Grants Support Local Efforts to Create Strength-Based Change

Over $360,000 in CTA Member-Funded Grants were Distributed this Year

Warren High School- Community Garden Grant

Warren High teachers, Therese Peters and William Russell, had a dream of a Community Garden where students were working alongside teachers, community members and parents while they cultivated fruits and vegetables. They saw students engaging in active learning, creativity and teamwork. They envisioned cross-curricular opportunities for teachers and students, particularly in science and math. They believed in so many positive benefits that they applied for a strength-based IFT grant. Their selection as one of the thirty-three 2012-13 IFT grant recipients enabled the dream to come full circle- from composting the soil to serving the garden food prepared by students from the school’s Culinary Academy.

Inglewood Teachers Association- Parent University Grant

According to Inglewood TA Grant Coordinator Kelly Iwamoto, “Being awarded the IFT ($20,000 Chapter) grant gave our union the opportunity and the freedom to reach out to the community and make things happen! Parent University is a program developed by teachers and parents. Through this program, parents are learning different approaches on how best they can help their children succeed in school. The teachers, in turn, our also learning more about the parents, their families, and the struggles they face.

Teachers, along with parents, developed the curriculum and worked together to bring one workshop per month to Bennett-Kew Elementary School in Inglewood. The topics being covered range from school governance issues to academic support, utilizing the Common Core State Standards. It’s our goal to make sure the workshops are interactive, hands-on, and most of all fun! We are also providing field trips for the parents, including the California Science Center, the Getty Museum in March and UCLA in April.

It’s clear we are building a true, collaborative partnership with parents, which is founded on trust and honesty. There is definitely more work to be done, more relationships to build, and more walls to break down. But, in Inglewood, we’re doing it one step at a time. Our journey is only beginning.”
2013-2014 IFT GRANT APPLICATIONS ARE AVAILABLE NOW ONLINE

CTA members and chapters that want to support strength-based approaches to school change are encouraged to apply for an IFT Grant for next year. This could be the individual practitioner who wants to try something new in their classroom or a team of teachers who share a common dream to advance their school’s success.

Individual grants up to $5,000 and Chapter grants up to $20,000 are available for the 2013-14 school year. Grant information and a link to the on-line application can be found at IFT’s website - www.teacherdrivenchange.org.

The deadline to submit a grant application is April 30, 2013.

Applications will be reviewed in May by the IFT Grant Selection Committee, composed of teachers from around the state. Awards will be announced in June. During the school year, members of the Grant Selection Committee will join IFT staff to visit each project location and to meet with team members to discover their learnings.

Grant proposals are judged based on a strength-based matrix (below) that includes seven factors. Project grants are awarded directly to CTA members, although the funds are administered by their local Associations in order to avoid any tax liability to the grant recipients. For a year-by-year summary of IFT Grants awarded, please go to: www.teacherdrivenchange.org/past-grant-recipients

IFT Grant Program: Strength-Based Matrix

1. Student Centered
   Emphasis is placed on learning over teaching.

2. Work Oriented
   Work is valued, purposeful, and relevant to students.

3. Student Relations
   Students view other students as supportive and interested in their well-being.

4. Results Oriented
   Students understand strength-based thinking; increases capacity and resilience to achieve goals.

5. School-Wide Relations
   All school stakeholders are responsible for the education of each student.

6. School-Family Relations
   Parents as a strong partner in the teaching and learning process are encouraged to be involved in their child’s education.

7. Future Oriented
   Students have a dramatic, positive image of the future.

Creating a School Community Culture of Success
Through a Teacher Driven Strength-Based Framework