

EDUCATION MINNESOTA  
**FOUNDATION**



*for Excellence in Teaching and Learning*

## **Grant Programs**

*Funded April 2017 – February 2018*



**THE VOICE FOR PROFESSIONAL  
EDUCATORS AND STUDENTS**

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## About the Education Minnesota Foundation

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Since 1992, the Education Minnesota Foundation for Excellence in Teaching and Learning has awarded more than 1,600 grants and scholarships totaling over \$4.6 million to educators and nonprofit organizations that work to improve public education in Minnesota. The Foundation is primarily funded through dues from Education Minnesota members, and only those members may apply for a grant or scholarship.

Decisions about grants and scholarships are made by the Board of Trustees of the Foundation—teachers and support professionals who are Education Minnesota members. The Foundation’s day-to-day activities are carried out by the Foundation Director and Foundation Assistant.

[www.edmnfoundation.org](http://www.edmnfoundation.org)

## Classroom-Focused Grants

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Classroom-Focused Grants are intended for licensed personnel who work with students and wish to improve their practice and student achievement. Preference is given to projects that address the needs of diverse students or students at risk of failure, involve partnerships, have measurable or observable outcomes, and are replicable. These grants are awarded once per school year.

### Leah Baethke

*Rochester Education Association*

#### Bringing Music to the ALC

**\$1,000.00**

The Area Learning Center (ALC) is an amazing place to teach and has so many resources to offer students, but we do lack in one very important area: electives, specifically music electives. I am passionate about changing that and giving our students the opportunity to not only learn an instrument but to have the experience of playing together in a cohesive group, working towards a goal, and participating in and getting better at something challenging. With this grant, I will purchase ten ukuleles, stands, and music to begin a new elective class for our students. Through the process of learning an instrument, I hope to instill confidence in each participant and expose them to an experience they wouldn't otherwise have. These unique experiences are often a student's favorite part of their school day, and my hope is that it will be a motivator for students to be here consistently, which will have a positive impact across the rest of their school schedule.

### Jeff Ballman

*Tri-City United Education Association*

#### Team Collaboration Stations

**\$3,000.00**

This project will create seven student learning stations around my classroom. We are currently using laptops, but they make it difficult to collaborate.

The size of the laptops limits students' ability to collaborate, and they also do not allow me to cast information to the device. The ultimate goal of creating a central casting point is to allow the information to be sent to a larger 32" screen. On this larger screen the whole group can view the information and provide feedback and discussion. It also allows me as an educator to send different information to each station, so I can provide more individualized instruction designed specifically for a group's needs. This leads to higher student achievement and a better use of class time.

### Susan Benjamin

*Education Minnesota Little Falls*

#### Thinking and Tinkering: Providing Opportunities for All Students to Create with Technology

**\$3,000.00**

Currently our middle school students consume technology almost constantly throughout their smart phones and video games, but few see themselves as coders, inventors, and makers. The goal of this project is to expand opportunities for all students at our school to design, make, and learn with technology. Through this project, our students will write computer code for robots; design and build electrical circuits and video games; and create prototypes and working models of their own inventions that solve real problems.

## **Stephanie Bijoch**

*Saint Paul Federation of Teachers*  
**Student-Run Recording Studio**

**\$1,099.00**

This project involves using sophisticated equipment to develop a working recording studio. Students will have the opportunity to become not only consumers, but also producers of both music and technology. Students will get the chance to produce music by developing an artistic concept for either a solo or ensemble album. They will also get the chance to learn how to set up and operate all of the equipment require for operating a recording studio. We hope this project will help all students, and in particular help students of color achieve success by integrating culturally relevant opportunities into music classes. Running a recording studio will also allow all students to further their creative expression.

## **Theresa Bowlin**

*Education Minnesota-Intermediate*  
*District 917 Local 3904*

**Health and Wellness Skills for Life**

**\$3,000.00**

Special education transition-age students will increase their independent living skills by participating in the Health and Wellness Skills for Life initiative. I have been given permission by my administrator to develop and implement a new class curriculum that will help our students increase their health and wellness. The students will have access to fitness technology and nutrition monitoring software. In the classroom, students will have health and wellness lessons that will give them the knowledge to make healthy life choices. Students will be exposed to super foods and have an active role in purchasing and cooking healthy food to cook as a class. Students will have the opportunity to experience different forms of fun exercise in the community.

## **Michelle Bratager**

*Centennial Education Association*  
**2nd Grade Digital Portfolios**

**\$3,000.00**

This project is a collaborative effort between three primary-aged classrooms that will include the use of iPads and specific research-based applications to incorporate digital portfolios to support our students' learning. Over the past year, we have learned and grown together as professionals as we have begun to implement an app known as Seesaw. This app is used as a means to digitally document learning. We have seen the power of digital portfolios and the motivation it provides young learners. As educators, we are convinced that the digital arena of technology and digital portfolios is a powerful platform for sharing work, providing differentiation, displaying growth over time, and giving students an authentic audience in which to demonstrate their learning. Currently, our limited number of devices hampers our students' ability to post work to their portfolio. We will purchase additional devices for each of our classrooms in order to allow our students greater accessibility to their portfolios on Seesaw.

## **Mark Cavanaugh**

*Saint Paul Federation of Teachers*  
**Car Models and Self-Esteem**

**\$770.00**

As a school social worker at Frost Lake Elementary School for the last ten years, I have been building plastic model cars with fifth grade special education and general education students who have ongoing issues with attention deficit disorder and related self-esteem/confidence issues that affect both their behavior and academic success in school. Following a step-by-step process over a period of two months and sometimes longer, the students put together a plastic model kit that

includes following detailed directions, as well as painting and customizing. Students are held to high standards to create the best car possible, mimicking what they would see in real life. Once the cars are completed, students photograph the car and use computer software to create elaborate scenes, often putting themselves in the driver's seat of their cars. The cars are then displayed for the entire school to see. As a result the students receive amazing positive feedback from students, staff, and parents regarding the quality of their craftsmanship.

### **Ryan Christiansen**

*Deer River Education Association*

#### **High School Makerspace**

**\$3,000.00**

The High School MakerSpace project is a collaborative project that provides opportunities for students in grades 6-12 to gather and work together on creative student-designed projects before and after school as well as during other non-instructional times. Our MakerSpace will focus on allowing students to explore the interactions of tangible materials and digital tools to create new and innovative projects. Students will be provided with access to a wide range of tools and materials that allow for creation both in a physical and digital space. We have made a commitment to teaching students to be critical thinkers and innovators, and we have some tools already such as 3D printers and Wonder Workshop's Dash and Dot robots. We also have a well-developed first robotics program. Our goal is to provide students, especially middle school students, more access to not only the tools we already have, but to additional technology tools this project will make available.

### **Casey Clementson**

*Dakota County United Educators*

#### **1:1 Tuning Initiative**

**\$749.50**

The 1:1 Tuning Initiative will capitalize on the iPads provided by the school district to improve performance in seventh grade band. With the purchase of mobile tuning pickups, each student will be able to capture the sound of their instrument and send that data to an existing app on their iPad. The app will inform the students about their intonation so that they can make adjustments to their instrument in the moment instead of waiting for the teacher to listen to each student individually. This technology will maximize the amount of instrument playing during rehearsal while improving performance.

### **Casey Clementson**

*Dakota County United Educators*

#### **The Composer Collaboratory**

**\$1,500.00**

This project will be a school/university partnership that serves as a Collaboratory (collaboration + laboratory) for sixth grade band students. As part of the Collaboratory, a preservice music education student composes an original piece for young band. Throughout the process, students communicate via videos, writing, Skype sessions, and through the music itself, resulting in a world premiere performance of the composition. Following the performance, the middle school students embark on their own compositional process, collaborating in groups and performing their pieces for peers. The Collaboratory will provide opportunities for students to problem solve and collaborate through the subject of music, thus enriching their arts experience.

## **Becky Collins**

*Pine Island Education Association*

**Learning Connections**

**\$2,195.00**

Our second grade team aims to strengthen students' learning connections between home and school. Our grade level team currently sends home a weekly newsletter via email to inform parents of upcoming curriculum and activities. We will enhance our home/school communication by incorporating iPads and specifically the Seesaw app, which creates student-driven digital portfolios. We are fortunate to have ten iPad Mini's per second grade classroom, but in order to implement this digital program, we will use grant funds to purchase iPad cases and microphones. The cases have handles making them easier for students to use and offers protection for the device. The microphones will enhance the audio recordings that students make.

## **Katie Cordes**

*Dakota County United Educators*

**Supporting English Learners through Oral Language Development**

**\$1,530.00**

This grant will facilitate my goal of developing elementary English language learners' (ELL) academic English oral language skills. I will use iPads to record videos of students' oral language to upload to Flipgrid. With the uploaded videos, students will have concrete examples of their oral language. I will progress monitor their oral language growth using speaking rubrics. The students and I will use this data develop specific English language goals and teaching points throughout the year.

## **Amanda Creed-Schnack**

*Robbinsdale Federation of Teachers*

**Enhancing Parent-Child Engagement through Literacy**

**\$3,000.00**

Our early intervention team will purchase a variety of books for our students and families. Through our framework of using family-guided routines based intervention, we will use these books to coach parents in the areas of parent responsiveness, child engagement, and early literacy.

## **Nate Edwards**

*Education Richfield*

**Beyond the Selfie: Storytelling with Digital Photography**

**\$3,000.00**

As the media and digital arts teacher at Richfield Middle school, I will teach a course on digital photography and photojournalism. Currently our school only has two digital single lens reflex (SLR) cameras which are used by classes of up to 36 students, meaning that there is an 18:1 camera/student ratio. With this grant, we will bring that ratio down to 6:1 and obtain the photography equipment needed for students to learn about a variety of photography techniques. A special emphasis will be placed on portraits, nature photography, and pictures from their everyday lives. From there, students will shoot, print, and assemble their own photo essays that will be put on display at an art show at the middle school

## **Dihanna Fedder**

*Pine City Education Association*

**Dragon Technology Summit**

**\$3,000.00**

The Dragon Technology Summit will be a student-led, student-designed half-day technology experience held during the first month of school.



The event will begin with a keynote speaker that will speak on one of the four C's of technology and/or digital citizenship or another similar topic. The four C's of technology are creativity, communication, critical thinking, and collaboration; we will also include sessions on digital citizenship. Students will then participate in two breakout sessions that are student-led and/or student-developed.

### **Polly Flaa**

*Education Minnesota Lakeville*

**Classroom Calming Corners**

**\$2,970.00**

We will implement calming corners in each of the classrooms at our school. In order to reach students academically, we must first meet their social emotional needs. At our school, we have seen an increased need for behavioral support in our classrooms. We want students to feel part of the classroom community, but also want them to have a place to calm their bodies and regain their ability to learn when they are dysregulated. By implementing calming corners—places where children can voluntarily go to comfort themselves—in each of our classrooms, students will have tools available to them throughout the day to meet their social emotional needs while remaining in the classroom. By teaching students skills to regulate and by giving them the tools to do so, we are creating an environment where students are ready to learn and academics can flourish.

### **Katherine Forsberg**

*Faribault Education Association*

**Implementation of Chemistry Course**

**\$3,000.00**

For the past three years, chemistry classes at our school have been offered solely through online courses via the program Edgenuity. Chemistry

teachers are hard to get at our school, resulting in no chemistry supplies nor necessary safety equipment. With no direct instruction opportunities, there has been a low rate of passing grades and/or chemistry course completion due to language and mathematical difficulties. With this grant opportunity, we will implement a direct instruction classroom chemistry course to increase comprehension and course completion through hands-on learning.

### **Mindy Foyer**

*Education Minnesota Jordan*

**Tribal Fusion: African Drum & Dance**

**\$3,000.00**

We will bring the heart and spirit of African drum and dance to all of the students at my school. The art teacher and I have joined together to create a two-year goal of bringing more cultural diversity to our students through music and art. At this time, we both travel around the world (virtually) to share the arts of different cultures with our students through a variety of mediums. In order to expand on this, I will bring various aspects of African culture to life with my students through traditional drumming and dancing. Most music from around the world is greatly influenced by African musical traditions, and this introduction will help broaden the students' understanding of where many musical concepts and instruments have come from. I will purchase a variety of African instruments, as well as bring a local African performing group into our school to do a residency and performance.

## **Sarah Fritzke**

*Education Minnesota Jordan*

### **EverBlock for an Evolving Classroom**

**\$3,000.00**

Implementing EverBlock Systems into our classroom will immerse students in the design thinking process. The experts, our fourth graders, will be identifying classroom needs and problems within their learning environment, seeking creative solutions, researching ideas, and building real-world solutions to transform their learning environment. EverBlock Systems will provide my students numerous opportunities to develop the most important twenty-first century skills of communication, collaboration, critical thinking, and creativity.

## **Rena Hanson**

*Minnesota Education Minnesota Organization, Local 414*

### **G.A.T.O.R. Packs**

**\$3,000.00**

Through my project I will address the important home link in the educational chain of learning. By providing students with Get And Take On Request (G.A.T.O.R.) take-home packs, I hope to bridge the home-to-school disconnect by giving students at-home learning opportunities they would otherwise not have. These at-home learning opportunities will hopefully give the students a vested interest in their own learning. Through G.A.T.O.R. packs, students will be able to practice, reinforce, and showcase important skills they've learned in the classroom.

## **Jenni Hardie**

*Saint Paul Federation of Teachers*

### **Data Collection and Analysis of the Health of the Mississippi River**

**\$1,980.00**

This project will integrate digital data

collection and iPad technology into three statistics classes. During a guided canoe trip through a section of the Mississippi River flowing through the heart of St. Paul, students will gather measures of water quality to attempt to answer the following key question: what is the health of the Mississippi River in our city? In addition to raising environmental awareness of the need to protect our water, it is expected that students will learn the skills of scientific researchers: collect, analyze, interpret, and report authentic data of significance.

## **Jana Hedlund**

*North St. Paul-Maplewood-Oakdale Education Association*

### **School Garden**

**\$3,000.00**

I will develop a garden at North High School. I teach special education in a self-contained program for students with autism spectrum disorders. The garden will be used to provide hands-on learning opportunities for students who, due to various factors related to their disability, have difficulties accessing mainstream academic curriculum at the secondary level. Having a school garden will provide my students with the opportunity to learn about plant life and healthy eating in hands-on and exploratory ways.

## **Justin Hoelscher**

*Education Minnesota-Intermediate District 917 Local 3904*

### **Sensory Garden at Alliance**

**\$3,000.00**

Sensory Gardens provide an out-of-the-box way to provide sensory input, responsibility, and ownership to students with unique needs. After visiting the sensory garden at the Minnesota Landscape Arboretum in Chanhassen, I was inspired by the many

colors, smells, textures, and sounds that were on hand in such a warm and inviting setting. By creating a smaller scale sensory garden for students in the various programs at our school, with the assistance of the students on my caseload, I intend to accomplish a large-scale project that will benefit all students, staff, and visitors from the community who desire to visit the garden. In the sensory garden, I plan to establish an area where students can come to sit and enjoy the smell of honeysuckle, thyme, and mint; hear the rustle of long grass and subtle tones from the wind chimes; and feel the softness of a lamb's ear or the cool sensation of moss. It will also translate to the classroom as my students research various plants based on their benefits, history, and biology while germinating and nurturing them until planting time in the spring. The grant funds will cover the cost of fencing, flower beds, seating arrangements, various art projects to add to the aesthetic, wooden lattice for the interior fencing, and the various plants/seeds needed to enhance the multisensory aspect of the garden.

### **Bernadette Hogan**

*Staples/Motley Education Association*  
**We Can, We Do, We Learn**

**\$2,854.80**

Students will use Lego WeDo 2 kits to increase their knowledge of science, technology, engineering, arts, and math concepts. They will be actively learning, moving their bodies and hands, while engaging their brains with problem-solving tasks. Imagination can flow to innovative creations with hands-on learning challenges based on the Lego WeDo 2 kits. Working with Legos increases motivation in hard-to-reach students, as well as engages those who do not do well with paper and pencil activities. Fine motor skills are

developed while students are engaged with Legos and learning. Once built, students program their Lego creations to move. Programming, debugging, testing, and rebuilding are thinking skills for student success as a twenty-first century learner.

### **Karen Huberty**

*Dakota County United Educators*  
**Reading across the Generations**

**\$3,000.00**

When I finish a really good book, the first thing I want to do is talk about it with someone else, know what they thought of the characters, how the setting impacted the story, and whether or not they liked the crazy plot twist in the middle of the book. As much as I know my students need the same time to interact with others about their books, it can be difficult for sixth graders to have meaningful conversations with their peers about what they have read. My project titled Reading across the Generations will give students the opportunity to read high-interest, culturally-diverse text (Maud Hart Lovelace 2017-2018 nominees) and share their thinking with an adult in the community. Students will be paired up with an adult from the local community center, and together they will read the same text, share their thinking while reading the book through letters, emails, and Zoom (similar to Skype), and end the book with a final in-person meeting. The grant will fund books for both my students and the adults, and will pay for bussing at the end of the unit to transport my students to the community center so we can meet their partners in person.

## Jessica Ingram

*Education Minnesota-Howard Lake-Waverly-Winsted*

**Literacy Using iPads and Seesaw for K-4 Digital Portfolios**

**\$2,778.24**

My project is focused on using iPads to foster twenty-first century learning and thinking related to literacy and reading for students in grades K-4. Students will use the iPads for creating student-driven online learning portfolios using the app Seesaw. Students will create and edit work in a variety of multimedia platforms using apps like Explain Everything, Book Creator, and Pages. The apps on the iPads will provide for student choice and experience creating different kinds of multimedia presentations in response to novel discussion questions, end of unit or theme projects, daily responses, writing projects, and class collaboration. Instead of pencil and paper assignments or worksheets, students create their work, then actively engage with it and revisit it often while responding to clear and specific feedback throughout the process.

## Tamara Isfeld

*Education Minnesota Yellow Medicine East Writers Connect*

**\$3,000.00**

The goal of our grant project is to engage students in the art of writing by using a fountain pen to create stylized writing. Using a fountain pen is very different from a school-grade calligraphy pen that needs constant dipping into the ink. We live in fast moving technology and students crave an opportunity to do something hand-crafted. This project will allow students to take the time to focus on writing and will help students be more mindful of what they are writing.

## Kim Jirik

*Education Minnesota Lakeville*

**Infant-Toddler Literacy Lending Library**

**\$3,000.00**

The National Institute of Education suggests that reading aloud to children is the single most important parental activity to prepare children to succeed in learning to read. When caregivers are given children's books along with information about why, how and when to share books with young children, parents are more likely to look at books with their children (High, Hopmann, LaGasse, & Linn, 1998). According to the American Academy of Pediatrics, "[r]eading regularly with young children stimulates optimal patterns of brain development and strengthens parent-child relationships at a critical time in child development, which, in turn, builds language, literacy, and social emotional skills that last a lifetime" (2013). To this end, we will create a literacy lending library for children and families served by the Lakeville Area Public Schools Early Childhood Special Education (ECSE) Infant Toddler Intervention (ITI) program. Increased accessibility to developmentally appropriate and culturally diverse books and manipulatives will provide additional in-home reading opportunities for our youngest learners. In addition to the lending library, the ITI team will develop activity sheets to provide caregivers with strategies and outcomes for reading each book with their child. We believe investing in the lending library and accompanying activity sheets will improve caregiver-child interactions, increase each child's vocabulary and social-emotional skills, and, ultimately, help to close achievement gaps.

## **Gina Keenan**

*Education Minnesota Osseo*

### **Channel Falcon News on Air!**

**\$829.25**

We currently have a morning news program called Channel Falcon News produced by fifth graders and our media education support professional. The purpose of Channel Falcon News is to build community and start the day with a consistent, positive message. While our news program has been successful, we hope to improve our technology in the studio to make next year's Channel Falcon news even better. Our current technology is minimal and we do the best we can with a two-camera setup, three studio lights, and a green screen that we created with paint and a blank wall. We are proud of the progress we have made, but as the program continues to grow interest and ignite passion in our students, we are realizing that updated technology and studio supplies would make the experience for our news team and viewers so much better! With video production comes issues with storage space and outdated editing software. We want our students to have cutting-edge technology to experience the news as professionals do, and to deliver a quality news program which will kindle passion for the arts within our school, and carry this excitement with them throughout their education.

## **Gina Keenan**

*Education Minnesota Osseo*

### **Puzzlets with Our Kidlets: Coding in the Primary Grades**

**\$1,941.96**

The goal of our project is to bring coding, robotics and computer science into our primary classrooms. We will use the grant money to purchase Dash programmable robots and Puzzlet accessories for Dash. Puzzlets

are icon based, physical tiles that students can manipulate to program the Dash robots. No device needed! Coding provides many benefits for students such as communication, problem-solving, perseverance, logical thinking, and collaboration. Coding also helps improve students' math and reading skills through sequencing and computational thinking. Last but not least, coding prepares all students for college and career readiness. There are a lot of great resources available for upper elementary coders but not as many for primary coders, especially PreK. Through this grant, we will be able to expose all students to coding and robotics. In addition, the curriculum written into the grant will have supporting materials to reinforce the concepts we want students to learn.

## **Tobi Kemen**

*Dawson-Boyd Education Association*

### **Walk, Listen, and Learn!**

**\$3,000.00**

Our fifth and sixth grade teachers will implement the Walking Classroom into our current curriculum. The Walking Classroom is a national, award-winning educational program providing students and educators with an innovative way to get physical exercise into their school day without sacrificing instructional time. Students will take a brisk 20-minute walk with their teacher and classmates while listening to educational podcasts on preloaded MP3 players called WalkKits. Each WalkKit contains more than 100 preloaded podcasts and can be shared among classes and reused year after year. Our goals include increasing listening skills, further developing knowledge in content areas, and incorporating daily movement into students' lives.

## Angela Kettner

*Education Minnesota Osseo*

**One Grade Level, One Book**

**\$606.00**

Our project will nurture the love of reading by having all second grade students and their families read the same book through a project called "One Grade Level, One Book." As part of the project, we will provide parents with information about the importance of family reading involvement. We will also invite our second grade teachers, principal, library educational support person, English/Language teacher, and others in the building to read the book. Collectively this group of adults can help build the excitement for our project. At the completion of the project, we will have a grade level celebration.

## Kiel Koehler

*River Valley Education Association-  
Houston Chapter*

**Innovators Welcome**

**\$2,917.47**

This project will transform our school's career and technical education program. For many years, the school's CTE program has been known as industrial arts, and consisted primarily of woods and small engine courses. I will purchase a 3D printer for our school and make it an integral part of an innovative and relevant curriculum. As a new career and technical instructor, I want to create meaningful courses that will help students prepare for today's workforce. A 3D printer will help these courses be successful and increase student enrollment in our CTE program.

## Jason Koester

*Bemidji Education Association*

**Learn to Fly**

**\$3,000.00**

Learn to Fly is about helping students realize their dreams. Many students dream of flying and becoming pilots only to be told that it is not possible for them or they cannot afford to become pilots. I believe we can change that narrative and show these students that dreams can become reality. Our school is partnering with Bemidji Aviation to have a certified flight instructor come into the classroom and teach the Private Pilots Ground School course at no charge to the students. This course will be embedded into an aerospace engineering course I am currently teaching. When students are done with the course, they will have to the knowledge to take and pass the Ground School Written Exam, which is the first step to becoming a pilot. This grant will allow students to experience flight using a flight simulator similar to the one Bemidji Aviation uses to train real pilots. After students have mastered the basics on a simulator, there is an opportunity for students to have a Discovery Flight with an instructor that will put them in the cockpit and in control of a real airplane.

## Lynn Lurvey

*Minneapolis Federation of Teachers*

**Design, Create, Market**

**\$2,619.88**

Design, Create, Market will be a project-based unit with English, economic, and art components. Students will engage in the engineering design process. To begin, they will brainstorm ideas for products that they would like to create and sell at a market place that will be held at our school. Students will research ideas of what to make and will determine the specific

materials and skills they will need to successfully complete their products. Through the design process, students will develop their skills in problem solving, perseverance, creativity and adaptability. Students will also engage in the economic skills that small business owners need to know. They will be determining costs, setting prices, learning to market and brand their items, and also setting quality control standards for their products. Students will, in a sense, begin a small business and learn about themselves and others. They will consider the benefits of both competition and collaboration and will learn in a project based manner about what they determine to be their successes and failures.

### **Amanda McMahon**

*Education Minnesota Jordan*

#### **Algobrix Coding**

**\$3,000.00**

I have a strong desire to prepare my first graders for the job force that they will be entering after their academic career. Coding and computer programming skills are necessary for my students to experience future success. The goal of my project is for first graders to be exposed to and become proficient in coding, while still allowing them to have purposeful hands-on play that is so important in the primary grades. Through the use of Algobrix, a Lego-like coding system, students will learn to code by using function blocks and parameters. These commands will then program their Algobrix robot. Students will become familiar with the concept of coding through active play, allowing students to gain this important skill for twenty-first century success without an overexposure of screen time. The Algobrix Project will provide coding opportunities for first graders to become early programmers. This project will encourage problem solving, creating

innovative designs, and critical thinking. Using Algobrix will also teach students to expand their growth mindset as they persevere through the programming process, as well as provide them with a feeling of empowerment when they succeed. Overall, not only will the Algobrix Project teach students important, relevant skills in the area of technology, but it will also give them opportunities to grow both socially and emotionally.

### **Ingeri Milam**

*Princeton Education Association*

#### **AP Physics Technology in Laboratories**

**\$2,840.00**

Advanced Placement Physics 1 was first offered at our school during the 2016-17 school year, but we do not have technology resources to implement all activities effectively. With access to technology, I will add higher-level laboratories in each of the nine units, utilizing technology to collect and analyze data which will increase student procedural skills and result in additional time available for students to develop and apply higher order analysis and inference skills. This will result in an increase in their college and career readiness, as well as the percentage of students passing the AP Physics 1 test.

### **Brian Moga**

*Education Minnesota-Intermediate*

*District 917 Local 3904*

#### **Mobile Computer Lab**

**\$2,800.00**

I teach at Lebanon Education Center in Apple Valley, which serves a diverse, at-risk population. Our students come from all over Dakota County, from living in the city of St. Paul to the rural farms in southern Dakota County. Our students currently share a computer lab with 8 computers with 46 other students in our school. I will expose my

students to increased use of technology and various computer programs to help ready them to transition to higher levels of secondary education, post-secondary education, and the workforce. In order to do this I will purchase a mobile computer lab for our school. This will include a charging and storage cart as well as eight Samsung Chromebooks and Microsoft Office software for the computers.

### **Jennifer Pelletier**

*State Residential Schools  
Education Association*

#### **Introduction to Braille Music**

**\$1,763.00**

Our school serves blind and low-vision students from across the state of Minnesota. At the conclusion of the 2017-2018 school year, our high school graduates and transition age students will move on to work or post-secondary education. These students, one who even plans to be a music major, will have left our school without any exposure to braille music. Because most blind students learn music by rote, they don't have a clear concept of notation or the fundamentals of music other than from an aural perspective. This project will allow us to expand on the idea of literacy and offer interested students exposure to braille music. The curriculum presents the Braille Music Code in a way that is fully accessible, interactive, and geared to students' level of learning.

### **Emily Pletscher**

*South Saint Paul Teachers' Association*

#### **A Voice for Students**

**\$2,985.80**

The purpose of this project is to use a variety of technology devices and apps as augmentative and alternative communication to increase student success toward their individualized

education plan's goals and objectives. More specifically, the goals are to increase a student's ability to communicate a variety of functions—greet, ask questions, request, refuse, etc.—and to increase a student's independence in their everyday lives. Using iPads and iPods as communication devices will motivate students to learn and communicate using a modality which is currently limited in availability to special education students.

### **Tanja Putman**

*Burnsville Education Association*

#### **Coding and Creating in Kindergarten**

**\$3,000.00**

With my project "Coding and Creating in Kindergarten," I will have lessons on coding, problem solving, and technology once per week and have students explore, create, share with others, and earn their own through discovery at a technology-centered time. I will also host a parent technology activity day where we invite parents into school to show off all we have learned about coding, creating, problem solving, and technology throughout the year. I will purchase age-appropriate technology to use in kindergarten classrooms for this project, including coding sets with iPads, coding robots, and programming and problem-solving kits. I will also purchase a few Chromebooks for kindergarteners, which we use in intermediate grades at our elementary school, so the kindergarteners are familiar with them. This project will be shared across all four kindergarten classrooms at my school to incorporate technology into our 100 plus kindergartners' days.



## Tanja Putman

*Burnsville Education Association*  
Moving to Learn in Kindergarten

**\$3,000.00**

My project is titled Moving to Learn in Kindergarten. This project will impact 100 kindergartners this year and will be sustainable for many years to come. Many students come to school unable to focus because of their sensory needs and need for movement. This project will give us supplies to help meet sensory needs, and keep students engaged in their learning in kindergarten. It will also extend our learning to our outside playground area by supplying outdoor learning activities and creating an outdoor learning kit and area.

## Roger Quinn

*Climax Education Association*  
Firing up Imaginations

**\$2,600.00**

Using the low-cost Amazon Fire note feature, our project will differentiate reading assignments for both gifted and learning disabled students in social studies and English classes. Our project will also reduce the costs often associated with novels and textbooks—when educators purchase a book on the Fire, they pay a reduced price compared to a traditional book. Many classical social studies tests are free when purchased by eBook, as they are in the public domain. Once the eBook is downloaded teachers can highlight portions of the text in several different colors, coordinating instruction by establishing different student accounts and by using different colors. The notes the teacher puts into the text could be anything, including plot explanations and summaries, questions, character analysis, and much more.

## Hannah Radant

*Education Minnesota-Intermediate District 917 Local 3904*

Mindfulness in the Classroom

**\$1,000.00**

Mindfulness practices are linked to many health benefits and have been gaining attention in the education field. Mental health conditions are common in teens and young adults, with one in five living with a mental health condition and half developing the condition by age 14. UCLA Mindful Awareness Research Center defines mindful awareness as “paying attention to present moment experiences with openness, curiosity, and a willingness to be with what is...It invites us to stop, breathe, observe, and connect with one’s inner experience.” Many teens and young adults live full lives with a mental health condition, however they need to be taught how to cope with their condition. Mindfulness practices can be used to control reactions to feelings, increase flexibility in daily life, prevent depression relapse, integrate awareness skills, and can be useful in long-term based solutions. Teaching my students mindfulness techniques (breathing, meditation, stretching, etc.) will help them to manage emotions and become more independent in their daily lives.

## Carline Sargent

*Education Minnesota St. Francis, Local 1977*

Project Impact Social Justice

**\$3,000.00**

The Impact Social Justice Project will give students in-depth knowledge of racism, stereotypes, biases, privilege, inequity, and other social injustice issues allowing them to become more conscious about what is happening around them and a better understanding of one another. Funding from this grant will be used to provide a variety

materials and activities (improvisation-based performances, cultural speakers, lyceums) for our students to address social issues in the school as well as the community in which we live. Students will be encouraged to talk openly about fears, assumptions, biases, stereotypes, and prejudices. Students will brainstorm ideas to change the culture of their school and seek solutions for problems. Students will be empowered to take action against racism, class, and other social injustice issues.

### **Dawn Schaefer Stumpf**

*Annandale Education Association*

**Calm and Caring Classrooms to Create Incredible Learning!**

**\$2,700.00**

The goal of this grant is to support a school-wide collaborative effort to implement mindfulness practices in order to develop calm and caring classrooms to create incredible learning! We have a small team that has been trained in mindful practices. We are working to share mindful practice strategies with staff using research based activities to meet the social/emotional and learning needs of our students. The world is filled with chaos. Students come to school with worries and experiences that affect their behaviors and ability to learn. This grant will provide the resources and tools needed to create calm and caring classrooms for incredible learning experiences having a positive impact on hundreds of learners for a lifetime!

### **Amber Serfling**

*Deer River Education Association*

**Team KLC Makerspace**

**\$1,600.00**

My project will increase the technology available in our current Makerspace. As a Setting IV and day treatment program, we provide extensive mental

health and academic support to our students in an environment with a high staff-to-student ratio. This year, we have seen amazing success with providing a Makerspace with small technology resources (beginning with 1:1 iPads). As we have had the opportunity to add technology resources—such as a LittleBits kit, three Makey Makeys, and Dash and Dot) through grant opportunities and loaning, student engagement and enthusiasm for the space has greatly increased. My goal is to provide increased opportunities for collaboration, innovation, and motivation. I expect to see students' social and emotional skills grow through the opportunity to experience challenges in a safe space, collaborate with others, and build confidence.

### **Kristen Sinicariello**

*Columbia Heights Federation of Teachers*

**Using Virtual Reality to Enhance Historical Writing**

**\$2,709.00**

Using Google Expeditions in our world history classes, we will enhance students' writing and historical thinking skills. As world history teachers, we know that our classrooms would benefit from a Google Expeditions kit—with this kit, students place their mobile devices in a 3D viewer and then follow along as the teacher leads them on a “field trip” through a site around the world. In our courses specifically, this kit will be used at least once per unit to explore and experience various sites that classes are studying. Virtual reality expeditions would be paired with pre-trip questions, a time for inquiry and discussion throughout the lesson, as well as follow-up with additional background information, reading, and historical research. A key historical thinking skill at the center of world history is comparison. As a final assessment and the project used as

data collection for this grant, students will build their writing practice and historical thinking skills by writing an essay that compares and contrasts the history of two of the sites we visited on an expedition.

### **Kathryn Sloan**

*Rochester Education Association*

#### **Empowerment through Music**

**\$3,000.00**

Through this project, students at our school will participate in an authentic experiential learning experience. First, students will collaborate with a musician to compose an original rap song, including lyrics and an original beat, to tell their story of starting an urban farm and leadership group called The Green Thumb Initiative. Next, they will work with a recording studio to record their song and learn about a career in the music industry. Finally, with the help of a professional videographer, they will write a screenplay to produce a music video that will give them a platform to empower students like themselves across the state of Minnesota.

### **Mary Stanislawski**

*Education Minnesota  
Warren/Alvarado/Oslo*

#### **Makerspace Special Edition**

**\$2,444.79**

Our project will provide special needs students the resources and space to explore, construct, design, learn, and experience a variety of STEAM (science, technology, engineering, arts, and math) activities at varying educational levels in an innovative, inviting, and truly unique environment. These students—intellectually disabled, autistic, and learning disabled—often perform several grade levels below their peers and rarely have the access or opportunity to engage in these types

of activities at their level, both in and out of the general education setting. Non-disabled high school students will be paired with special needs students to act as mentors. The peer mentors will work with students to guide them in interacting with the activities. The Makerspace: Special Edition (SE) will include a variety of learning activities: hands-on manipulation of materials, basic programming of robots, and coding through online apps—all of which are related to the STEAM focus. Students will have scheduled time to meet with their peer mentors in the room, it will be available during open times of the school day for any students to explore, and students will have direct teaching lessons with special education teachers. The main components of the space will be a Lego wall, various building materials, student engineering play kits, robots of varying skill levels, and 3D beginning-level printing pens.

### **Liz Stock**

*Education Minnesota Osseo*

#### **Fine Motor Olympics**

**\$1,624.00**

Occupational therapists in our district have observed a significant increase in fine motor concerns related to handwriting from teachers and parents. For example, in one school in the district, six of the seven initial referrals (kindergarten through fourth grade) were for handwriting concerns during the first three months of the 2017-18 school year. Writing is the primary method for students to convey what they know and for teachers to evaluate students' comprehension of concepts taught in schools. To address this need, we will implement the Fine Motor Olympics Program. The Fine Motor Olympics Program, which was created by Marcia P. Bridgeman and structured to help students address difficulties with handwriting and

other fine motor skills necessary for successful participation within school, includes a quick screening tool to identify students' underlying difficulties. It also includes explicit directions to remediate fine motor deficits. Once the program is developed, the activities in the program can be carried out by teachers, paraprofessionals, parents, and volunteers. This program offers professional development for teachers and paraprofessionals on the development of fine motor skills and their importance in a child's ability to complete tasks in school. The goal of this program is to increase development of fine motor skills in children using a variety of modalities and to offer resources for teachers, paraprofessionals, parents and volunteers to support fine motor development.

### **Joshua Tharaldson**

*Education Minnesota Marshall County Central*

**Let's Get Active Outside!**

**\$3,000.00**

A cooperation was recently established between Marshall County Central Schools and the U.S. Fish and Wildlife Service Partners Program to develop a schoolyard habitat and outdoor classroom, which is roughly six acres located directly north of the high school. This outdoor classroom space will be used as a learning center for project based lessons and an area for students to learn about native grasses, wetland plants and animals by both elementary and high school classes in the upcoming school year and for years into the future. This grant project specifically will bring together students from all three of our buildings within the district which will include grades Kindergarten through seniors to participate in outdoor birding activities at our newly created restored prairie

site. We hope to build a collaborative project between elementary and high school students and teachers with citizen science birding.

### **Karen Warner**

*Education Minnesota Little Falls*

**Virtual Drawing Space**

**\$3,000.00**

I want to incorporate the use of new technologies with creative expression. To do so, I will create a 3D drawing space in our media center. Access to this technology will be available to all students and will be monitored by our media specialist. Students will obtain training on the device through the art curriculum and afterschool sessions. Finally, the use of this media will become a component of my art classes and also available for students to create for other coursework.

### **Jen Wenzel**

*Centennial Education Association*

**Show What you Know: Digital Portfolios for Primary Students**

**\$3,000.00**

Using iPads and specific, research-based applications, we will incorporate digital portfolios to support our students' learning. Over the last year, we have learned and grown together as professionals as we have begun to implement an app known as Seesaw. This app is used as a means to digitally document learning. We have seen the power of digital portfolios and the motivation it provides young learners. As educators, we are convinced that the digital arena of technology and digital portfolios is a powerful platform for sharing work, providing differentiation, displaying growth over time, and giving students an authentic audience in which to demonstrate their learning. Currently our limited number of devices hamper our students' ability to post work to

their portfolios. The devices we will purchase will allow our students greater accessibility to their portfolios on Seesaw.

### **Jake Wypyszynski**

*Bloomington Federation of Teachers*

#### **Heart Rate Monitors for DAPE**

**\$1,449.30**

Physical activity trackers have increased in popularity in recent years. They are used to track the physiological response of physical activity. Individuals are able to change their effort based on the response they get from the device, which can facilitate motivation. Students participating in developmentally adapted physical education (DAPE) class at the secondary level can have a difficult time with participation and need additional motivation. The devices will be used to educate students on the physiological response of the body during physical activity, and how to properly use them in order to facilitate and implement a proper workout. The project will collect baseline resting and recovery heart rate data using the heart rate monitors, and then students will continue using the monitors throughout the trimester during physical activities to monitor physiological response. The same tests will be conducted at the end of the trimester to distinguish a change from pre-intervention to post-intervention of resting heart rate.

### **Pang Yang**

*Education Minnesota Osseo*

#### **The Untold Narrative**

**\$3,000.00**

We will inspire our students to become writers and make written language more relevant and engaging by publishing student-centered literature. We have only a small selection of Hmong literature written in Hmong to engage students, and therefore there is a tremendous potential for loss for our Hmong community if we cannot preserve the culture, language, and stories. All students deserve literature told from perspectives similar to their own and told in their native language—the language of their culture. Currently, our Hmong students are not offered this opportunity at school. This project will give students the chance to express their voices by providing them with a model, and then space to share their own stories and be heard. By expressing themselves in Hmong, our students' cultural and language identities will be validated, strengthened, celebrated, and preserved for many generations to come.

### **Lori Young**

*Albany Federation of Teachers, Local 1993*

#### **FACS Club**

**\$3,000.00**

There is a shortage of family and consumer science (FACS) teachers across the United States. I have begun to promote the FACS program across the country by having students make bulletin boards describing the benefits and opportunities of a FACS education, and having students explore programs of study in several teaching and human service areas. I will continue doing these projects, but I also want to hook students earlier by starting a FACS Club to supplement what I am not able to cover in my classes. I am the only

person in the FACS department teaching eleven different electives. We have an advisory period at the end of each day—it is during this time I will with middle school students and younger high school students, which will take place at about the same time they have to take a career-exploration class at our high school. Through our FACS Club, I will introduce more students to this wonderful program of study, and hopefully encourage them to explore the FACS program as a future career.

### **Gina Zarbok**

*Forest Lake Education Association*  
**Conferencing, Communication and Creating**

**\$3,000.00**

This project will provide my classroom with 1:1 affordable technology, as well as supporting materials that will allow students to extend technology to real world applications. Every student will use a tablet daily to create, reflect, and show academic progress and areas of concern. Students will learn that technology is more than games—it is also a way for them to express their ideas and knowledge. Students will compile projects in a digital portfolio that will be shared with the teacher and families, make tutorials to demonstrate understanding of a concept, record their understanding so they can watch and reflect on their process of thinking, extend their writing with creative applications, and use digital magnification to study attributes from a different perspective.

### **Katie Zuehlke**

*Annapolis Education Association*

**My Screen, Your Screen, We All Scream for Green Screen**

**\$2,500.00**

“My Screen, Your Screen, We All Scream for Green Screen” will invite students to become directly involved in the communication between school and home. Students will assist in planning, recording, and sharing weekly green screen movies with their parents. These movies will share topics being learned at school, upcoming events to prepare for, and ideas for supporting learning at home. By using the green screen technology, we could be broadcasting from the rainforest, a farm, a school bus, the moon...wherever our learning takes us, the green screen can take us! By involving students in these updates, parents are more likely to view and use the information being shared each week. At the end of each movie, students and families will together complete a brief Google Form with a collaborative response about a topic from the week. Students will be applying summarizing skills as they reflect on our week and highlight the big ideas.

## Professional Development Grants

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Professional Development Grants are intended to provide education support professionals (ESPs), higher education faculty of colleges and universities, and teachers with opportunities to take the lead in acquiring and sharing new skills and knowledge. These skills might include new instructional tactics, use of technology, or working with parents. These grants are awarded twice per school year—once in the fall, and again in the spring.

### *Classroom Teachers*

#### **Pearl Cheng**

*Dakota County United Educators*  
ACTFL or National Chinese Teacher  
Conference  
**\$1,500.00**

#### **Laura Forst**

*Central Education Association*  
Minnesota Music Educators Association  
Mid-Winter Conference 2018  
**\$560.39**

#### **Jessica Cook**

*Duluth Federation of Teachers*  
Council for Exceptional Children  
Conference  
**\$1,300.00**

#### **Leslie Frosaker**

*Blackduck Education Association*  
Peacemaker Training  
**\$1,500.00**

#### **Amanda Creed-Schnack**

*Robbinsdale Federation of Teachers*  
Supporting Parent-Child Relationships  
**\$1,500.00**

#### **Sara Johnson**

*Saint Paul Federation of Teachers*  
Teacher's College Pre-K Institute  
**\$1,500.00**

#### **Heidi Dubé**

*Rochester Education Association*  
Yoga Calm in the Classroom  
**\$1,245.00**

#### **Jason Koester**

*Bemidji Education Association*  
Instructor Training  
**\$1,500.00**

#### **Jenny Eckman**

*Education Minnesota-Roseville*  
ENVoY for Excellence  
**\$1,500.00**

#### **Amy Landherr**

*Rochester Education Association*  
Montessori at Franklin AMS  
Conference 2018  
**\$1,500.00**

**Kristen Longway**  
*Saint Paul Federation of Teachers*  
Teacher's College Pre-K Institute  
**\$1,500.00**

**Patrick Varro**  
*Fridley Education Association*  
Minnesota Association Children's  
Mental Health Conference  
**\$1,500.00**

**Andrea Serrano**  
*Robbinsdale Federation of Teachers*  
Supporting Premature Babies and Their  
Parents  
**\$1,500.00**

*Education Support Professionals*

**Patricia Benhart**  
*Lakeville Educational Assistants  
Federation*  
Orton-Gillingham Training 2  
**\$1,300.00**

**Lya Jordan**  
*Saint Paul Federation of Teachers*  
National Association for Educational  
Interpreter Conference  
**\$1,500.00**

**Cayenne Dupay**  
*Saint Paul Federation of Teachers*  
2017 RID National Interpreter  
Conference  
**\$1,500.00**

**Eileen LaFontaine**  
*Minneapolis Federation of Teachers and  
Education Assistants*  
Interpreting for Special Education Class  
at U of M  
**\$1,500.00**

**Carly Fischbeck**  
*Saint Paul Federation of Teachers*  
Sign Language Interpreter Development  
- Health Interpreting  
**\$1,500.00**

**Lisa McQuarter**  
*Education Minnesota Osseo ESP*  
Art Therapy for Special Education  
**\$562.73**

**Keegan Freiburger**  
*Minneapolis Federation of Teachers*  
Mediation Training to Boost  
Restorative Practices  
**\$1,245.00**

**Ingrid Miera**  
*Education Minnesota Osseo ESP*  
How Can ESPs Interrupt Racism  
Everyday  
**\$1,240.20**

**Lindsay Jenson**  
*Saint Paul Federation of Teachers*  
National Association for Educational  
Interpreter Conference  
**\$835.40**

**Sarah Pflugh**  
*Saint Paul Federation of Teachers*  
2017 RID LEAD Together Conference  
**\$1,500.00**



**Sue Snyder**

*Saint Paul Federation of Teachers*  
National Interpreter Conference 2017  
\$1,500.00

**Lynne Thomas**

*Education Minnesota Osseo ESP*  
Managing Behavior in School  
Communities  
\$1,500.00

*Higher Education Faculty***Julie Benolken**

*MSCF-Inver Hills Community College*  
American Library Association Annual  
Conference  
\$1,693.00

**Kristina Bigalk**

*MSCF-Normandale Community College*  
Split This Rock: Poetry as Agent of  
Social Change  
\$2,252.40

**Jessie Breyer**

*MSCF-Century College*  
Attending the "Teaching Professor"  
Conference  
\$2,500.00

**Sean Byrd**

*MSCF-Normandale Community College*  
Alexander Technique Workshop  
\$2,510.00

**Shannon Dahms**

*MSCF-Minnesota State Moorhead*  
Professional Conference  
\$2,963.00

**Marley Wood**

*Saint Paul Federation of Teachers*  
Educational Interpreting Summer 2017  
Professional Development  
\$1,500.00

**Lori Halverson-Wente**

*MSCF-Rochester Community &  
Technical College*  
Human Library Intercultural  
Communication Training  
\$3,000.00

**Patria Lawton**

*MSCF-Inver Hills Community College*  
World Conference on EdMedia +  
Innovative Learning Attendance  
\$2,990.00

**Beth McMahon**

*MSCF-Northland CTC - East Grand  
Forks*  
OLC Innovate 2018: Education  
Reimagined  
\$2,160.00

**Alyssa Nelson**

*MSCF-Vermilion Community College*  
Graduate Certificate  
\$2,948.50

**LeAnne Schmidt**

*MSCF-Inver Hills Community College*  
Attendance at American College  
Counseling Association National  
Conference  
**\$2,845.00**

**Susan Shelerud**

*MSCF-Lake Superior College*  
Transcultural Nursing Conference  
**\$2,000.00**

**Maura Smyth**

*MSCF-Century College*  
Instructional Design Certificate  
**\$2,800.00**

**Jodie Steblay**

*MSCF-Hibbing Community College*  
Nursing Conference  
**\$1,200.00**

**Tamara Thell**

*MSCF-Anoka Technical College*  
Attend the Oncology Nursing Society's  
43rd Annual Conference  
**\$2,696.43**

**Christina Wilson**

*MSCF-Anoka Technical College*  
27th Annual Convention of Academy of  
Medical/Surgical Nurses  
**\$1,655.00**

**Joel Ziegler**

*MSCF-Northland Community &  
Technical College*  
OSHA Trainer Recertification  
**\$1,575.00**

## **Bruce Vento Science Educator Professional Development Grants**

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Established by his colleagues, friends and staff, the Bruce Vento Science Educator Professional Development Grant supports educators who teach science as part of their day and want to acquire and share new skills and knowledge. Congressman Vento believed in supporting students and teachers and highly valued his role as an educator in shaping his world view. These grants are awarded once per school year.

**Carmen Gavin Vanegas**

*Minneapolis Federation of Teachers*  
Help Me Teach Science through an  
Indigenous Lens  
**\$1,287.45**

**Dan Gruhlke**

*Education Minnesota-Monticello*  
From the Ground Up  
**\$1,278.32**

## IMPACT Grants

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The Education Minnesota Foundation seeks to encourage and support broad-based efforts to inject meaningful, long-lasting change in the policies and practices that shape teaching and learning through the IMPACT Grant. Education Minnesota members team up with nonprofits who are agents in driving systemic change, and together they create innovative program designs and projects with the intent of positively impacting the learning experiences of Minnesota students. These grants are awarded once per school year.

### **Susan Bianchi**

*Bloomington Federation of Teachers*

**Resiliency 360: Embracing Mindfulness to Create More Active and Engaged Teaching and Learning**

**\$15,000.00**

The Resiliency 360 Project has teacher support at the heart of its core. We need to give our front line, on-the-ground caregivers support in order to create a paradigm shift and maximize student achievement. This project is a two-pronged approach. The first part is to offer services that educate the “how to’s” of comfort care or self-care, and promote self-discovery to teachers through integrative health practices that offer several modalities with the purpose of increasing teacher compassion and promoting more presence and mindful practice. The second part is to work with students in a mindful learning curriculum that includes mindful practice and process that will promote students becoming more active in their learning process and increase their sense of agency, confidence, and productivity.

### **Andrea Saenz**

*West Saint Paul Federation of Teachers*

**Implementing Restorative Practices**

**\$14,600.00**

This grant will provide training and implementation support in restorative practices at Garlough Elementary School in West St. Paul. The school counselor, several teachers, and behavioral support staff will be trained in the use of restorative circles as teaching tools within the classroom and school community. The goal is to create increased classroom harmony, decrease suspensions and referrals out of class, and resolve conflict and restore relationships when issues occur. We intend to address the need of student voice by bringing restorative circles to our practice and bringing more culturally relevant ways of solving conflict within our school community.

## National Board Certified Teachers Scholarships

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The process to become a National Board Certified Teacher is demanding and complex. For members willing to commit to the process, the Education Minnesota Foundation offers scholarships to help offset the costs. Thanks to a generous donation from Tradition Mortgage, the Education Minnesota Foundation is able to award up to ten \$500 or five \$1,000 scholarships to applicants each year. These scholarships are awarded once per school year.

### **Lynn Andersohn Adams**

*Big Lake–Education Minnesota,  
Local 2250*

Mathematics – Adolescence and Young  
Adulthood  
**\$1,000.00**

### **Joshua Grossman**

*Rochester Education Association*

Social Studies: History – Adolescence  
and Young Adulthood  
**\$1,000.00**

### **Joe Burk**

*South St. Paul Teachers' Association*  
Science – Early Adolescence

**\$1,000.00**

### **Nonie Kouneski**

*Minneapolis Federation of Teachers*

Social Studies: History – Adolescence  
and Young Adulthood  
**\$1,000.00**

### **Jennifer Coenen**

*Rochester Education Association*  
Generalist – Middle Childhood

**\$1,000.00**

### **Benjamin Lathrop**

*Saint Paul Federation of Teachers*

English Language Arts – Adolescence  
and Young Adulthood  
**\$1,000.00**

### **Jessica Cook**

*Duluth Federation of Teachers*  
Exceptional Needs Specialist – Early  
Childhood through Young Adulthood  
**\$1,000.00**

### **Lisa Malcomb**

*Education Lake Superior*  
Art – Early and Middle Childhood  
**\$1,000.00**

### **Brian Durgin**

*Rochester Education Association*  
English as a New Language – Early  
Adolescence through Young Adulthood  
**\$1,000.00**

### **Amber Marsh**

*Big Lake–Education Minnesota, Local  
2250*  
Literacy: Reading–Language Arts –  
Early and Middle Childhood  
**\$1,000.00**

### **David Ellefson**

*Rochester Education Association*  
Science – Adolescence and Young  
Adulthood  
**\$1,000.00**

### **Angela McCormack**

*Big Lake–Education Minnesota, Local 2250*  
Mathematics – Adolescence and Young  
Adulthood  
**\$1,000.00**

**Kimberly Nagorski**

*Big Lake–Education Minnesota, Local  
2250*

Mathematics – Adolescence and Young  
Adulthood

**\$500**

**Lori Ringen**

*Rochester Education Association*

Music – Early Adolescence through  
Young Adulthood

**\$1,000.00**

**Greg Schoenbeck**

*Rochester Education Association*

Mathematics – Adolescence and Young  
Adulthood

**\$1,000.00**

**Marta Stoeckel**

*North St. Paul–Maplewood–Oakdale  
Education Association*

Science – Adolescence and Young  
Adulthood

**\$1,000.00**

**Tony Streng**

*Education Minnesota Osseo*

Music – Early Adolescence through  
Young Adulthood

**\$1,000.00**

**Kelly Stroeing**

*Rochester Education Association*

Generalist – Middle Childhood

**\$1,000.00**

**Laura Willis**

*Rochester Education Association*

Generalist – Middle Childhood

**\$1,000.00**

## Affinity Grants

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From 1992-2017, the Education Minnesota Foundation offered the Affinity Grant for nonprofit organizations to partner with us to bring high-quality professional development and instructional materials to our members. During the 2016-17 school year, the board underwent a strategic planning process to maximize the benefits of the Foundation for members. During that process, the board decided to reallocate Affinity Grant funds to the other grants intended for members. This gave the board the ability to fund more projects that impact both members and students in a direct way. Nonprofits interested in receiving funding from the Education Minnesota Foundation should consider teaming up with an active Education Minnesota member to apply for an IMPACT Grant. The Education Minnesota Foundation was proud to provide a final round of assistance to these organizations and programs:

### **Code Savvy**

*www.codesavvy.org*

**\$7,000.00**

### **Minnesota Association for Developmental Education**

*www.mnade.net*

**\$5,000.00**

### **Minnesota Association for Family and Early Education**

*www.mnafee.org*

**\$5,000.00**

### **National Youth Leadership Council**

*www.nylc.org*

**\$5,000.00**

### **Peacemaker Resources**

*www.peacemakerresources.org*

**\$5,000.00**

### **The Advocates for Human Rights**

*www.theadvocatesforhumanrights.org*

**\$5,000.00**

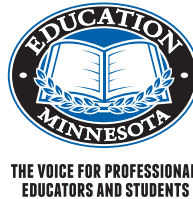
**Total projects and scholarships  
funded:**

**139**

**Amount funded:**

**\$328,695.85**

[www.edmnfoundation.org](http://www.edmnfoundation.org)



The benefit of union membership.

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