

2003

Curriculum Catalog

*Award-winning Projects
and Grant Opportunities*

Grant Applications Inside...see pages 38-52

Care and Share Due October 27, 2003

Team Coaching..... Due November 19, 2003

Adapter Due November 19, 2003

Disseminator Due March 3, 2004

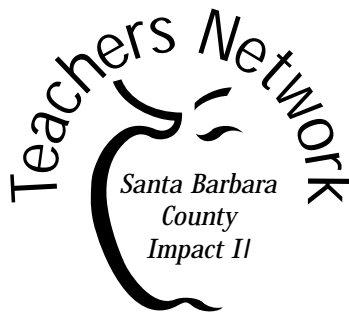


Welcome to the **Santa Barbara County** *Teachers Network*

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What is the Teachers Network?

The Teachers Network is a non-profit, international education organization that has been working for more than 20 years to support and connect innovative teachers through grants and networking opportunities in the areas of curriculum, leadership, policy, and new media. This community of educators is linked by 30 affiliates; Santa Barbara County is one of five affiliates in California.



Santa Barbara County Teachers Network, a school-business partnership, awards grants to public school teachers for creative teaching ideas. Projects are then shared with educators throughout the county and worldwide via this catalog and local and national websites. This is the 20th year of the program in Santa Barbara County.

*Creative teachers . . .
building student success*

A Message from the County Superintendent of Schools



It is a pleasure to present another Teachers Network Catalog for use in our local classrooms. This begins the Network's 20th year of operation. Two decades! Over that time, the Teachers Network has involved 730 teachers through 948 grants. It's a remarkable track record and I salute all involved.

While educational funding, philosophies, practices and practitioners have continued to change, the Teachers Network, which began as

IMPACT II, has been at the forefront of classroom reform and has been a constant force for collaboration and innovation. The work of our teachers has made a real difference in the lives of children, every day, in every classroom countywide.

Even more remarkable is what our teachers have done with the funds they've received, infusing them into materials, resources, and student-centered activities that have demonstrated the ability to enhance learning opportunities for all our students. The 105 business and community partners who have made this possible represent the very best examples of how business can help support classroom efforts in an effective and efficient way that is focused and beneficial to all involved. It is a truly impressive show of support.

This catalog is a compendium of the award-winning curriculum projects this past year that have been classroom tested and highly successful. We hope it continues to serve as a valuable resource and inspiration for teachers countywide and beyond.

I salute you all for the role you have played, in ways both large and small, through challenging times. And I look forward to your impact through the next decades and beyond, on behalf of the county's students and districts.

Bill Cirone

Advisory Council 2002-2003

The Teachers Network Advisory Council reads and selects the grant proposals to be funded, and advises regarding program policy and vision.

Teacher Representatives

Carol Adams	La Honda, Lompoc Unified
Melanie Dickey	Santa Ynez Valley High, Santa Ynez Valley Union High
Kimberly Faulkner	Hope, Hope
Roberta Hough	May Grisham, Orcutt Union
Nina Hunt	La Cumbre Middle, Santa Barbara High (retired)
Marsha Johnson	Kellogg, Goleta Union
Marye Mariscal	Fairlawn, Santa Maria-Bonita
Tina McEnroe	Vista de las Cruces, Vista del Mar
Petti Pfau	Solvang, Solvang
Quinn Plante	Righetti High, Santa Maria Joint Union High
Linda Sharpe	Alvin, Santa Maria-Bonita
Judy Shough	Roosevelt, Santa Barbara
Rosemary Soares	Dos Pueblos High, Santa Barbara High
Sheila Whitefield	Adam, Santa Maria-Bonita
Ben Wieman	Santa Maria High, Santa Maria Joint Union High

School and District

School Administrator Representatives

Leslie Brown, Assistant Principal	Rice, Santa Maria-Bonita
Jan Clevenger, Principal	Jonata, Buellton Union
Judy Connors, Instructional Materials Supervisor	Goleta Union School District
Linda Denton, Curriculum and Instruction	Guadalupe Union School District
Ken Parker, Assistant Superintendent	Orcutt Union School District
Jerry Swanitz, Vice Principal	Santa Ynez Valley Union High School District
Kathleen Woods, Principal	El Camino Middle, Lompoc Unified School District

School/District

Business/Industry/PTA/School Board Representatives

Dayna Castro	Community Representative
Maggi Daane	Lockheed Martin Space Systems
Terri Doughty	Cox Communications
Cindy Fox	Mid-State Bank
Kim Gudgeon	World Minerals/Celite
Norene Nims	15th District PTA
Paula Purcell	Bermant Development Company
Karen Robertson-Fall	Venoco, Inc.
Dale Schumacher	Community Representative
Louise Thurman	Los Padres Savings Bank
Claire Van Blaricum	Santa Barbara County School Boards Association
Laura Wheaton-Werle	Tenet Healthcare Corporation

Business/Affiliation

Teachers Network Policy Institute

The Teachers Network Policy Institute (TNPI) was established to improve student achievement by bringing the teacher's voice to education policymaking. MetLife Fellows from sites across the country conduct action research projects and prepare reports documenting their findings. They are now disseminating their work and taking action to implement their policy recommendations. They also read and discuss shared journal articles, research educational policy issues and prepare policy papers.

In 2002-2003, seven MetLife Fellows from Santa Barbara County focused on issues affecting the teaching profession in our county and beyond in these areas:

- attracting and retaining quality teachers.
- finding time for professional learning through collaboration and collegial work.
- providing opportunities for high-quality professional development based on classroom practice.
- identifying effective teaching practices that contribute to increased student achievement.

The fellows serve on local and state committees, meet with legislators, and submit articles for publishing. They also work on professional development issues with a task force from the Center for the Future of Teaching and Learning. Their goal is to use their classroom-based action research and the teacher's voice to influence policy for improved student learning. **For more information, visit www.teachersnetwork.org/TNPI/.**

2002-2003 TNPI MetLife Fellows

Sandra Bravo	Mary Buren Elementary School	Guadalupe Union School District
Leslie Gravitz	Main Elementary School	Carpinteria Unified School District
Mike Jackson	Battles Elementary School	Santa Maria-Bonita School District
Harriet Levine	Foothill/Mountain View School	Goleta Union School District
Chris Mullin	Santa Ynez Valley High School	Santa Ynez Valley Union HS District
Connie Rohde-Stanchfield	Santa Ynez Valley High School	Santa Ynez Valley Union HS District
Linda Wiezorek	Lompoc Unified School District	Lompoc Unified School District
Jerry Swanitz*	Santa Ynez Valley High School	Santa Ynez Valley Union HS District

* *Advisory Fellow*

Teachers Network National Projects

The TeachNet Project

The TeachNet Project, funded locally by QAD, Inc. of Carpinteria and nationally by AT&T, aims to improve student learning and achievement by addressing the technical, practical, and pedagogical issues surrounding integration of the Web in classroom instruction. TeachNet provides training, grants, networking, and resource sharing to teachers at seven of the Teachers Network affiliate sites worldwide. The process uses the Internet and digital learning to honor teachers as each other's most trusted source of improvement. Technology-integrated curriculum projects are published on the local and national Teachers Network websites as online databases, and teachers are encouraged to use and adapt the projects. This is Santa Barbara County's fourth year of participation in this project.

During 2002-2003, six teachers served as TeachNet Mentors for Santa Barbara County. Most are also county technology mentors, with high levels of expertise in educational technology. The project's co-directors are also California Technology Assistance Program (CTAP) mentors, working through the Santa Barbara County Education Office to support TeachNet. **To view our mentors' and many other innovative units online, click the Santa Barbara County link on the TeachNet website: <http://www.teachersnetwork.org/TeachNet>.**

2002-2003 TeachNet Project Mentors

Buzz Eyer , Co-Coordinator	Orcutt Union School District	Orcutt Union School District
Tracy Sturgell , Co-Coordinator	Santa Maria-Bonita District	Santa Maria-Bonita School District
Jeff Foote	McKenzie Junior High School	Guadalupe Union School District
Susan Hughes	Brandon Elementary School	Goleta Union School District
Martha McIntyre	Aliso Elementary School	Carpinteria Unified School District
Ann D'Angelo Orton	El Camino Junior High School	Santa Maria-Bonita School District
Michael Orton	Fesler Junior High School	Santa Maria-Bonita School District
Petti Pfau	Solvang Elementary School	Solvang School District
Jessica Rivera	Taylor Elementary School	Santa Maria-Bonita School District

TeachNet Mentors are presented with globes from QAD, Inc. at the Education Celebration. Top row, from left: Gary Clark, Murray Ray, QAD, Inc; Martha McIntyre, Susan Hughes, Mike Orton, Ann D'Angelo Orton; Kathy Burford, Cheli Hidalgo, QAD, Inc. Bottom row, from left: Jessica Rivera, Buzz Eyer, Jeff Foote. Not shown: Petti Pfau, Tracy Sturgell.



Glen Dubock

Celebrating Excellence

2003-2004

Santa Barbara County Teacher of the Year

Peggy Lubchenco

La Colina Junior High School
Santa Barbara High School District



Glen Dubock



“

Four words from my personal guidelines for a great classroom environment: varied, safe, intellectually stimulating. ”

Celebrating Excellence

2003 Venoco, Inc. Crystal Apple Educator Awards

North County

Frank Sobotka	Elementary	La Honda Elementary, Lompoc Unified
David Anderson	Secondary	Santa Maria High, Santa Maria Jt. Union High
Richard Taniguchi	Support	Cabrillo High, Lompoc Unified
Bill Stokes	Administrator	Santa Maria-Bonita District
Robert Ranard	Classified	Cabrillo High, Lompoc Unified

South County

Laurie Yarnell	Elementary	Washington Elementary, Santa Barbara
George Flores	Secondary	Carpinteria Middle, Carpinteria Unified
Juanita Johnson	Support	El Rancho Elementary, Goleta Union
Catherine Breen	Administrator	Santa Barbara County Education Office
Norma Perry	Classified	La Colina Junior High, Santa Barbara High



Top, from left: Bill Stokes, Robert Ranard, Richard Taniguchi, Frank Sobotka, David Anderson. Bottom, from left: Carol Johansen, Asst. Supt., SBCEO; Juanita Johnson; Cathy Breen; Laurie Yarnell; Norma Perry; George Flores; Mike Edwards, Venoco, Inc.

The Teachers Network

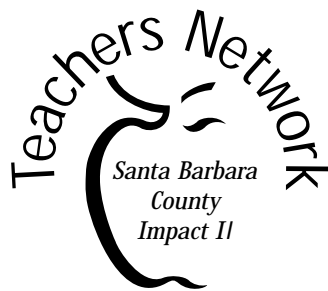
Calendar 2003-2004

- ★ **Wednesday, October 8** **Curriculum Fair and Dinner**
- ★ **Monday, October 27** **Deadline: Care and Share Application**
- ★ **Wednesday, November 19** **Deadline: Team Coaching Application**
- ★ **Wednesday, November 19** **Deadline: Adapter Application**
- ★ **Thursday, February 12** **Grant Recognition Dinner**
- ★ **Friday, February 20** **Deadline: Teacher of the Year Application**
- ★ **Wednesday, March 3** **Deadline: Disseminator Application**
- ★ **Monday, March 15** **Deadline: Crystal Apple Nomination**
- ★ **Thursday, May 6** **Education Celebration**
20 Years of the Teachers Network!



Need more information?

Order curriculum packets, send applications, get technical support, and direct questions to:



Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone: (805) 964-4711 ext. 5281
FAX: (805) 964-2641
E-mail: cgregor@sbceo.org
www.sbceo.org/~impact2/

Award-winning Projects 2002-2003

The Teachers Network grants funded in 2002-2003 are described on the following pages.

Development grants (Care and Share, Team Coaching, Adapter) are funded in the winter to implement new projects during the current academic year.

- 2002-2003 Care and Share Grants, page 12
- 2002-2003 Team Coaching Grants, page 15
- 2002-2003 Adapter Grants, page 17

Classroom-tested Projects: Disseminator Grants are awarded in May for proven projects, and are ready to be adapted.

- 2003 Disseminator Grants, pages 20-37



Applications for 2003-2004 grants can be found on the pages listed below; there you'll find all the information you'll need to prepare your application.

<u>Application</u>		<u>Deadline</u>
Care and Share	pg. 40	October 27, 2003
Team Coaching	pg. 43	November 19, 2003
Adapter	pg. 46	November 19, 2003
Disseminator	pg. 49	March 3, 2004

Remember that we are happy to read and comment on drafts of your application **prior** to the deadline; contact us for more information: (805) 964-4711 ext. 5281, or impact2@sbceo.org.

Care and Share Grants

Funded entirely by the Santa Barbara Foundation, Care and Share Grants provide youth with philanthropic learning experiences that empower them to make a difference in the community through the simple act of giving. Awarded at the Grant Recognition Dinner, February 2003.

A Community of Readers

Kathy Dubock

Santa Barbara Junior High, Santa Barbara High

In an effort to promote literacy among children and young adults, Kathy's students wrote reviews of books they have enjoyed, read their reviews on K-LITE radio station, then purchased these and other needed books for Transition House and the Boys & Girls Club for their libraries. By donating the books to neighborhood agencies, students are able to see the actual impact their gifts have on other children.

Books for Kids, By Kids

Kathleen Tomscha

Canalino, Carpinteria Unified

After brainstorming community needs in anticipation of a philanthropy project, Kathleen's 3rd/4th grade class wanted to bring cheer to other children and lessen their anxiety in medical waiting rooms. Students wrote and illustrated short books, then delivered them to dentists' and doctors' offices, and the pediatric ward of Santa Barbara Cottage Hospital.

Bridging the Generation Gap

Tina McEnroe

Vista de las Cruces, Vista Del Mar

Tina's 5th and 6th grade students visited monthly with Solvang Lutheran Home residents sharing individual histories, cooking, writing letters, and reading. Together, students and residents explored Hearst Castle on a special private tour. By extending their friendship and understanding, students and residents alike bridge the gap of isolation between young and old.

Creating Compassionate Students

Linda Lopez Corley

Ontiveros, Santa Maria-Bonita

During a school-wide coat drive, 5th grade students collected 150 jackets and five blankets, put together care bags on Valentine's Day, and planned an after school fundraiser to benefit The Good Samaritan Homeless Shelter. Coats, treats, and cash were given

to the shelter, who then purchased school supplies with the cash and distributed all items to the residents. The students learn the power of giving as they witness the direct impact their gifts have on those less fortunate.

Dunes All Accessible!

Therese Brady, Kelly Demarest, Tracy Lipson

Ontiveros, Santa Maria-Bonita

During a field trip to the Guadalupe Dunes, these 4th graders noticed that it would be difficult for disabled persons to discover and explore the dunes. To meet this need, students raised funds (giving personal money, soliciting community donations) to purchase a "Landeez" all-terrain wheelchair, and donated it to the Dunes Center in Guadalupe.

Feeding Families

Jodi Miles

Adams, Santa Barbara

Jodi's 3rd grade students held food drives for the entire school, then delivered all items to the Unity Shoppe just before Thanksgiving. In December, each student, teacher and employee of Adams School created an "Adams Dollar," adorned with a self-portrait. The "dollars" were displayed on class posters and hung in the school's central hallway; that total amount was then given as a direct cash donation to Unity Shoppe, teaching students how by coming together, we *can* make a difference!

Fighting Hunger Two by Two: Taylor School Ark Angels

Kristen Burke, Jessica Rivera

Taylor, Santa Maria-Bonita

Students served communities all over the world, offering hope to families who are poor and hungry, by organizing a school-wide collection of "spare change" to benefit purchasing animals through Heifer International. The animals, such as milk cows, oxen, ducks, wool sheep, etc. give poor families the resources to "help themselves" for years to come. The Care and Share grant funds helped students meet that goal.

Care and Share Grants

From Our Hearts to Yours

Cindy Busby, Kay Marsh, Miriam Parker

Vieja Valley, Hope

In an effort to reciprocate for the constant community support offered to their school, students in three 2nd grade classes planned, prepared, and executed a special valentine week presentation for residents of their neighborhood's Valle Verde Retirement Community. Students wrote a poetry anthology on the topics of kindness, love, friendship, and peace, then distributed it to the residents. They also crafted heart-themed gifts and presented a lunchtime musical, "Love Makes the World Go 'Round."

Helping Hands

Diana Calderon, Gwendolyn Green, Cathy McCue

Robert Bruce, Santa Maria-Bonita

Students in grades 4-6 created gift baskets for needy families at their school by providing personal hygiene items, school supplies, household items, and blankets—essentials that often go overlooked in traditional holiday gift baskets. This very personal type of giving was a powerful way to connect students to those in need, and to encourage them to appreciate their own prosperity.

Helping Hands and Happy Hearts

Donna Beal

Nightingale, Orcutt Union

Each month, Donna's kindergarten students reached out to a different group in the area, opening their eyes to the diversity of need in their community. Projects included making Literacy Bags for teen expectant mothers, a school-wide book drive for a non-profit preschool, a seatbelt awareness campaign, food drives for the homeless shelter, and performing a play for senior shut-ins.

Honoring Our Senior Citizens: Your Footsteps Light the Way

Leslie Gravitz

Main, Carpinteria Unified

Leslie's 4th grade students honor the seniors in their community, enrich their lives with activities of learning, and let them know that they are needed and loved. Activities included a holiday welcoming party, making an "all about you" book with interviews and

photographs, scrapbooks, poetry writing, storytelling, art projects, and a shared potluck dinner.

Making Holidays Special

Diona Durham, Paula Wiggins

Olga Reed, Los Alamos (SBCEO)

Students reached out to residents of the Villa Maria Convalescent Home on regular holiday visits, reading books, singing, playing games, sharing snacks and making special gifts. In this way, both students and residents make special holiday memories, and honor the traditions of all.

May Day Exchange

Mike Heyl, Teresa Iturriria

Mary Buren, Guadalupe Union

After reading the story, *Wilfred Gordon McDonald Partridge* by Mem Fox, 1st grade students and seniors from the Guadalupe Senior Citizen Center participated in a May Day basket art activity and poetry writing about their memories of childhood and Guadalupe. Students and seniors then shared their poetry and art, which were put on display at the school library. Students learn about the diversity of people within their own community, and the importance of being an active participant in it.

Reading Buddies That Care

Kim Nodal

Mary Buren, Guadalupe Union

In order to become reading buddies with a special day class, whose students have auditory and visual disabilities, Kim's 5th grade students scanned book pages while recording text with the use of specially designed software. These electronic books can then be accessed by the special day class students, allowing them to read independently. The two partner classes were then able to be reading buddies!

Santa Maria-Style Caring

Tricia Epperson

Miller, Santa Maria-Bonita

Tricia's 3rd graders provided monthly decorated baskets of school supplies and goodies for children who attend an after-school program at a local homeless shelter, e.g. Thanksgiving dinner fixings, boxed Valentine cards for the homeless kids to use at

Care and Share Grants *continued*

school, Easter and St. Patrick's Day treats, and patriotic kite kits for July 4th. By providing these simple luxury items, students learn that all children, no matter how dire their economic situation, need to make holiday memories.

Seasons of Life: Biography as Service

Ruben Gil

Santa Barbara Junior High, Santa Barbara High

In an effort to break the isolation of retirement center residents, 8th graders interviewed senior citizens regularly over three months, chronicling their lives from birth to present. The resulting documentaries were compiled into a hardbound book, accompanied by portraits, and given to each senior. Students learned reporting, interviewing, transcription, and editing skills, while developing meaningful relationships with the elder residents.

Vieja Valley School-Cieneguitas Creek Restoration

Tairy Carter

Vieja Valley, Hope

In an effort to educate the public about their neighborhood open space, 4th grade students created a nature trail with interpretive signs and planted native plants along Cieneguitas Creek, which runs adjacent to the school. Students learned and then taught others about the importance of clean water and all the plants and animals that depend on it.

We're All "Kids On The Block"

Mary Ellen Pankratz

Nightingale, Orcutt Union

Fifth and sixth grade students coordinated and presented shows (using nationally-known Kids on the Block puppets) dealing with disabilities such as Down's Syndrome, blindness, and wheelchair restrictions to over 1,000 students in Santa Maria and Orcutt. Students taught others to build their awareness and attitudes toward disabilities, and became advocates in the process.

Wrapped Up in Love

Marcy Bremer, Amy Randeem

Robert Bruce, Santa Maria-Bonita

Two kindergarten classes discussed the need for warm winter coats, and that some children do not have them. Students colored posters asking two neighboring schools' teachers to identify needy students, and their coat sizes. With that information, students purchased (generously discounted) coats on a field trip to WalMart, made nametags, and sorted coats. They then walked to the neighboring schools and distributed the coats to the chosen students, who had been told that they had won the coats in a lottery.



Inspired?

See Page 40 for the 2004 Care and Share Grant application.



Olga Reed School students share fun and games with retirement home residents during Diona Durham's Care and Share Project in 2002.

Team Coaching Grants

These development grants are for teacher teams to work collaboratively to implement an innovative, "best practice" instructional strategy to improve their students' achievement. Awarded at the Grant Recognition Dinner, February 2003.

Companion Gardening

Taylor, Santa Maria-Bonita

Coach: Sally Woelper

Team: Priscilla Alquist, Nina Borja, Leslie Freirich, Heidi Paciano

Business Partners: Sawaske Landscape, Paraiso Landscape, Betteravia Farms, Bonita Packing Company, Western Farm Service

The school garden was used as a basis for teaching specific writing skills to two 4th grade classes and three 2nd grade classes. Students were teamed (one 4th grader, one 2nd grader) for weekly adventures in the garden and in the classroom. Cross-curricular lessons in ELD math, science, social studies, technology, and the visual arts made learning meaningful.

Equity and Excellence

Brandon, Goleta Union

Coach: Victoria Thor Kornahrens

Team: Lesley Fong, Mary Hernandez, Laura Herrera, Susan Hughes

Business Partner: Raytheon

This team researched teaching strategies previously piloted by three California History/Social Science Project sites. They then created and implemented "Look At My Ideas," a graphic organizer designed to help English Learners access the content and concepts in History/Social Science.

Grammar With Attitude

Mary Buren, Guadalupe Union

Coach: Kim Nodal

Team: Michelle Fox

Business Partners: Venoco, Inc.

This team implemented a multi-sensory approach to learning grammar using the ideas developed by B.R. Gunn, a Santa Maria teacher presenter at a summer workshop. Parts of speech were given a symbol and then acted out.

Growing Kindergartners: A Cross-District Team Approach

Monte Vista, Hope; Ellwood, Goleta Union

Coach: Judy Sims

Team: Colleen Million, Beth Russell, Susan Wrentmore

Business Partner: Tenet Healthcare Corporation

This team's strategy used a cross-district buddy system to involve four classes of kindergarten students in project-based garden, nutrition, science, and environmental lessons designed to increase student learning throughout the year. Through cross-district collaboration, teachers expand their teaching strategies and methods.

The Language Connection

El Camino Middle, Lompoc Unified

Coach: Kristen Lewis

Team: Chelsae Battles

Business Partners: Lockheed Martin Space Systems; World Minerals/Celite

This junior high team developed and implemented mathematics vocabulary lessons for each unit taught. Verbal models, graphic organizers, thinking maps, and continually modeling and reinforcing each unit's vocabulary terms helped students significantly improve their STAR test results throughout the year.

Real Reading

Robert Bruce, Santa Maria-Bonita

Coach: Lori Wise

Team: Susan Billinger, David Gregor, Deborah Winter

Business Partner: The Hutton Foundation

This team worked together to implement Readers' Workshop during a consistent period of time each day. In addition to using the district reading program, students self-selected books at their reading levels, self-monitored their comprehension, and were quizzed regularly, with the goal of bringing authentic reading experiences to children to help them love to read and interpret literature.

- Continued on next page -

Team Coaching Grants *continued*

SWIM: School-Wide Reading Intervention/Improvement Model

Taylor, Santa Maria-Bonita

Coach: Elizabeth Price

Team: Julie Cadena, Lenni Clardy, Leslie
Freirich, Sally Woelper

Business Partners: Lockheed Martin Space
Systems, Mother Goose Books, Atlas
Performance Industries

This intensive reading intervention model for grades 2-6 grouped students according to identified need rather than grade level. Each team member focused on particular skills in a learning center, and student groups travelled and re-organized according to mastery throughout the year. Students were regularly tested and re-assessed on comprehension, fluency, word recognition, phonics and vocabulary.

Vocabulary Three Ways

Ontiveros, Santa Maria-Bonita

Coach: Therese Brady

Team: Kelly Demarest, Tracy Lipson

Business Partners: Kurt Graf: Hampton-Brown
Books; ExxonMobil Foundation

This team's strategy implemented visual, auditory, and kinesthetic/artistic modalities to teach their 4th graders technical vocabulary found in text-heavy books such as Social Studies, and across the curriculum.

Writing Rubric Year-Round

Vieja Valley, Hope

Coach: Kelly Johnson

Team: Teri Brown, David Nelson

Business Partners: Cox Communications,
ExxonMobil Foundation

This team worked together to create and implement a child-friendly writing rubric that was used throughout the year by 3rd graders. Children learned to use it instinctively when brainstorming, writing first drafts, self-editing, and peer-editing. Teachers then used the same rubric to grade student work throughout the year.



*See Page 43 for the 2004 Team Coaching
Grant application.*



**Kelly Johnson, Teri Brown, and David Nelson
celebrate their award-winning Team Coaching grant
at the Grant Recognition Dinner in Solvang.**

Adapter Grants

These development grants, awarded at the Grant Recognition Dinner in February 2003, were funded to creatively modify existing Disseminator projects.

Abstract Fun

David Gregor

Robert Bruce, Santa Maria-Bonita

Disseminator: Vera Lyons and Janis Smith

Business Partner: Los Padres Bank

David's adaptation of "Fun With Faces" used abstract art instead of portraiture to create a classroom museum showcasing student work emulating their favorite artists at Open House. Students explored online museums and other art sites to choose favorite works, then created their own abstract art pieces for display.

Get On Board the Improvement Train!

Vera Lyons

Aliso, Carpinteria Unified

Disseminator: Leon Lewandowski

Business Partner: Montecito Bank and Trust

This adaptation of "Improvement Week" allowed students (and later parents) to select the area for improvement, such as reading, math, neatness, or behavior. Students each created a specific train car and attached the improvement area and his/her name. The teacher tracked each student's improvement and awarded stickers that students used to decorate their train cars.

Gorilla Garden's Silverback Store

Priscilla Alquist, Heidi Paciano, Jessica

Rivera, Sally Woelper

Taylor, Santa Maria-Bonita

Disseminator: Barbara Cronin Hershberg and Trisa
White Ranson

Business Partner: The Hutton Foundation

Gorilla Garden's Silverback Store was this team's adaptation of "Kinder Garden Store." Their students not only grew and sold plants, but also designed flyers, posters, and banners, harvested seeds, designed seed packets and packaged them for selling, and organized and ran the sales. The profits were used to purchase more materials, and capital improvements to their garden, such as picnic tables and arbors.

Sharing Skills

Bettina Knox

Dos Pueblos High, Santa Barbara High

Disseminator: David James

Business Partner: Tenet Healthcare Corporation

Bettina adapted "Teacher for a Day" for students with significant communication and motor disabilities. Assistive technology and communication aids were used to act as the students' "voices." They used electronic switches to activate a computer, VCR or slide show, and presented their projects to Resource class students, parents and friends.

You've Got Mail

Tricia Epperson

Miller, Santa Maria-Bonita

Disseminator: Karen Porter

Business Partner: Steve Burdick: VALIC

Tricia's adaptation of "Passing Notes" was to create a classroom Floppy Disk Post Office, where students checked the "You've Got Mail" basket each day to see if their disks had a message. They then wrote a paragraph-long response message, saved it to the disk, and replaced it in the basket. As a result of this engaging activity, student writing scores improved significantly over the year.







*Take an idea and go creative!
See Page 46 for the 2004 Adapter Grant
application.*

Take an Idea... and Go Creative!



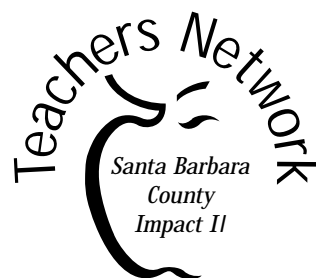
Looking for new ideas?

Come to the Teachers Network Curriculum Fair and Dinner!

-  See project displays from last year's award-winning Disseminator and Care & Share grants.
-  Order Disseminator curriculum packets so you can adapt the projects for *your* classroom.
-  Fire up your imagination! Learn more about how to apply for Teachers Network grants: Care and Share, Adapter, Team Coaching, and Disseminator.
-  Network with other teachers and have dinner courtesy of our business partners—it's FREE for all teachers and student teachers!

Wednesday, October 8

Watch your school mailbox or see your Teachers Network liaison for details!



Disseminator Grants

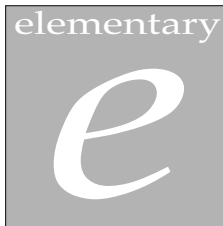
The projects described on the following pages were awarded at the Education Celebration in May 2003. They are classroom-tested, ready to adapt, and will be featured at the Curriculum Fair on October 8 (see opposite). To start using these innovative ideas in *your* classroom, come to the Curriculum Fair, talk with their creators, and sign up for detailed curriculum packets. All teachers are invited to attend this event **free of charge**—look for the invitation in your school mailbox!

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Alien Invasion

Diona Durham

Grades 1-7 Special Education

Business Partner: The Gas Company

How It Works

As a springboard to writing, learning handicapped students make and launch their own rockets, then write stories about an adventure they have when crash-landing on a strange planet. To bring the stories to life, students learn to use descriptive words and phrases, and then illustrate their stories.

Students engage in many prewriting activities, ranging from using MadLibs to reviewing parts of speech, to writing and illustrating their own sentences with descriptive words. They learn to make their stories come alive using visualization. In order for students to understand visualization and how using words brings pictures to the mind, the class orally reads and discusses two books, *A Wrinkle In Time*, by Madeleine L'Engle, and C.S. Lewis's *The Lion, The Witch and The Wardrobe*. Students compare their mental images with each other, and discuss vocabulary that is used to conjure up these images and feelings.

At this point, students make their own spaceships, and work on their alien stories, using the techniques they have examined in the novels to enliven their language. They then read their stories to the class and individually to the principal

Why It Works

This project is successful because students readily engage in and are proud of their work. They eagerly share with each other and many compliments and encouragements are heard from student to student. The writing, oral reading, speaking, and listening State Standards are easily achieved during this project



The Students

2002-2003: ten learning handicapped students, grade levels 1-7, successfully participated in this project.

What You Need

No special equipment or materials are necessary for this project to be successful. Alien storybooks can be student-made, and spaceships can be made using paper plates as a base. A wide variety of books is the essential ingredient in firing the students' imaginations!

Adaptation Tips

This project could also be used in conjunction with a study of solar systems and space flight, including discussions about landing sites, basic needs for life support, possible hazards of space travel, and the history of flight in general. Alternatives to book-making might be dioramas or short skits telling the students space or alien stories.

The Staff

Diona is a special education teacher for the County Education Office, at Olga Reed School in rural Los Alamos. She has been a Venoco, Inc. Crystal Apple Educator Award recipient, and has attended Agriculture in the Classroom and Forestry institutes. She has written numerous IMPACT and Teacher Innovation grants. Diona is always looking for ways to bring meaningful learning to life for her special needs students.

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American Art: 3 Women, 3 Styles, 3 Eras

Jodi Miles

Grades 2-6: Visual Arts, English/Language Arts, History/Social Science, Science

Business Partner: Coastal Properties Realty

How It Works

This series of lessons brings third grade students into the rich and varied world of American art history, as they examine three major artists: Impressionist Mary Cassatt, folk artist Grandma Moses, and modern artist Georgia O'Keeffe.

Students explore art theory, the science of color, conceptual issues, biography, then create their own work in the style of each artist.

Each unit of study begins with a classroom presentation using a bulletin board display featuring examples of the artist's work. Students discuss the works, and a focus concept is presented at the close of the first lesson. The unit progresses over one month, with at least one lesson per week. Students read about each artist's life and practice their own work in the style of the artist. Next they write about the artist's life and her importance to American Art History. Students keep their research and projects in individual notebooks, which helps them compare the artist's styles as well as their own art ideas.

Why It Works

The inspiration for this project came from the need to have students become more culturally literate about the rich history of American artists. The lessons are closely aligned with the State Standards for Language Arts, including discussion, readings and expository writing. The units also draw from the California Standards for Graphic Arts; students learn about styles, techniques, design and vocabulary.

Grade-level standards are used to assess student writing, and oral presentations are evaluated using positive class comments. Because the lessons are stretched over several months, it is easy for teachers, students, and parents to

see growth in writing skills, on both mechanics and expository abilities. Mastery in third grade is a written paragraph; this project provides several opportunities for students to practice this skill.

The Students

Currently the program is used in a third grade GATE magnet program, and individual units have been shared and used in regular classrooms in grades two and six.

What You Need

Crayons, colored pencils, tempera paint and paper are needed; art reproductions are available from educational catalogs and art calendars; artist biographical material adds extra interest.

Adaptation Tips

This project could be adapted by teachers using any artists, or extended into a year-long Art History curriculum using a variety of artists and styles. This unit focuses on women artists, but teachers could select other target groups. The unit could be adapted to a different grade level and integrated with History/Social Studies time periods.

The Staff

In addition to teaching third grade, Jodi has taught art at Adult Education for fourteen summers, volunteered with the Santa Barbara Museum of Art Ridley Tree Center, and has been an art mentor teacher in Santa Barbara. Her year-long American Art History program covers 400 years of American Art.



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The Chumash and the Channel Islands

Therese Brady, Tracy Lipson, and Kelly Demarest

Grades 4-6: English/Language Arts, Social Science, Technology, Visual Arts

Business Partner: Venoco, Inc.

How It Works

The Chumash and the Channel Islands is an interdisciplinary unit which uses the novel *Island of the Blue Dolphins* to teach about California native cultures and geography while introducing students to community service and philanthropy.

First students read Scott O'Dell's *Island of the Blue Dolphins* and write a response to literature. They then use their social studies textbooks to learn more about the history and culture of native Californians, and their science textbooks to learn about animal and plant adaptations. Next, a local biologist visits class with touch-tanks to give students a hands-on tide pool experience. Students use the Internet to research a marine animal, then write a summary of their findings. They weave tule reed mats and Chumash-style raffia baskets.

Next the class goes to Anacapa Island to learn about the specialized plant and animal adaptations of the Channel Islands' flora and fauna. Afterwards, students write personal narratives of their boat and island experiences.

Finally, students participate in a variety of philanthropic and service learning projects. They do a beach litter pick-up, raise funds to purchase an all-terrain wheelchair for the Dunes Center, and make a donation to the Santa Barbara Zoo to help preserve the endangered Santa Cruz Island fox. The idea for this project was inspired by the John Muir Youth Wilderness Award Program, which encourages students to 1) discover a wild place; 2) explore its wilderness; 3) conserve this wild place; and 4) share their knowledge.

Why It Works

This project addresses State Standards in Language Arts (reading comprehension, literary response/analysis, writing strategies and applica-



tions), History/Social Science (life of the Chumash), Science (plant and animal adaptations), and Visual Arts (artistic perception, creative expression, historical/cultural context). Students are assessed using a 4-point rubric for each writing genre, given weekly quizzes and chapter tests in social studies and science.

Assessment indicates that 100% of students increase their knowledge about the Chumash and Channel Islands by doing this project. Students love this project because it offers many opportunities to be successful and share their knowledge. Both teachers and parents comment that children enjoy the content, and the opportunity to participate in service learning and philanthropy.

The Students

2002-2003: 100 fourth graders participated in this project, including English Language Learners, special education, and gifted students.

What You Need

Island of the Blue Dolphins copies, textbooks, Internet access, art materials (tule reed and raffia), and regular classroom supplies are needed. Channel Islands field trip and service learning resources are given in the curriculum packet, as are guest speaker recommendations.

Adaptation Tips

This project could be adapted to any grade level by focusing on the appropriate State Standards.

The Staff

Therese has taught fourth grade for eight years, and has received numerous Teachers Network grants. Kelly has taught fourth grade for one year. Tracy has taught for seven years.

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Colonial High Tea

Jennifer Gibson

Grades 4-7: English/Language Arts, Social Science, Character Education

Business Partners: Los Padres Bank; John Greenleaf Whittier Award for Character Education

How It Works

Colonial High Tea is an interdisciplinary unit that encourages students to explore the historical practice of high tea. From Old England to Colonial times, students trace the “dregs” of tea, while refining their skills in etiquette, politeness, respect, tolerance, and responsibility towards others.

The unit begins while concurrently teaching about the American Colonies in social science and reading one of the core language books for fifth grade (*The Sign of the Beaver*, or *The Witch of Blackbird Pond*). Using the examples and comprehension strategies from the reading, students utilize the texts to make “life connections” for character improvement. They learn that when they use good manners, they show respect and maturity, while realizing that all people have rights and needs. They also increase their self-confidence and self-esteem by actually participating in a real high tea.

Why It Works

History comes alive with real life experiences in this activity. Making phone calls, writing and sending invitations, decorating and planning, setting the table, introductions, and the use of proper tea etiquette are all met with great enthusiasm. Students participate in a genuine high tea, in a formal setting, while applying their knowledge of the historical background behind this ritual. In the end, through the study of Colonial society and the cause-effect relationship between the Tea Tax, the Boston Tea Party, and the Revolutionary War, students gain insight, and enjoyment of the manners that we use today. Character education skills are applied in a fun and encouraging atmosphere



that allow students to enjoy the process!

Learning is assessed in many ways. Students complete nightly assignments, refining the skills they learned during the mini-lessons. They also take a quiz at the end of the unit on manners and etiquette. Finally, they apply their knowledge of history and etiquette during the high tea!

The Students

2002-2003: thirty 5th grade students participated in this lively educational activity. Two students were in the Resource program, seven were English Language Learners, twelve were Title I.

What You Need

There is a variety of great materials available on this subject. Many bookstores carry books on this subject matter. Teachers could do an Internet search to find resources for background information. There are also many movies/videos that would support learning.

Adaptation Tips

This activity is successful in grades 4-7. Teachers could adapt the activity to meet the social science standards for their grade level. They could also use it as part of a literature unit pertaining to American history.

The Staff

Jennifer has taught grades 4-6 for seven years. She has her Level II Technology certificate, and recently completed her Masters Degree in Teaching.

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Did Our Book Orders Come In?

Tricia Epperson

Grades 3-6: English/Language Arts, Mathematics, Technology

Business Partner: The Hutton Foundation

How It Works

Did Our Book Orders Come In? allows children the opportunity to use a motivating and free resource to practice reading, writing and math skills.

This project begins with students collecting extra Scholastic Book Order forms. The following workstations are then set up around the classroom:

- 1. Word Collections:** students search book orders to find antonyms, synonyms, homophones, and homographs.
- 2. Shopping for Books:** students design and complete reading contracts; on completion of the contract, students were allowed to order their dream book.
- 3. Becoming Authors:** students write and publish their own books.
- 4. Shopping Spree:** with a phony \$20 bill, students order as many books as possible, calculating costs, completing forms, making change, and creating math story problems.
- 5. Pennies for Books:** students collect, count, and roll pennies, which are then used to order books for the local homeless shelter.
- 6. Book Order Company:** students design order forms, illustrations, summaries, and a price list for their student-made books. They then distribute the materials to family and friends, who order copies of their books. The incoming funds are deposited in the homeless shelter book account.

Why It Works

This project works by addressing the following State Standards: English/Language Arts (vocabulary development and narrative writing); Math (calculating and solving word problems); and



Technology (publishing using a word-processor). Students are proud of their completed projects and donations. Parents are usually delighted to buy the children's self-made books, thereby supporting a philanthropic cause and helping their children meet the required standards.

The Students

2002-2003: Twenty 3rd graders, including EDY, English Learners, GATE, and regular education students, participated in this project.

What You Need

Materials needed are regular classroom supplies, and all those extra Scholastic Book order forms delivered to the school each month!

Adaptation Tips

This project can be adapted for older students by allowing them to use educational catalogs to place school orders for physical education equipment, math materials, computer software, and office supplies. These orders could be given to the School Site Council and Leadership Team to give students a voice in future school purchases.

The Staff

Tricia has taught grades 1-6 during her 13 years of teaching. She teaches high school at night to adults, ESL to students in grades 1-6 after school, and writing to EDY students on Saturdays. She has also been a coach for the State Battle of the Books team and track team.

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Girls Didn't Count, But Now They Do!

Victoria Thor Kornahrens

Grade 3: History/Social Science, English/Language Arts, Mathematics, Art, ELD

Business Partner: Bermant Development Company

How It Works

Girls Didn't Count, But Now They Do! is an integrated unit in which students investigate how and why the way girls and boys are taught mathematics has changed based on gender, social and economic expectations in the nation, California and the Santa Barbara area. Students gain a critical appreciation of changes in the relative value of education for girls and the role of women in society using primary sources in simulations and cooperative activities.

Students begin by examining past and present school and work expectations, and pictures of 19th century classrooms to see similarities and differences. Next, the class is split for a simulation: boys learn geometry by rote memorization using an 1863 math text, while girls design quilt squares. They then discuss how each group learned geometry. Students are then told that girls were not considered capable of studying geometry before the 20th century. In response the class prepares a Venn diagram, and three drawings and paragraphs comparing school in the past and present. Students also begin a series of reflective journals.

Next, primary source pictures, journals, lists of rules, and book passages describing attitudes towards the education of women in the nation, California and Santa Barbara are examined. Students work in small groups to summarize and present their findings, then determine reasons why the education of women has changed. As concluding assessments, students write and illustrate three paragraphs: 1) How has math education changed for girls? 2) Why has it changed? 3) How are girls treated differently now?

Why It Works

Students are actively engaged in this unit as they participate in simulations

and cooperative group activities using primary sources. Curriculum is aligned to these State Content Standards: History-Social Science (Continuity and Change); English/Language Arts Writing; Math (Measurement and Geometry); Visual Arts; English Language Development Writing Conventions. Assessments based on ELD standards facilitate successful progress for English language learners.

The Students

1998-2003: 3rd and 4th graders, 40% ELD and 10% resource, participated in this project. Academic levels ranged from grades 1 through 5.

What You Need

Curriculum packet includes copies of primary source documents and teacher-created activity sheets. Quilting pattern books are also helpful.

Adaptation Tips

This unit also meets U. S. history standards for grades 4, 5, 8 and 11. Older students could write more complex essays or research papers about the changing roles of girls and women. Quilting projects are also possible extensions. Students might research a large variety of aspects of life in the 19th and early 20th centuries as part of a living history unit.

The Staff

Vicki has taught grades 3-5 for seven years, and is a California History/Social Science Project fellow. She is currently a Teachers Network liaison and coach of a Team Coaching grant. She holds both BA and MA degrees in economics.



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Great Americans' Day

Gary Crispin

Grades 2-6: English/Language Arts, History/Social Science

Business Partners: Martin & Virginia Kern; Rio Vista Chevrolet

How It Works

Great Americans' Day is an integrated unit that brings famous American historical figures to life, and adds to the "when and where" of these figures by teaching timelines and mapping skills.

In February, 2nd grade students make a list of great Americans, and choose one or two to explain why they consider them American heroes. The class reads *The Drinking Gourd* by F.N. Monjo and biographies of Abraham Lincoln and Harriet Tubman.

A Venn Diagram compares Harriet Tubman, Abraham Lincoln, and Tommy, the character in the book.

Each student colors a physical map of the United States with major geographical features. They read and then log selected biographies during silent reading. The log includes a library pocket with blank 3x5 cards, which students then turn into "Admiration Cards" as they read. On one side, students draw a scene from the book, and on the other side they complete "I admire__because__" sentences. At the end of the week each student turns in his/her favorite Admiration Cards, and completes a quick write on which great American they think will have the most cards. The results are revealed in bar graph form on the floor.

For homework, students write letters to the class in a famous American's voice, explaining why they are famous and giving advice. If they wish, students may dress up in character to bring their letters.

During a Great American Tea Party, students read their letters and share their pictures with other great Americans, exchanging signatures on auto-graph pages. They pose questions to each other, paraphrase the letters and quick-write their impressions. Copies of actual historical letters are then shared with the class.



Why It Works

This project works because it teaches to a variety of State Content Standards: Reading (listening and speaking, reading comprehension, writing a friendly letter); Social Science (physical mapping, timelines, heroes in American History); and Math (statistics and data analysis).

Maps, letters, time lines, and pre and post quick-writes are used for assessment. Auto-

graph sheets are used to verify presentation of oral material, and I observe student participation during the tea party.

Following the unit, students show significant improvement in their knowledge of historical figures, geography, graphing and prediction skills.

The Students

2002-2003: nineteen 2nd graders, including English learners, gifted, special and regular students participated.

What You Need

Biographies, and physical map outlines from Maps101.com are needed. Copies of original letters can be obtained from the Karpeles Manuscript Museum in Santa Barbara.

Adaptation Tips

This format could be adapted to social studies standards for Grades 3-6. Indian nations, California settlers, early American explorers, or mythical characters could replace famous Americans.

The Staff

Gary has taught second grade for the last fifteen years. He is a SCWriP fellow and received a Venoco, Inc. Crystal Apple Educator Award in 2001.

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Kinder-Garden Buddies

Linda Lopez Corley and Margaret Ontiveros

Grades K-6: English/Language Arts, History/Social Science, Science, Technology, Visual Arts

Business Partner: Willebrand Family Trust

How It Works

Kinder-Garden Buddies is an ongoing project that brings fifth grade and kindergarten students together in a learning community that integrates their science and language arts curricula. The project begins with bringing the classes together in the school's garden. Throughout the year, they will be garden buddies. Together, they will plant, pull weeds, make and record observations, and learn from each other.

The school garden encourages kinder students to practice oral language, make observations, and pose a weekly garden question to their fifth grade garden buddies. Working in groups of six, rotating weekly, the fifth graders Internet-research, then write and present the answer to the kindergartners. Kindergartners incorporate their weekly sight words into writing activities. Each child completes cloze sentences, using beginning phonic skills to encode words. These observation pages are collated into science journals.

Why It Works

This project works because it is built on an inherent friendship between two groups of students, and encourages hand-on, interactive learning. Sometimes, the best learning comes from students teaching students.

Students' skills improve as a result of their participation in this standards-based project. **Fifth Grade:** Language Arts (reading comprehension, expository writing, oral presentations); Science (multicellular organisms, specialized structures, water cycle). **Kindergarten:** Language Arts (fluency, comprehension, and communication etiquette); Science (similarities, differences, and changes in plants and animals, weather, five senses).

Student learning is assessed through teacher observations, the district writing

rubric, and peer critiques. All students who participate in this garden project improve their writing skills, facility with technology, and communication techniques.

The Students

2002-2003: twenty-one kindergarten students and thirty-two fifth graders, including English learners, GATE, special and regular education students participated.

What You Need

Garden, pencils, clipboards, colored pencils, large chart paper, and Internet access are needed.

Adaptation Tips

Any class with access to a garden can adapt this program. Those without gardens might consider taking a plot in a nearby community garden or plant a container garden. The project would also work with inquiries into other areas of science or social studies. Students without Internet access can use the school library to conduct their inquiries.

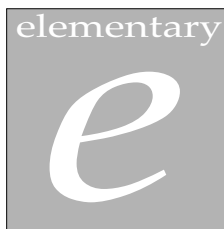
The Staff

Linda has taught upper grades for fifteen years, has been a science teacher leader and is CTAP certified. She has extensive experience integrating garden learning with the science curriculum and was instrumental in starting a school garden at Ontiveros School.

Margaret has taught English learners and emergent readers and writers for twenty-five years. She has been a district science and language arts mentor, a support provider for new teachers, and a member of the school's leadership team.



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Light the Way

Jan Hermann and Sherry Gunderson

Grades K-8: English/Language Arts, History/Social Science, Mathematics, Science

Business Partner: Lockheed Martin Space Systems

How It Works

Light the Way is an interactive unit of geography, map skills, literature, history and oral reports. Students select a U.S. lighthouse and become its docent. They offer a tour, which includes the history, geography, and economics of the lighthouse, as well as when it was established and how it is used today.

Students first research books, the Internet, literature and Coast Guard materials in preparation for their multi-modal tours of a chosen lighthouse. (Each student obtains assistance in the computer lab and in the classroom with Internet information.) Their presentations include videos, visual displays of maps and lighthouse images, and books. An auditory review of materials allows students to explain their information in a meaningful way. Students are paired with stronger language learners (EL student with a proficient English learner).

Students listen to stories during oral reading time to better understand the impact lighthouses have on people who live in or near them. Students are given models of their lighthouses, from which to draw sketches and determine their locations on ocean, river, or lake. By participating in this project, students come to more clearly understand the history of lighthouses in America and how they are used today.

Why It Works

This project works because the students are actively engaged while assessing their prior knowledge, by brainstorming and quick-writing "What I Know About Lighthouses." They expand their vocabulary by defining lighthouse terms. They develop writing skills while describing their individual lighthouses in a paragraph and researching lighthouses in general. Their artistic ability improves and becomes more meaningful when sketching the lighthouse in



detail, and while preparing and presenting the guided tour.

The Students

2002-2003: twenty 5th grade students, including one special education, three resource, three GATE, and three ELL, participated in this project.

What You Need

Several miniature lighthouse models, photos, postcards, or other tangible objects, Internet access, books on lighthouses in literature, and a map of U.S. lighthouses are needed.

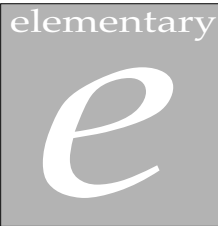
Adaptation Tips

A lighthouse's effects on city settlement, lighthouse evolution, and actual light technology (from oil lamps to high-tech computerized models) might also be investigated as a way to expand this project.

The Staff

Jan is a Resource Specialist for SBCEO, and has taught for 25 years in both regular and special education. She is also a Reading Specialist, and has her SADAI/ELD certification. Sheri (not shown) has taught for several years, and is always encouraging her students while allowing them to find their self-confidence while reviewing old concepts or learning new ones.

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Poetry of Art

Linda Lopez Corley and Mary Lynn Crandall

Grade K-6: English/Language Arts, Technology, Visual Arts

Business Partner: ExxonMobil Foundation

How It Works

The Poetry of Art is an integrated unit in which first and fifth grade students work to create art projects and then write poetry to enhance their art. Students in fifth grade use the computer to publish the poetry. At the end of the year, there is an art/poetry exhibit so students can share their work with their families.

Four times a year, students team up to work on an art project. Fifth graders complete their own projects, and also assist first graders with their projects when needed. Teachers begin the lessons by discussing a famous artist's life and work. Projects may also be integrated with a science or social studies unit. The art lessons included a variety of mediums, such as watercolor, oil pastels, and colored markers.

After students complete the art project, the teachers give lessons that connect the art with poetry writing. This part of the project is done by grade level, focused on discussing different elements of poetry. Throughout the year, students are exposed to different types of poetry in literature, which are used as models during these lessons. Teachers focus on developing language as each class creates word banks. Fifth graders write their own poems, then help the first graders. Fifth graders use Microsoft Word and Print Shop to publish the written work, which students then share with each other and with other classes.

Why It Works

This project addresses California Content Standards in English/Language Arts (writing, listening, speaking, and reading strands) and the Visual Arts. Students explore language and improve writing skills while developing an understanding and

appreciation for poetry. They express themselves artistically using different mediums, and become familiar with the work of well known artists.

Mixing age, language and ability levels provides an opportunity for children to practice interpersonal skills.

Writing is assessed using the district writing rubric. Students are also evaluated based on participation during class discussions and oral presentations.

The Students

2002-2003: twenty 1st grade students and thirty two 5th grade students, including English learners, GATE, special and regular students participated.

What You Need

Materials needed are: art supplies (coloring pencils, markers, watercolors, brushes, construction paper, etc.); library books about famous artists, thesauruses, and computers with Microsoft and Print Shop.

Adaptation Tips

Teachers could adapt this to a specific subject such as social studies or science. After learning about a particular theme (i.e.: the Rain Forest Habitat), all of the students could do a related art project and write a report about what they learned.

The Staff

Mary Lynn has many years of experience teaching writing to second language students in the primary grades and teaching drawing using MONART techniques. Linda has been a district art mentor teacher, has CTAP certification and has taught upper-grade students for 15 years.



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The Quest to Save Amarya

Aaron Shrogin

Grade 6: English/Language Arts, History/Social Science, Mathematics

Business Partner: Raytheon

How It Works

This project challenges students to a journey that mimics the odyssey taken by Odysseus. Students visit seven different stations and satisfy specific challenges at six of those stations. If successful, the students will collect the "Five Great Icons of Power" and then surrender these at the completion of the activity. Symbolically, they collect these Icons and return them to Amarya in a quest that will help save their city-state.

The game begins after several days of preparation. Students are divided into cooperative groups and select Greek names during a lottery from a classroom list. Together we read "The Myth of Life and Death."

The game begins with a visit from the Oracle Bodacious. He gives each group a riddle to solve, for which they receive the first Icon, The Chalice of Truth. They travel to the home of Hesperia, Goddess of Digits, Numbers, and Numerals. There, in the Room of Muses, they ask for Hesperia's assistance. She informs them that if they successfully meet her challenge she will help them. They are given a math page that they must complete correctly in order to receive the Shield of Loyalty. They then travel to the Sanctuary of Semantics, the home of Theodora, Goddess of Written and Spoken Language and Lore. Here she tells them that she will only help those who are worthy and sets them to her challenge: they re-read "The Myth of Life and Death," and successfully complete her language arts activity. For this they receive the Olive Branch of Compassion and continue to the Grotto of Gabilon, King of the Gods, Heavens, and Earth, where after solving another riddle they receive the Crown of Wisdom. The activity continues with a visit to the Keep of Antiochus to obtain the Sword of Courage, and then proceeds to the Cave of Thesalias.



Following the game, each student must retell the experience using the Greek names, and describe the visits to each God/Goddess and every challenge that they faced.

Why It Works

The project works because the hands-on nature of the activity greatly enhances student comprehension. Combined with a typical

ancient Greece Social Studies unit and reading of the Odyssey, it allows students to role play during their own odyssey and personally experience the adventure.

The Students

2002-2003: thirty-one 6th grade students of varying strengths and abilities participated.

What You Need

This project can be done using only a healthy imagination, regular classroom materials, and class copies of "The Myth of Life and Death." The curriculum packet includes reference resources and materials.

Adaptation Tips

The odyssey concept could be adapted to many different social studies curricula. This activity could also be modified by removing certain stations and reenacting a simplified version of the project.

The Staff

Aaron is in his sixth year of teaching. He is the volunteer Student Council coordinator at Battles, and an assistant coach on the flag football team. He is currently working on his Master's Degree in Education and is CTAP Level II Technology Proficient.

More Information: Aaron Shrogin • Battles School • Santa Maria-Bonita School District • 2715 W. Main St., Santa Maria, CA 93454 • (805) 361-8667 • lbe66666@aol.com

Three Sisters Garden

Deborah Howell

Grades 4-6: English/Language Arts, History/Social Science, Mathematics, Science, Technology

Business Partner: Sawaske Landscape; Western Farm Service

How It Works

The Three Sisters Garden is a project where students learn about plant growth, Native American cultivation of corn, beans, and squash (the three sisters), and examine native legends about these and other crop origins. It is an investigative, hands-on unit that integrates several curriculum areas and incorporates California Content Standards in language arts, math, science, social science, and technology.

There are three strands in the *Three Sisters Garden*: science/math; social studies; and language arts. In science and math, students learn about the four essential elements of plant growth (air, water, soil, and light), plant anatomy, reproduction, and photosynthesis. Students conduct several plant experiments in the classroom before planting the Three Sisters Garden. The garden itself can be planted in a conventional plot or in a round plastic container filled with at least 12" of garden soil. Corn is planted first, followed by its two sisters, beans and squash. Students use measurement to prepare the plot, and graphing once the plants are underway. They learn why the Native Americans planted them together, and write informative essays about growth, variables and results.

For social studies, students examine foods eaten by Native Americans in each of the major regions: Woodlands, Plains, Southwest, and Pacific/Intermountain. They explore the history of corn, including an Internet Web-quest, and look at its current uses around the world.

In the language arts strand, students read the Three Sisters and other Native American food legends. They then write and illustrate their own legend, and tell it to the other students. Later, students hold a harvest festival, telling their legends and sharing foods prepared using their harvested foods. Finally,



all the legends are published in a book to be shared with the younger classes at school.

Why It Works

The *Three Sisters Garden* works on many levels, addressing Content Standards in science, math, language arts (reading, writing, speaking and listening), social science, and technology. The garden is highly motivating: students especially like the garden-based science projects, and creating their own legends. It is hands-on science, practical math, encourages creativity, and gives students an opportunity to share their work with others.

The Students

2002-2003: twenty-one students, grades 4-6, participated in this project, ranging from ELD to advanced academic levels.

What You Need

School garden space or plastic container; garden soil; corn, squash, and pole bean seeds; water; copies of the Iroquois "Three Sisters" legend; computer with Internet access.

Adaptation Tips

Grades K-3 activities could be limited to one strand; the actual garden component would be perfect for younger learners. For grades 7-8, further experimentation with plant growth, other crops, and introduction of variables would be good adaptations.

The Staff

Since 1989, Debbie has taught grades 3-10 in many different settings, from Africa to Maryland to Texas.

More Information: Deborah Howell • Blochman School • Blochman Union School District • 4949 Foxen Canyon Rd., Santa Maria, CA 93454 • (805) 937-1148 • dahowell@sbceo.org

All the World's An Atom

Marilyn Garza and Aaron Sottile

Grade 8: Science

Business Partners: Cox Communications; Raytheon

How It Works

This unit engages students in the abstract world of atomic theory and structure using hands-on activities, projects, and games. The lessons focus on the scientific process behind the development of atomic theory and on reinforcement of the basic atomic structure.

The unit starts with a prior knowledge assessment called "My Atomic Theory." Without the use of resource tools, students draw a picture of what they think an atom looks like and answer basic questions about the atom. These are posted in the classroom immediately and serve as a reference throughout the unit. After tracing the development of atomic theory over time, students complete an "Atomic Timeline," adapted from the Holt textbook, showing the formation of modern atomic theory on a large poster. To reinforce the theories, students work on "Theorist Advertisements" assuming the roles of scientific advertisers responsible for "selling" a particular atomic theory. Students then construct Bohr Atom models from dried goods to kinesthetically introduce the basic structure of the atom. The "Atomic Structure Game" pits teams of students against each other to place the appropriate number of subatomic particles in the correct location on a game board. To culminate the unit, students do a library research project on a chosen element, constructing a model that hangs in the class, with an accompanying information pamphlet.

Why It Works

This unit addresses the Science Content Standards for structure of matter and the periodic table. Students also develop an understanding of the evolution of scientific theories.

The Atomic Timeline and Theorist Advertisements help students understand theory development and how scientists build upon the work of others.



Completing the Bohr Atom models, participating in the Atomic Structure Game and making the Atom Model provide students with kinesthetic tools to help master atomic structure and the periodic table.

The Students

2002-2003: 230 8th graders, including language learners, GATE, special and regular education students participated successfully in this unit.

What You Need

Materials needed are science textbooks, colored paper, glue, colored pencils, dried peas and pasta, and atomic structure game boards, which can be made using pizza boxes (how-to included in curriculum packet).

Adaptation Tips

Physical science teachers can adapt all or part of this unit. Note scaffolds are useful in the presentation of information to special education students and language learners. Materials from past atom models can be recycled and offered to students who may lack the resources for such projects.

The Staff

Marilyn has been teaching science for 8 years, in a variety of levels and classes. She has participated in Research Experience for Teachers, is a BTSA mentor teacher, and the recipient and coordinator of a grant for bringing graduate students in to the middle school science classroom. Aaron has been teaching science and math for 2 years. He is completing the BTSA induction program, and is a mentor for UCSB student teachers and the CFTMS beginning science teacher program.

More Information: Marilyn Garza and Aaron Sottile • Santa Barbara High School • Santa Barbara High School District • 721 E. Cota St., Santa Barbara, CA 93103 • (805) 963-7751 • msgarza@sbceo.org aaronsottile@hotmail.com

The Car Project

Richard Crain

Grades 6-10: English/Language Arts, Mathematics

Business Partners: Saturn of Santa Maria; Toyota of Santa Maria

How It Works

The Car Project is an assignment and assessment tool used during the percent unit in junior high mathematics. This activity involves reading and deciphering abbreviated car advertisements, and writing a paragraph about a vehicle they select, including its accessories and attributes. Students then calculate the monthly payment needed in order to purchase the vehicle using the simple interest formula and four different finance plans.

Students are taught how to use the simple interest formula for finding the interest charges for a loan. Taking the sum of these interest charges and the amount of the loan, the students divide by the number of months to find the monthly payment. In addition to the mathematics involved, the students are also challenged with interpreting the acronyms and abbreviations that accompany vehicle advertisements that appear in Photo Ads and Trade Express. They then write a descriptive paragraph about their vehicle and its accessories.

Why It Works

The California Content Standards addressed include: English /Language Arts Reading (systematic vocabulary development, reading of consumer documents, revise writing); and Mathematics (convert percents to decimals and compute, solve application problems with simple interest, use estimation to verify reasonableness of result).

The Car Project is assessed as a 100-point assignment, with 30 points possible for the paragraph, 60 points for the four payment plans (15 points each) where student work must be clearly demonstrated, and 10 points for neatness. At the conclusion of the unit, the projects are put up around the room for others to view. This

activity usually has more involved participation from students than others conducted.

The Students

2002-2003: 111 eighth graders, about 50% English Language learners, participated this year, from Algebra class, regular math class, and resource students.

What You Need

Materials needed include the free weekly periodicals Photo Ads and Trade Express, and access to scissors, tape, glue, construction paper, and calculators.

Adaptation Tips

The prices of one vehicle could be analyzed over different years the vehicle was produced. This data could be graphed and a formula for depreciation developed.

The Staff

Richard has taught junior high math for 26 years, worked part time as a high school summer instructor for 10 years, and part time college instructor for five years. He is a former participant in the Cal Poly Central Coast Math Project.



More Information: Richard Crain • McKenzie Junior High School • Guadalupe Union High School District • P.O. Box 788, Guadalupe, CA 93434-0788 • (805) 343-1951 • rcrainrw@yahoo.com

From Gold Mountain to Angel Island

Melanie Jacobson

Grades 9-11: History/Social Science

Business Partner: InaMed

How It Works

From Gold Mountain to Angel Island: "The Chinese Must Go!" explores the factors that led to the Chinese Exclusion Act of 1882, culminating in a mock Congressional hearing in which students debate the "Chinese Question."

Though they were only .002% of the nation's population, this statute singled out the Chinese, making them the only group in U.S. history ineligible for immigration and naturalization because of race.

Meanwhile, the United States welcomed immigrants from Europe.

Students investigate this discrepancy, emphasizing the causes of Chinese exclusion. They weigh the contributions of Chinese immigrants against this policy, examine the power of prejudice and scapegoating, and explore Chinese resistance.

The unit begins with a "fortune cookie" line up, in which each student opens a cookie containing a specially tailored fortune or misfortune. Students line up in chronological order according to the clues and take turns reading them. They read Bret Harte's poem, "The Heathen Chinese," highlighting stereotypes against the Chinese, followed by a paired activity in which students analyze period political cartoons that reinforce these stereotypes. To prepare for the Congressional hearing, students divide into groups according to role. Using primary documents, each group prepares a case, banner, slogan, and questions. The Congressional committee hears testimony, raises questions, and decides the outcome. After debriefing, students compose a creative response (letter, poem, song, art work, or alternative law proposal), accompanied by a written reflection with historical and documentary references.

Why It Works

This interdisciplinary unit meets multiple California History-Social Science Content Standards. Through cartoon, literature, graph, and document



analysis, students grasp important contextual information about the Gold Rush, immigration patterns, economic shifts, and labor disputes. Students better empathize with the historical figures they present and appreciate the complexity of the controversy. They use identifying point-of-view, predicting the opposing arguments, selection of supportive evidence from primary sources of information, and persuasive writing and speaking. They earn points for class-time preparation, adherence to their character's

interests, references to primary documents, active participation in the mock hearing, and their written reflections and creative response.

The Students

2002-2003: thirty ninth-grade California History students, including ELD and GATE, participated.

What You Need

Fortune strips; political cartoons; copies of "Heathen Chinese" and *Grandfather of the Sierras* by Maxine Hong Kingston; student role cards and primary documents for the Congressional hearing. All materials, plus lesson plans, masters, and handouts are included in the curriculum packet, as well as a bibliography of teacher resources and books.

Adaptation Tips

The lessons culminating in the mock hearing are also appropriate for 8th-grade United States History classes. Content is also relevant to 4th-grade California history.

The Staff

Melanie has taught history for 15 years. She is a fellow of SCWriP, and has been a district mentor and teacher-facilitator for the California History-Social Science Project.

More Information: Melanie Jacobson • San Marcos High School • Santa Barbara High School District • 4750 Hollister Ave., Santa Barbara, CA 93111 • (805) 967-4581 • msjacobson99@yahoo.com

The Hero's Journey

Carol Nylander, Julia Raybould, Karen Silva

Grade 9: English/Language Arts

Business Partner: Tenet Healthcare Company

How It Works

The Hero's Journey is a multimedia project in which freshman English students become experts in this archetype as it relates to literature, film, and fantasy.

In the preparation stage, the students become familiar with the eight stages of "The Hero's Journey" by viewing Joseph Campbell's *Power of Myth* and *Star Wars*. Students apply this model to *The Odyssey* by taking expert roles in mythology, cartography, language, morality, genealogy and quotes. Students chart their knowledge of the stages of the journey as it relates to movies, cartoons, comic books and literature.

In the personalization stage, the students apply "The Hero's Journey" to real people and personal experiences. Students research a real national hero, interview a hero they know, and write an autobiographical narrative about their initiation into high school.

In the creation stage, the students examine fictional heroes in preparation to write an original hero's journey. The best stories (voted in-class) are bound in a book of *Hero's Adventures*, which is shared with elementary students.

Why It Works

This project works because it unifies mythology, biography/autobiography, fiction and video under a common theme. The project progresses from the Knowledge level of Bloom's Taxonomy to Synthesis. This project addresses our target and essential California Content Standards for 9-10 Language Arts. Beyond the standards, the eight-step framework clarifies and validates the student's understanding of the changes that naturally occur on the route from childhood to adulthood.



The Students

2002-2003: two hundred college-prep students, including English Language learners and GATE students, participated in this pilot program.

What You Need

Materials needed: *The Hero's Journey: A Guide to Literature and Life* by Reg Harris and Susan Thompson, published by Ariane Publications; *International Performance Assessment System* by the Center for Performance Assessment; copies of *The Odyssey*, computers; disks; auto/biographies; *Mythology* by Edith Hamilton; *The Power of Myth* by Joseph Campbell and *Star Wars* by George Lucas (videos). A complete bibliography is included in the curriculum packet.

Adaptation Tips

Any class can adopt "The Hero's Journey" and apply it to themselves and grade-appropriate literature.

The Staff

Karen has taught grades 2-12 for 20 years, and was a SCWriP fellow in 2000. Carol has taught Special Education, English, ESL, and French for 20 years. Julia has taught ESL and adult education for over 15 years in a variety of educational settings abroad and in the U.S.

More Information: Carol Nylander, Julia Raybould, Karen Silva • Righetti High School, Delta High School • Santa Maria Jt. Union High School District • 941 E. Foster Rd., Santa Maria, CA 93455 • (805) 937-2051 • kburow@smjuhsd.org simojn@earthlink.net julia.ra.email@msn.com



Historical Fiction Research Project

Debra Bush

Grades 7-8: English/Language Arts, History/Social Science

Business Partner: First American Title Company

How It Works

After students conduct research, prepare note cards and an outline, and write part of a standard research paper, they use facts they have gathered during the research process to write a short work of historical fiction. For their research project, students are asked to select a historical event from any they have studied during social studies in that school year. I invite their social studies teacher to help them generate a long list of possible topics, and additional ideas emerge as students begin to focus their research.

First, students are given an assignment sheet detailing the process.

We visit the school library to do a historical fiction read-around to expose the students to a large assortment of examples of this genre. We review elements of literature, such as point of view, characterization, setting, and plot. Students then create a fictional character, and give it a reason for being present at this historical event. In their 3- to 4-page story, they must incorporate facts they have gathered during the research process, and cite sources with footnotes.

Why It Works

Like true authors of historical fiction, students learn that before they can begin writing a story in this genre, they must conduct research. This requires learning about the complete research process, and incorporating facts into their writing. They learn to organize their research with an outline, and practice the writing process. By writing a narrative, students demonstrate their understanding of elements of literature, and writing applications.

Students enjoy learning more about a self-selected time period that they have studied in social studies. They can use what they have learned in more than one discipline, and see why it is important to learn each step of the research process.



Because of the rubric's structure, those who are not strong creative writers have an equal chance of being successful. Additionally, the specificity of this project's requirements makes it more difficult for students to plagiarize. I believe that the lure of writing their own stories also makes plagiarism less attractive to students who might be inclined to take the easy way out of writing their own paper.

The Students

2001-2002: seventy-five 7th grade GATE English students participated.

What You Need

School or public library for research materials and historical fiction examples, Internet access, and any English Language Arts curriculum to teach research paper standards. Plan ahead to reserve library and computer lab time.

Adaptation Tips

Those wishing to adapt could limit the scope of the assignment, shorten the research page, and eliminate or simplify the outline. Days could be added to the project calendar to further review research skills, or give students more time to write. After students learn how to research, the historical fiction idea could be used with any social studies curriculum.

The Staff

Debra has taught junior high English and Reading for three years, and is the Reading Coordinator for her school. She earned her Masters degree in Education, with a focus on teaching students to write.

More Information: Debra Bush • Goleta Valley Junior High School • Santa Barbara High School District • 6100 Stow Canyon Rd., Goleta, CA 93117 • (805) 967-3486 • dbush@sbsdk12.org

Los Olivos Oaks

Suzanne Dempsay Squires

Grades 7-8: English/Language Arts, Science, Technology

Business Partner: Kendall and Lloyd Mills

How It Works

How many times have you wanted to do field studies but lacked transportation and time? The Los Olivos Oaks Project fits into a normal class period, relies on real science through field studies and incorporates science, technology and language arts standards.

Students investigate their local oak community, use a variety of technological tools and develop an awareness of local environmental issues without leaving their school grounds. The study area—the school perimeter—is easily accessible and contains other interesting study specimens such as native plants and animals. In the computer lab students complete exercises, conduct oak research, input data, create tables/graphs and complete PowerPoint activities. During field study, students use hand lenses, microscopes, a video microscope, field guides, field keys, field collections and insect collection materials. This project was inspired by my love of plants and insects developed in my former career as a plant quarantine inspector. As a facilitator in Science Partnership for School Innovation and the Beyond the Classroom program supported by UCSB, I further developed and integrated language arts and technology standards.

Why It Works

Integrating standards is a natural component of the Los Olivos Oak Project because it addresses the scientific investigation and experimentation portion of science standards. Students communicate logical connections between a hypothesis, scientific concepts, and data collected. Language arts standards are communicated through scientific steps and results leading to conclusions drawn from scientific evidence. The final PowerPoint presentation demonstrates a grasp of technology standards.

Students are assessed using

class discussion that identifies students' prior knowledge and monitors progress. Daily work logs are completed each day of field study and students complete various exercises in Excel, Microsoft Word and PowerPoint. The PowerPoint presentation contains an introduction, map, table, graph and conclusion slide. A science rubric and oak project rubric are used to grade projects and exercises.

The Students

2002-2003: fifty-six 7th graders and fifty-one 8th graders, including English Learners, GATE, special and regular education students, participated.

What You Need

Internet access, PowerPoint software, Microsoft Word, Excel, Paint, computer lab, scanner, digital camera, printer, projector, video camera, overhead projector, books on oaks, handouts, daily Observation Logs, microscopes, insect collections, tree identification keys.

Adaptation Tips

This project is adaptable to any grade level and school environment, substituting any natural feature for oaks. Ordinary materials such as string, rulers, cardboard and washers can be used to construct measuring devices. Assignments can be adapted to fit a school's technology capabilities by creating a class data survey or group PowerPoint presentation.



The Staff

Suzanne has taught seventh and eighth grade science, Physical Education, computer application, agriculture and art since 1996. She has Level 2 CTAP certification and CLAD, and coaches boys and girls volleyball at Los Olivos.

More Information: Suzanne Dempsay Squires • Los Olivos School • Los Olivos School District • P.O. Box 208, Los Olivos, CA 93441-0208 • (805) 688-4025 • squiresue@excite.com

Applying for a Grant

Everything you need to know.

Who is eligible?

- Any **public** school teacher or other non-management certificated employee in grades K-12 in any subject or specialization may apply for Care and Share, Team Coaching, Adapter and Disseminator grants. Administrators may be involved in team grants, but not as funded members.

How do I apply?

- Grant applications are on the following pages:

Care and Share	Page 40
Team Coaching	Page 43
Adapter	Page 46
Disseminator	Page 49

- Carefully read and follow all instructions on the application.
- Prepare your application, follow the format shown, obtain all required signatures, and send to:




Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone (805) 964-4711 x5281; FAX (805) 964-4712

- **Please note: applications *must be in our office or postmarked* by the deadline!**
- **FAXes of your final application are not accepted. An original hard copy is required.**
- **Late applications or those not meeting the length/font/margins requirements will NOT be considered for funding.**

How are grants selected?

- The Teachers Network Advisory Council— made up of teachers, administrators, business partners, PTA and school board representatives—reads all applications, *which have been edited to delete identifying information*. Applicants are notified approximately two weeks after the deadline. A list of current Advisory Council members (as of 7/1/03) is shown on Page 5 of this catalog.

Curriculum Packets Available

- Expanded curriculum packets from each Disseminator project published in this catalog, and all prior IMPACT II Curriculum Catalogs, are available by contacting us at the County Education Office; see  above.

Be Successful!

Tips for preparing a winning application

1. **Follow directions.** Carefully read and follow *all directions* on the application format. Include all of the requested information and signatures; follow all font/margin/spacing requirements.
2. **Use action verbs.** Use strong action verbs that enable the reader to visualize your project.
3. **Avoid jargon.** Do not use unnecessary jargon or “edu-speak.” Some members of the Advisory Council are not educators; they should be able to understand your project.
4. **Use a reasonably short, catchy title.**
5. **Proofread.** Don’t rely strictly on spell-check. Human eyes are much more discriminating when it comes to catching grammatical, spelling, and punctuation errors. Grant readers appreciate well-proofed applications that are easy to read and free of typos.
6. **Have others review your application.** It’s a good idea to have both an educator and a non-educator review your proposal for clarity and editing. Prior to the grant deadline, we encourage you to send us your drafts; fax or send us your draft application and we will comment on and return it ASAP.
7. **Make a copy of your application for your records before sending it!**
8. **Meet the deadline!** Be sure your final application arrives in our office or is postmarked *on or before the deadline*. Faxing your application on the deadline is not accepted. **LATE APPLICATIONS WILL NOT BE CONSIDERED FOR FUNDING!** (For a list of all deadlines, see Calendar on inside back cover.)



Need a sample?



Contact us for a sample from a funded application!

Rebecca Fagan Coulter, Teacher Programs

Phone: (805) 964-4711 x5277; E-mail: impact2@sbceo.org



Care and Share

Fifteen Grants Up to \$1,000 per project.

Due: 10/27/03

Philanthropy *n.* 1. A practical kindness or helpfulness that benefits the community: gifts of self, time, or money to others in need.

Care and Share was developed through a partnership between the Santa Barbara Foundation and The Teachers Network, under the umbrella of the Santa Barbara County Education Office. The Foundation provides \$15,000 in funding for grants with a maximum of \$1,000 each, to K-12 public school teachers and classrooms.

Projects must:

1. develop an understanding and appreciation of philanthropy and community service;
 2. cultivate an ethic of giving;
 3. provide youth with philanthropic learning experiences that enable them to realize their own power to make a difference in the community through the simple act of giving.
- New applicants may either adapt previously funded projects for their own classrooms or propose new projects.
 - Teachers who have received a Care and Share grant may reapply, either with a new project or to re-implement a previously-funded project with new students.
 - Proposals for school site improvement projects are not eligible.
 - Projects may occur at any time during the current academic year. However, if your project begins before the December award date, please be advised that Care & Share grants are competitive and funding is not guaranteed.

Please see application and guidelines on the following pages.

“The core value at the heart of this project involves planting the seeds of our community’s future philanthropists by involving young people in the act of giving so that they can experience the feeling and the sense of satisfaction that results. They do not just give *things*; they give of themselves.”

~ Bill Cirone, County Superintendent of Schools



2004 Care and Share Grant Application

Preparing your application: please read carefully!

- Follow the format on the application, using corresponding numbers and keywords; please note length, spacing, and font-size requirements. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before October 20, 2003*.
- Send completed application and attachments to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Monday, October 27, 2003***

A. Cover Page: Personal Information and Signatures. *One (1) page or less.*

If your project involves a team of teachers, please include information for each person.

1. **Name**

Home Address (street, city, state and zip)

Home Phone

E-mail Address

School and District

Grade levels, subjects, specializations you teach

2. **Is this a new project, or an adaptation/continuation of an existing project?**

If an adaptation or continuation, please give title and year of original Care and Share project.

3. **Required signatures:** Applicant(s) and Principal

B. Proposal Information. *Three (3) pages or less, double-spaced; please use at least 12-point font size and 3/4" margins for readability.*

1. **Project Title.**

2. **Student population.** List number, grade level, achievement levels, subject and special needs.

3. **Project summary (vision).** Write a paragraph summarizing your project and its philanthropic goals, including the need it addresses and the resulting benefits to the community.

4. **Activities.** Describe your project's activities using the following categories:

a) **Timeline:** month you begin, number of days/weeks/months. (Please note: Projects may occur at any time during the current academic year. However, if you begin projects before the December award date, please be advised that Care and Share grants are competitive, and funding is not guaranteed.)

b) **Where activity occurs, outside resources used (if appropriate).** If your project involves outside agencies (e.g. homeless shelter, food bank), it is recommended that you communicate with them to secure approval for participation, and discuss here.

c) **Teacher role/student role.** Proposals should show that students are *personally* involved in the planning and implementation of the philanthropic act or community service.

d) Explain how major elements of the project are executed.

- continued on next page-

2004 Care and Share Grant Application *continued*

B. Proposal Information *(Continued)*

5. **Philanthropic Learning.** Describe the role students will play in planning the project, and the philanthropic learning that will occur. What do you want your students to understand as a result of doing this project?
6. **Evaluation.** Describe how students will be involved in evaluating how the project addresses a real community need. How will you verify that students have gained the understanding outlined in Question B-5 above?

C. Budget. *One (1) page or less, double spaced.*

Itemize and include total. Budget items can include: 1) items purchased for philanthropic gifts; 2) funds to be given as cash donations; and 3) materials and services used by students in their philanthropic work. All budget items must be direct project expenses. Review committee reserves the right to reduce requested award amounts and strike unnecessary budget items.

Please note: *if you are funded*, you will also be required to complete a short evaluation report on the effectiveness of your project, due in June 2004. In addition, you will be invited to prepare a simple display of your project to be showcased at the Teachers Network Curriculum Fair in October 2004.

Evaluation Criteria

A countywide committee of Teachers Network and Santa Barbara Foundation representatives reads all applications and selects proposals for funding, based on the following criteria:

1. Application instructions have been addressed.
2. Proposal cultivates an ethic of philanthropy and community giving, based on identified need.
3. Proposal involves students in project planning and implementation.
4. Sequence of activities and their implementation is clearly outlined, showing timeline, outcomes, and student roles.
5. Plans for evaluating philanthropic learning are clearly defined and involve students.
6. Budget reflects proposal needs.

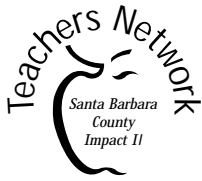
Looking for Resources?



Contact The Teachers Network to see examples of previously-funded, successful Care and Share grants: (805) 964-4711 x5277 or impact2@sbceo.org



Contact the Community Resource Information Service, Inc. for local service and non-profit organization information. Phone: (800) 400-1572; Website: www.fsacares.org



2004 Team Coaching Grant

\$750 - \$1,500 per project

Due: 11/19/03

These development grants are awarded to teacher teams to work collaboratively to **implement an innovative, "best practice" instructional strategy to improve their students' achievement**. The team collects samples of student work and/or other data, at the classroom level, to validate the instructional strategy as a "best practice." One teacher is designated as Coach, who leads and facilitates the work of a 1- to 4-member team. The Coach receives \$500, and each Team Member receives \$250, to be used to implement the project: for instructional materials, release time for planning and observation, etc.

Instructional strategies focus on the *process and activities* teachers use to deliver curriculum to their students, **not** on the content of the lesson. Instructional strategies may be specific for a particular curricular program, published program, or more universal in their application. Examples: an effective strategy to teach vocabulary or math concepts; or a strategy encouraging all students to share information. The success of the strategy is based on improved student achievement on team-selected assessment measures or other data collected.

Please see instructions below and application on the following pages.

Preparing your application: please read carefully!

- Follow the format shown on the application form, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given. No additional attachments accepted. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before November 14, 2003*.
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Wednesday, November 19, 2003***

2004 Team Coaching Grant Application

Please read “Preparing Your Application“ on previous page before beginning.

NOTE: Instructional strategies focus on the process and activities teachers use to deliver curriculum to their students, NOT on the content of the lesson.

A. Cover Page: Personal Information and Signatures *One (1) page or less.*

1. **Coach Name**

Home Address (street, city, state and zip)

Home Phone

E-mail Address

School and District

Grade level, subject, specializations you teach

Required Signatures: Coach and Principal

2. **Team Members** (please complete the following for **each** team member)

Name

Home Address (street, city, state and zip)

Home Phone

E-mail Address

School and District

Grade level, subject, specializations you teach

Required Signatures: Team Members (and Principal if different from above)

B. Proposal Information *Three (3) pages or less; double spaced; 12-point font, 3/4” margins.*

1. **Project Title**

2. **Student Population:** List number, grade level, achievement levels, subject and special needs.

3. **Student Need:** Why do your students need this instructional strategy?

4. **Instructional Strategy:**

- Write a paragraph describing your instructional strategy, your plans for implementation, including how often you will use it and in what curricular areas.
- If the strategy or any part of it has been presented or published for use, cite those sources.
- How do you anticipate your strategy will affect student achievement?

5. **Coach Responsibility:** Describe the responsibilities and activities of the Coach.

6. **Team Participation:** Describe how and when team members will participate, working together as a team and individually.

7. **Evaluation:** Describe the types of assessment and data you will use to evaluate the effectiveness of **your instructional strategy vs. a single unit or lesson** as measured by student achievement.

- continued on next page-

2004 Team Coaching Grant Application *continued*

C. Specialized Grants (Optional)

Three Teachers Network funding partners provide specialty grants. To apply, please complete the following **additional** items as applicable:

Computer-Using-Educators (CUE) Technology Award *Up to one page, double spaced.*

CUE will fund projects that integrate technology into the curriculum. Recipient must be a current CUE member (see * below). Please answer the following questions:

1. Are you currently a member of CUE? (*If you are not a member, the first 10 applicants applying for the CUE Technology Award will receive a free one-year membership; if you are a member, you will receive a free one-year extension of your membership.)
2. Please explain how the project incorporates technology in a way to improve student achievement.

John Greenleaf Whittier Award for Character Education *Up to one page, double spaced.*

To be considered for funding by the John Greenleaf Whittier Award for Character Education, please describe how your project integrates three or more of the following American core values: honesty, respect, responsibility, justice, courage, politeness, tolerance, and sportsmanship.

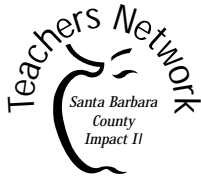
Santa Barbara County Farm Bureau (SBCFB) Award *Up to one page, double spaced.*

To be considered for funding by the SBCFB, please describe how your project increases student awareness and understanding of the role of agriculture in our daily lives.

- D. Please Note:** If you are funded, you will also be required to complete a short evaluation report on the effectiveness of your instructional strategy, due in June 2004.

Team Coaching Grant Scoring Criteria

- | | | |
|---|-----------|----|
| 1. Application instructions have been addressed. | Yes | No |
| 2. Instructional strategy is clearly described. | 25 points | |
| 3. Implementation plans are clearly described and related to the strategy. | 25 points | |
| 4. Evaluation plans are ongoing and carefully designed. | 20 points | |
| 5. Strategy addresses identified student needs. | 20 points | |
| 6. Roles of Coach and Team Members are clearly described. | 10 points | |



2004 Adapter Grant

\$300 - \$600

Due: 11/19/03

These are **development grants** for projects that modify existing Teachers Network Disseminator projects to meet your students' needs. \$300 for individual grant, or \$600 for teams (regardless of number of team members) is awarded to recipients. Curriculum packets from previously published projects (1985-2003) are available from the County Education Office, and may be requested by calling (805) 964-4711 x5277 or by e-mail at impact2@sbceo.org. A listing of these projects, by content area, is available on-line at www.sbceo.org/~impact2.

Applicants are requested to contact the Disseminator whose project they are adapting via mail, e-mail, phone, or in person at the fall Curriculum Fair on October 8, 2003. **If funded**, they must implement the proposal and write a brief evaluation.

Please see instructions below and application on the following pages.

Preparing your application: please read carefully!

- Follow the format shown on the application form, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given. No additional attachments accepted. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before November 14, 2003*.
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Wednesday, November 19, 2003***

2004 Adapter Grant Application

Please read “Preparing Your Application“ on previous page before beginning.

A. Cover Page: Personal Information & Signatures *One (1) page or less.*

Team applicants: please give personal information for each team member

1. **Name**
Home Address (street, city, state, zip)
Home Phone
E-mail Address
School and District
Grade levels, subjects, other specializations you teach
2. **Communication with Disseminator.** Possible methods: Curriculum Fair, visit to teacher's classroom, e-mail, phone, letter. Did you obtain curriculum packet?
3. **Required Signatures:** Applicants, Principal

B. Proposal Information *Three (3) pages or less; double spaced. 12-point font, 3/4” margins.*

1. **Project Title**
2. **Disseminator Information:** Disseminator(s) name, project title, year published.
3. **Student population:** List number, grade level, achievement levels, subject and special needs.
4. **Student need:** Why do your students need your proposed curriculum project?
5. **Desired student outcomes:** What do you want your students to know, understand, and be able to do as a result of using this project?
6. **Proposed activities and creative modifications:** Explain how the major elements of your project will be executed to achieve your desired student outcomes. What are the adaptations you have made to the original Disseminator Grant? How do they meet your students’ needs?
7. **Standards:** List and discuss how your activities and student outcomes support California Content Standards. For example: “English/Language Arts, 1.1: Comprehension. In this project, students will...” (Explain learning activities and how this standard will be taught and learned.)
8. **Evaluation:** How will you and the students assess the extent to which they have achieved the desired outcomes listed in Question B-5?

C. For Team Applicants Only. *One (1) page or less, double spaced.*

What are the unique contributions of each team member to this curriculum unit and why is the team valuable in achieving desired student learning?

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2004 Adapter Grant Application, *continued*

D. Specialized Grants (Optional)

Three Teachers Network funding partners provide specialty grants. To apply, please complete the following **additional** items as applicable:

Computer-Using-Educators (CUE) Technology Award *Up to one page, double spaced.*

CUE will fund projects that integrate technology into the curriculum. Recipient must be a current CUE member (see * below). Please answer the following questions:

1. Are you currently a member of CUE? (*If you are not a member, the first 10 applicants applying for the CUE Technology Award will receive a free one-year membership; if you are a member, you will receive a free one-year extension of your membership.)
2. Please explain how the project incorporates technology in a way to improve student achievement.

John Greenleaf Whittier Award for Character Education *Up to one page, double spaced.*

To be considered for funding by the John Greenleaf Whittier Award for Character Education, please describe how your project integrates three or more of the following American core values: honesty, respect, responsibility, justice, courage, politeness, tolerance, and sportsmanship.

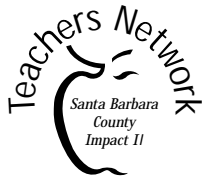
Santa Barbara County Farm Bureau (SBCFB) Award *Up to one page, double spaced.*

To be considered for funding by the SBCFB, please describe how your project increases student awareness and understanding of the role of agriculture in our daily lives.

E. Please Note: If you are funded, you will also be required to complete a short evaluation report on the effectiveness of your instructional strategy, due in June 2004.

Adapter Grant Scoring Criteria

- | | | |
|---|-----|-----------|
| 1. Application instructions have been addressed. | Yes | No |
| 2. Student need for project is clearly described. | | 15 points |
| 3. Proposed outcomes are clearly described. | | 15 points |
| 4. Proposed activities clearly demonstrate creative modification of Disseminator's project and address student needs. | | 30 points |
| 5. Proposed activities and student outcomes address Standards. | | 15 points |
| 6. Assessment strategies will enable teachers and students to determine extent to which proposed outcomes were achieved. | | 25 points |



2004 Disseminator Grant

\$500 - \$1,500

Due: 3/3/04

Disseminator Grants are awarded for creative, personally-developed, **classroom-tested projects**. Best-practice units must be innovative for grade level, content area or specialization. \$500 for individual grant, and up to \$1,500 for teams.

If funded, grant recipients will be required to:

- prepare a **curriculum packet** describing the project, including samples and other tips about using the unit;
- prepare a **display** for the spring Education Celebration and the fall Curriculum Fair;
- **assist** teachers who want to adapt the project.

Please see instructions below and application on the following pages.

Preparing your application: please read carefully!

- Follow the format shown on the application form, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given. No additional attachments accepted. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before February 25, 2004*.
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

Deadline—postmarked or received no later than:

Wednesday, March 3, 2004

2004 Disseminator Grant Application

Please read “Preparing Your Application“ on previous page before beginning.

A. Cover Page: Personal Information and Signatures *One (1) page; may be single spaced.*

Team applicants: please give personal information for each team member

1. **Name**
Home address (street, city, state, zip)
Home Phone
E-mail Address
School and District
Grade levels, subjects, other specializations you teach
2. **Required Signatures:** Applicants, Principal

B. Project Information and Standards List *One (1) page; may be single spaced.*

1. **Heading**
 - a) **Project Title**
 - b) **Grade levels** at which project could be used.
 - c) **Curriculum areas** project addresses.
2. **Students:** List the number, grade levels, achievement level(s) and special needs of students who participated when you last used your project.
3. **What You Need:** List the equipment, materials, books, videos, software, and outside resources needed to implement your project.
4. **Standards:** LIST the Content Standards addressed by your project. Please be specific, using the following example for each standard addressed:
 - *English/Language Arts Listening and Speaking, 1.0 Listening and Speaking Strategies, Comprehension: 1.1 Ask questions that seek information not already discussed.*

C. Project Profile *Three (3) pages or less; double spaced. 12-point font, 3/4” margins.*

1. How It Works

- a) Begin with a one- or two-sentence **summary** description which gives a concise overview of your project.
- b) Expand this summary to explain how the major elements of your project are executed. Include relevant examples of student activities. Be sure this section demonstrates how your project uses content and teaching strategies innovatively.
- c) If you were stimulated by people/sources other than yourself in developing this project (e.g. workshops, books, other teachers), cite sources and how you expanded on their ideas.

2. Why It Works

- a) **Standards:** discuss in detail how your activities and student outcomes support California Content Standards listed in Question B-5. For example: “In the following activities, students will practice reading comprehension:...” etc. **Do not re-list the Standards;** explain activities and how Standards will be taught/learned.
- b) **How do you assess student learning?**
- c) **How does assessment indicate change/mastery of skills, knowledge, understanding and/or attitude? Be specific; use data.**
- d) What do students, other educators, and parents say about the value of this project to students?

- continued on next page -

2004 Disseminator Grant Application, *continued*

C. Project Profile *continued*

3. Adaptation Tips

- a) What suggestions do you have for using the project with a different subject or grade level?
- b) How might one change the project if one does not have all the equipment or materials you used?

D. Attachments *Three (3) pages or less.*

You may attach three pages of documents illustrating your project. They may include any of the following:

- Samples of student work (delete any identifying information).
- Photographs (none showing applicant or school name).
- Test or worksheet samples.

Additional narrative describing your project will **not** be accepted as an attachment.

E. For Team Grants only. *One (1) page maximum, double spaced.*

What are the unique contributions of each team member to this curriculum project and why is the team valuable in achieving desired student learning?

F. Specialized Grants (Optional)

Three Teachers Network funding partners provide specialty grants. To apply, please complete the following **additional** items as applicable:

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Santa Barbara County Farm Bureau (SBCFB) Award *Up to one page, double spaced.*

To be considered for funding by the SBCFB, please describe how your project increases student awareness and understanding of the role of agriculture in our daily lives.

- See scoring criteria on next page-

2004 Disseminator Grant Application, *continued*

Disseminator Grant Scoring Criteria

- | | | |
|---|-----------|----|
| 1. Application instructions have been addressed. | Yes | No |
| 2. Project uses content and teaching strategies innovatively. | 30 points | |
| 3. Project content and instructional strategies are clearly defined for grade levels,
subjects or specialization. | 20 points | |
| 4. Project has significant instructional value, links to California Content Standards. | 10 points | |
| 5. Assessment strategies are carefully designed. | 10 points | |
| 6. Assessment results show project positively affects student learning and attitude. | 15 points | |
| 7. Project can be easily adapted using readily obtainable materials. | 15 points | |



Explore the Teachers Network Online!

★ **www.sbceo.org/~impact2/**

The Teachers Network in Santa Barbara County: view this catalog, download applications, look up past projects, see samples of effective grantwriting, learn more about national projects (TNPI, TeachNet).

★ **www.teachersnetwork.org**

Teachersnetwork.org offers a vast collection of resources developed "by teachers, for teachers" — including K-12 lesson plans, grant opportunities, articles on instructional and classroom management issues, action research studies, web-based curriculum units, on-line courses, and streaming videos of teachers in action.

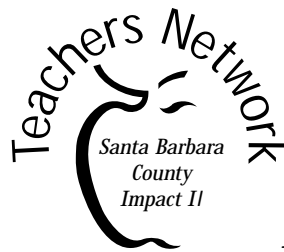
Notes

Notes

The Teachers Network

Calendar 2002-2003

- ★ **Wednesday, October 9** Curriculum Fair and Dinner
- ★ **Monday, October 28** Deadline: Care and Share Application
- ★ **Wednesday, November 20** Deadline: Team Coaching Application
- ★ **Wednesday, November 20** Deadline: Adapter Application
- ★ **Wednesday, February 5** Grant Recognition Dinner
- ★ **Friday, February 21** Deadline: Teacher of the Year Application
- ★ **Wednesday, March 5** Deadline: Disseminator Application
- ★ **Friday, March 14** Deadline: Crystal Apple Nomination
- ★ **Wednesday, May 7** Education Celebration
20 Years of the Teachers Network!



Here's how to reach us:

Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone: (805) 964-4711 ext. 5281
FAX: (805) 964-4712
E-mail: cgregor@sbceo.org

2002-2003 Teachers Network Partners

As of July 1, 2003. Year firm joined The Teachers Network is noted.

Benefactors — \$2,000 or more

ExxonMobil Foundation, 1985
The Hutton Foundation, 2000
QAD, Inc. 2002
Raytheon, 1986
Santa Barbara Foundation, 2000
Tenet Healthcare Corporation, 1997
Venoco, Inc. 1998

Patrons — \$1,000 – \$1,999

First American Title Company, 2003
Kendall and Lloyd Mills, 1986
Lockheed Martin Space Systems, 1989
Willebrand Family Trust, 2001

Donors — \$500 – \$999

ABC-CLIO, 2000
Bermant Development Company, 2003
Coastal Getaways Realty, 2002
Cox Communications, 1992
Computer-Using-Educators (CUE), 1999
El Rancho Market, 1990
The Gas Company, 1999
InaMed, 2003
Kurt Graf: Hampton-Brown Books, 2001
Los Padres Bank, 1986
Santa Barbara Bank and Trust, 1986
Santa Barbara County Computer-Using Educators (CUE), 1997
Santa Barbara County Farm Bureau (SBCFB), 2003
Western Farm Service, 1995

Sponsors — \$250 - \$499

Atlas Performance Industries, 1986
Betteravia Farms, 2002
Bob Campbell Ranches, 1995
Bonita Packing Company, 1995
Barbara and Martin Hallum, 1992
Lompoc Federation of Teachers, 1996
Mid-State Bank, 2001
Montecito Bank and Trust, 2002
Montgomery, Fansler, Carlton & Valois Insurance, 1986
Paraiso Landscape, 1999
Rio Vista Chevrolet, 1994
Santa Barbara Teachers Federal Credit Union, 1989
Saturn of Santa Maria, 1995
Sawaske Landscape, 1999
Toyota of Santa Maria, 2003
Tri-Valley International Reading Association, 1992
Steve Burdick: VALIC, 2002
John Greenleaf Whittier Awards for Character Education, 1991
World Minerals-Celite Corporation, 2002

Contributors — \$100 – \$249

CA Retired Teachers Association: Area I, Div 17, 2003
Hacienda Bank, 2002
Mother Goose Bookstore, 1995
Dale and Vicki Schumacher, 2000
Arent and Jean Schuyler, 1995
Two-Deer Crafts, 2003

Friends — \$25 – \$99

Marsha Johnson, 2001
Tami Rabska, Agent: State Farm Insurance, 2002
Santa Lucia Bank, 2002
Pete Stoughton, 1995
United Way of Santa Barbara County, 2003
WalMart Store #1989, 1998
Mr. and Mrs. David Winters, 1995

In-Kind Services — As Arranged

Anything Educational, 2002
Bennett's Educational Materials, 1988
C-SPAN, 2003
Chaucer's Bookstore, 2002
Comfort Suites, 2003
Cumulus Broadcasting: KRUZ 103.3 FM, Oldies KKSB 106.3 FM, Magic 97.5 KMGQ FM, 2003
Cyndi Connolly: Patagonia, 2003
Cox Communications, 2003
First American Title Insurance Company, 2003
French Bulldog Coffee House, 2003
Gallup and Stribling Orchids, 2003
Mission Uniform and Linen Service, 1992
Office Depot, 1999
PCPA Theaterfest, 1995
Rancho Santa Barbara Marriott, 1997
Rotary Club of Santa Barbara, 1988
Royal Scandinavian Inn, 1995
Santa Barbara Botanic Garden, 2003
Soap, 2003
Starbucks, 2003
Target Stores, 1995
Tri-Valley Trophies and Sportswear, 1997
UCSB Extension, 1994
Universal Studios Hollywood, 2003
Valley Tool Rentals, 1992
Venoco, Inc., 2003
Zookers Cafe, 2003

Plus

twenty-three Local School Districts

and the

Santa Barbara County Education Office

