive the print, and see his 2D drawing turned into a 3D object. These experiences are helping me help students and staff on future projects.”

Our World Scholastic Short Reads


- ❖ Wyoming Elementary (Grades K-6)
- ❖ This grant was written to increase students' intellectual capacity and promote social and emotional connectedness to school through culturally responsive readings.
- ❖ Requested \$3890.16 for guided reading materials.



Our World Scholastic Short Reads



**GUIDED READING
SHORT
READS
OUR WORLD**



Benjamin Banneker
(November 9, 1731–October 9, 1806)
Benjamin Banneker was
an inventor, a writer, and a scientist.

YOUNG BENJAMIN BANNEKER

In 1731, Benjamin Banneker was born in Maryland, in the United States. He was the son of Robert and Mary Banneker.

EDUCATION

Benjamin's grandmother taught him how to read. Once he could read on his own, Banneker taught himself science and math.

NEW IDEAS

When he was 22, Benjamin made a clock out of wood. It was the first clock to make a ringing sound every hour. He called it a "striking clock."

In 1791, Benjamin helped build a new city. The new city would become Washington, D.C., the capital of the United States. But before building could begin, there were problems. The architect who had designed the new city quit the project and took his drawings, or plans, with him.

Benjamin Banneker stepped in and saved the project. Banneker remembered what the architect's plans looked like and redrew all the streets, parks, and buildings. The builders used Benjamin's plans to create Washington, D.C.

15 THE ENCYCLOPEDIA OF GREAT AMERICANS

SCHOLASTIC

- ❖ 2nd Grade Student: “I like the pictures and the facts I learn.”
- ❖ Educator: “The Our World series exposes students to texts on inventors, writers, and scientists of color in addition to folktales told from around the world.”

Technology, Multi-Cultural Reading, Professional Development

- ❖ Linwood Elementary (Grades K – 6)
- ❖ This grant was written to provide a document camera for each classroom teacher, professional development in the Catalyst Approach for licensed staff, and equity based books to be shared with students at Linwood.
- ❖ Requested \$3000 for document cameras, Catalyst Professional Development, and equity classroom books for students.
- ❖ “The document camera was a lifesaver during distance learning!! I was able to teach live small groups with it, as well as record many lessons with it.”

Technology, Multi-Cultural Reading, Professional Development

- ❖ "Catalyst has helped my students become more independent during work time when I am working in small groups."
- ❖ "The equity books have been a great resource. The selected stories are engaging and kids really seem to relate to and enjoy them."



Library in the Park

- ❖ Washington County Library System
- ❖ This grant was written to support the presence of the Washington County library in area parks over the summer.
- ❖ Requested \$2526.56 for consumables and funding for staff time.



Evaluation and photos coming summer of 2021! Stay tuned!



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