

July 24, 2018

Tanya Hermanson  
Pima County Amphitheater Public Schools  
701 W. Wetmore Road  
Tucson, AZ 85705

Dear Tanya Hermanson:

It is a pleasure to inform you that the Social and Emotional Learning (SEL) Fund, a sponsored project of Rockefeller Philanthropy Advisors, Inc. (RPA), has approved a grant in the amount of \$5,000 to Amphitheater Public Schools (Grantee).

The following terms and conditions apply to this Grant Agreement:

**1. Use of Grant Funds**

- Funding obtained under this agreement may not be used for any purpose other than for Katherine Engel to implement the Social and Emotional Learning project as described in the grantee's application.

**2. Grant Period**

- The grant will have duration of August 1, 2018 to July 31, 2019.

**3. Grant Payment Schedule**

- Payment will be dispersed upon receipt of signed grant agreement.

**4. Reporting**

- Grantee is required to submit a year-end financial report on their expenditure of funds.
- A Reporting template will be provided to the Grantee
- Reports can be submitted by email to Joe Anderson at Education First ([janderson@education-first.com](mailto:janderson@education-first.com)).
- Required reports are due on or before the following dates:

Type of Report	Due Date
Narrative & Financial Report	August 31, 2019

- Grantee agrees that it will permit RPA and/or its authorized representatives to monitor and evaluate the project funded by this grant through communications, including site visits, and the review of records, as appropriate.

Sent by email to tboyfan@rockpa  
010



6 West 48th Street, 10th Floor  
New York, NY 10036  
Tel: 212 512 2000  
Fax: 212 512 2001  
www.rockpa.org

#### 5. Grantee Tax-Exempt Status

- As a condition to the receipt of the grant funds announced in the Award Letter, the undersigned organization certifies that it is either a charitable or governmental entity in accordance with the U.S. Department of the Treasury, Internal Revenue Service Code.

#### 6. Termination of Grant

- If Grantee fails to follow any of the terms and conditions of this Grant, RPA will terminate this agreement and further, Grantee shall refund any unexpended funds to Grantor and will not be entitled to any further Grant funds.

Sincerely,

A handwritten signature in cursive script, appearing to read "Chris Page".

Name: Chris Page

Title: Executive Vice President

#### CERTIFICATION:

Accepted and Agreed by the following individual, certified to be a responsible officer of the named grantee organization.

<u>Scott Little</u>	<u>CFO</u>
NAME (Print)	TITLE
<u>Scott Little</u>	<u>7/31/18</u>
SIGNATURE	DATE

Grant check should be mailed to:

Attn: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# GRANTS PROJECT COORDINATION

## PROJECT PROFILE



\*Forms should be submitted to Mike Bejarano, School Operations

<b>Working title:</b>	Social and Emotional Learning Grant for the AHS Greenhouse Project
<b>Target population:</b> <i>(Which schools, grades, staff, etc. are impacted?)</i>	AHS ELL students, teachers, 2 self-contained classes of students with special needs, and an elementary school class
<b>General problem addressed by the project:</b>	The school greenhouse and garden maintained by the ELD Dept. students and self-contained classes of students with special needs are seeking funding to continue students' collaboration, communication, social and emotional development through real-life applications in the greenhouse,
<b>Project Synopsis:</b> <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i>	The "Grammar in the Greenhouse" PBL project and Student Club proved to be an effective tool in supporting their learning. They promote 21 <sup>st</sup> century communication, relationship and team work abilities, develop real-life skills, connect students with the community, teach about healthy living, and increase student engagement in the classroom, as the children grow vegetable and herbs, and share them with the community.
<b>Source and amount of funding requested:</b>	Social and Emotional Development Project--\$5,000 COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
<b>Funding will pay for:</b> <i>(People, equipment, materials, training, services, supplies, etc.)</i>	Plants, seeds, soil, pots, containers, raised bed, a hose, watering cans, a cabinet, kitchen supplies, publishing a "Healthy Families" booklet, field trips.
<b>District contribution(s):</b>	\$0
<b>Potential partners &amp; their contributions:</b>	AHS staff and families purchasing produce; teachers' tax credit.
<b>Sustainability plan:</b> <i>(Explain how the project will be sustained without committing</i>	We can continue with the previously purchased materials, as the greenhouse is already functioning but requires minor repairs.

district funds)			
Principal/Department Authorization:	<div data-bbox="592 357 885 409"><u>Jon Lansa</u></div> <div data-bbox="998 378 1128 409">Jon Lansa</div> <div data-bbox="584 430 690 462"><i>Signature</i></div> <div data-bbox="1031 441 1185 472"><i>Name, printed</i></div> <div data-bbox="1356 451 1412 472"><i>Date</i></div>		
Submitted by:	<div data-bbox="552 525 665 556"><u>K. Engel</u></div> <div data-bbox="787 535 974 567"><u>April 12, 2018</u></div> <div data-bbox="1096 535 1299 577">Katherine Engel</div> <div data-bbox="576 588 682 619"><i>Signature</i></div> <div data-bbox="1023 598 1177 630"><i>Name, printed</i></div> <div data-bbox="1347 609 1404 630"><i>Date</i></div> <p data-bbox="527 640 1477 861">By signing this document, I acknowledge that purchases must follow the district's required bidding/purchasing process and will adhere to USFR* regulations and any other reporting requirements of the funder. <i>All fixtures, equipment and instructional materials (or other improvements) received under this grant will become the property of the Amphitheater School District and not the applicant.</i></p>		
Phone & Email:	<div data-bbox="519 892 738 934">(520)370-2698</div> <div data-bbox="519 955 812 1008">kengel@amphi.com</div>	Date:	4/12/2018

\*USFR = Uniform System of Financial Records required by ADE and the Auditor General's office for bookkeeping & reporting methods on expenditures.

ok S. Little 4/25/18

Katherine Engel  
Amphitheater High School  
ELD Department

Social and Emotional Learning Grant Proposal for the 2018/19  
To Education First Innovative Grants

**1. Please briefly describe your project. \***

According to the Arizona Refugee Resettlement Agency, it is estimated that there are over 100 refugee students at Amphitheater High School. This is a high needs school where approximately 86% of students participate in the free lunch program. English Language Development teachers at Amphitheater High School, who teach refugee and immigrant students from all over the world, merge academic instruction with student advocacy, and utilize every opportunity to promote 21st century social skills, and the emotional development of our students. Last year, we obtained permission from our principal to restore an abandoned greenhouse on campus, and start a class PBL project "Grammar in the Greenhouse". The students were excited to grow vegetables, fruits, flowers, and herbs, and share the produce with the community. In addition, we established a student ecology club that worked before and after school. During the winter, we cleaned and painted the greenhouse, and planted seeds and seedlings. When the weather turned hot, we transferred all the plants outside the greenhouse, and continued to take care of them, share them, and plant other herbs and vegetables. The students have visited two community gardens in the city of Tucson that prompted several student families to join community gardening. The following year, the school administration provided assistance by installing coolers, and the science department suggesting collaboration by transferring a hydroponics structure into the greenhouse, and we are now hoping to restore a fish tank. A group of students with special needs requested to help us in the garden, and the mentor-mentee relationship among students has started. Community members participating in the Amphi Parent English class "Let's Talk!" have expressed interest in the Greenhouse Club, and we shared the produce grown by our students with them. When a large group of students collaborates in the greenhouse, each can find a job to his or her liking, so that the students choose and assign themselves roles and responsibilities, which allows them to build on their strengths, and develop teamwork skills by assisting others and learning from one another. Some students choose to work individually, and request to do a particular job in the garden after school. Everybody is curious and delighted to see how our plants grow and flourish; the students feel proud of their work. We would like to continue and expand the greenhouse project next year, and for years to come.

**2. What are the goals of the project? \***

- Promote students' social and emotional learning and development through joined positive experience in the garden;
- Motivate students through engaging their cognitive, social, and emotional skills simultaneously; develop their vocabulary, speaking, listening, reading, and writing communication skills in English through biology and agriculture contents;
- Help relieve the psychological pain of past traumatic life experiences for refugee youth, as well as the stress of the immigration process and culture shock; promote healing by providing a place for students to experience peace and immersion in a natural setting;
- Work collaboratively in person, and on Google Drive; promote cooperative learning, and mentorship for students with special needs;
- Identify and solve real-world problems;
- Deepen positive relationships among students from different cultures and backgrounds;
- Strengthen students' concerns and caring for other community members;

- Nurture the students' passion to share and help;
- Demonstrate aspects of American culture many newcomers are not familiar with, e.g., urban gardening, American cuisine, or healthy nutrition;
- Learn about sustainability, food production, and prevention of food waste;
- Take care of the environment via organic gardening that uses only natural methods, and composting;
- Engage students in small-scale financial management and bookkeeping;
- Incorporate ecology and gardening into the writing curriculum, i.e., write and mail business letters for fundraising purposes; publish a booklet that describes local herbs, and nutritious recipes;
- Provide an opportunity to tap into students' other personal interests--arts, mathematics, physical and biological sciences, photography, native languages, socializing, leadership, public speaking, etc.
- Involve students' families in the project by inviting them to a "Salad Party," and demonstrating students' learning about healthy living;
- Invite other students and staff members for further collaboration to the Greenhouse Open House;
- Teach students and their families about community gardening in which they can engage on their own outside school;
- Bridge relationships between high school students and younger (elementary/middle) school students, where our students can be mentors to younger refugee and immigrant students and teach them about the greenhouse project;
- Prepare students for opportunities after high school;
- To foster independence in students--to turn them into successful and independent life-long thinkers, learners, workers, and active contributors as global citizens in American society.

**3. Which specific student SEL needs will this project address? \***

- A need to identify and manage emotions, and to overcome stress;
- A need to feel competent and knowledgeable;
- A strong desire to collaborate with peers, fit in, and build friendships;
- A need to make sense of their new environment, to adjust their living style, and to learn how to solve new problems;
- A need to succeed;
- A need to develop confidence;
- A need to develop mutual respect, and appreciation of diversity;
- A need to "give back" to the community that welcomed them.

**4. If your project is selected for support, what's one success you could achieve over the 2018-19 school year that would mean the most to you? \***

The greatest challenge of an ELD teacher is to teach students to be independent. Everything is new, different, and difficult for newcomers who are emergent English language speakers; if more of our students become independent thinkers, learners, and workers, it would epitomize the greatest success of the project.

**5. How many students will benefit from this project (please specify a number, even if it is an estimate)? \***

Approximately 150 students, including mentees with special needs, and penpals from a neighborhood elementary school.

**6. What specific SEL skills or competencies will be taught or developed through this project? \***

- The project will contribute to developing relationship skills: communication, social engagement with the community, relationship-building, and teamwork based on each team member's strengths; the ability to ask for, and to offer help;

- The skills of self-awareness--recognizing one's strengths and interests, which adds to self-confidence;
- Self-management, such as stress and time management;
- Social awareness, i.e., mutual respect, and appreciation of diversity;
- The ability to recognize personal, school, family, and community resources, and to utilize them appropriately;
- The skill to identify a real-life problem, to analyze, and to solve it.
- The skill to realize and maximize the use of one's multiple intelligences: visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, and naturalistic to identify and solve problems

## **7. Describe the major activities this project will include to achieve the goals. \***

The activities include classwork, as part of the PBL (project/problem-based learning), as well as after-school Ecology Club activities:

- setting goals for the garden maintenance; presenting and debating class choices;
- surveying classmates in order to discuss problems, identify solutions, and vote on common decisions;
- learning to write business letters, to address, and mail them for fundraising;
- weekly journaling on greenhouse activities and observations;
- organizing a "Salad Party" and "Greenhouse Open House" to share the learning, and healthy living ideas with students' families, other students, staff and community members;
- co-writing and publishing a "Healthy Families" booklet on garden plants and nutritious recipes; using Google Mail and Google Drive for collaboration (using translation tools so the booklet can be shared with non-English speaking families);
- shopping for garden supplies;
- painting the greenhouse structures;
- installing and maintaining automatic irrigation;
- watering with a hose and watering cans;
- taking pictures, and emailing or texting them to the sponsors, school authorities, and disseminating the information for marketing purposes;
- planting, labeling plants; re-potting; preparing pots and containers; hand-painting pots; feeding the plants with natural foods; taking care of insects in a natural way;
- composting;
- picking crops; preparing bags of herbs to share; delivering the greens;
- weeding;
- recording observations for planning and learning;
- cleaning the greenhouse and the area;
- organizing and maintaining supplies;
- measuring the fences, and putting up shading fabrics;
- counting and reporting the cash income for bookkeeping purposes; filling out paperwork for the Club Bookstore account;
- creating club T-shirts advertising the club and/or supportive local companies;
- field trips to ecology-related locations, e.g., the Arizona Science Center, Biosphere 2, Tucson Community Gardens, The University of Arizona Compost Cats Club, Tree-Ring Research Lab, and/or the Agriculture Dept., Tucson Village Farm, local farmers' markets and farms;
- collaboration with the University of Arizona Nutrition Network on developing healthy eating skills based on the "My Plate" healthy nutrition concept;
- establishing and extending collaboration with other local community members: Habitat for Humanity organization, Refugee CENTER, and the International Rescue Committee that expressed interest in working with us;
- potential to conduct cooking demonstrations.

**8. Describe how the project will be innovative (e.g., with respect to instructional practices, method of delivery, targeted student population, etc.). For information on previous Innovation Award winners, visit <http://education-first.com/social-emotional-learning-innovation-fund/> \***

As teachers struggle with motivating students and engaging them in active learning, especially in disadvantaged communities with refugee and immigrant students, Project-Based Learning (PBL) is becoming one of the most successful methods of teaching. The "Grammar in the Greenhouse" project utilizes both new instructional strategies, and a new method of delivery, as the greenhouse becomes a classroom, where learning is based on authentic communication and collaboration on real-life activities, -the recognized best practices, according to research on engagement. The students face real-life problems, learn to analyze, and solve them relying on the local community resources, which is a personal skill each child can benefit from in his or her life outside the school, making new learning highly relevant and effective.

**9. What outcomes do you expect this project to produce and by when? How will you measure impact? \***

1) While guiding and observing students' collaboration in the greenhouse, I monitor each child's behavior and relationship with classmates; every act of kindness, mutual respect, assistance, responsible choice, successful learning, calm and joyful interaction is a small victory on the path of newcomers' social and emotional learning. Independent decisions, creative suggestions, and solutions are expected throughout the year. As a lead teacher, I am going to journal our activities, and record those SEL effects for individual students.

2) Class participation, and written or computer products are easier to measure and assess through class grades, which in 2017/18 included business letters and envelopes, and "Healthy Living" booklet contributions. They will be included and evaluated in the 2018/19 curricula; besides, I anticipate a need to produce additional writing as the project develops in the future, e.g., students' regular journaling or blogging on their observations. Students will use various methods to document their own learning, through the use of art, poetry, writing, photography, other student-led projects, etc.

**10. How might you disseminate new ideas or practices from this project to other educators? Or what help might you need to disseminate? \***

--The students and I have been sharing our work and accomplishments with other teachers and staff at school and in the District;

--We have been very fortunate to work with the support of the SEL grant, which allowed the teachers to implement numerous ideas related to the Grammar in the Greenhouse project, and for the students to share generously with the Amphi community—the garden produce, the greenhouse learning, summarized memories of field trips to various destinations related to science, their thank you notes, and journal records of their collaboration, that resulted in apparent social and emotional development.

--The students made several presentations about the ELD Department proudly sharing our accomplishments that occurred thanks to the SEL grant—during the Cultural Awareness event organized by the Student Council, Future Freshman Night, and Amphi Awaits presentation to the community;

--Thanks to the information being disseminated, a group of students with special needs got very interested in our work, and joined in as helpers and mentees;

--An English Language Development (ELD) parent class was gifted garden produce, which made them also interested in visiting with the Greenhouse Club and hearing more about their children's work;

--A Greenhouse Open House is currently in the works, which would further help spread information about the Grammar in the Greenhouse project;



- The Student Council has requested that we donate produce to their project of showing appreciation to the whole faculty by giving each teacher a bag of fresh herbs with a note that states, "Teachers grow students" during the Teacher Appreciation Week;
- I share information about the project as a successful PBL methodology in a faculty meeting, and/or the ELD District Dept.
- I have talked with the science teachers, as they have been the most supportive due to the fact that the project is related to science; the Science Dept. has transferred a hydroponics structure to the greenhouse, and we are hoping to resume growing and observing tilapia in the fish tank under the plants container; -
- The students made video-recorded speeches for the school announcements, and have suggested blogging, and contributing to school's Twitter Feeds;
- The students have been recording their observations and learning in greenhouse journals, and we are ready to publish a "Healthy Families" booklet. We would appreciate help with the publication of more copies of a high-quality booklet in color.
- I have been discussing and sharing about the "Grammar in the Greenhouse" project with the city CommunityShare organization, and Community PLC at the Tucson Refugee Center throughout this school year; I would be happy to share about the project at other locations if possible.

**11. Describe the project team and each member's role. \***

- Katherine Engel--lead teacher; PBL "Grammar in the Greenhouse" in the classroom; Ecology Club sponsorship; gardening with students;
- Corey Smith--field trip chaperone; collaborating Interact Club sponsor;
- Devahi Balachandran --math activities consultant; field trip chaperone;
- Carla Garcia, Lynsey Pun, Denise Heagle, Julie Faulkner--ELD Communication teachers engaging students in ELD development, and field trip chaperones;
- Deo Chhetri, Elva Vasquez, Norma Lamadrid, Khadjia Yafi, Yomima Muhinga – District bilingual assistants—field trips chaperones;
- Mea Santiesteban—Instructional Support Assistant; ecology consultant; field trip chaperone;
- Lourdes Oros—elementary school partner whose students are our mentees; exchanging visits.

**12. What is your timeline to implement this project? \***

The project began in August 2016, continued throughout the 2016/17 and 2017/18 school year, will continue in 2018/19 school year, and further on.

**13. What amount (\$500 to \$5,000) are you requesting for this project? \***

\$5,000

**14. Please explain how you will use the requested funds, such as for purchasing materials, etc. \***

- Plants, seeds, soil, Urban Gardening containers, pots, garden gloves, small shovels, a new hose with 2 nozzles, 2 new watering cans, 2 composting barrels, compost maker, garden dust, plant label materials, paint, 5 brushes, shading fabric, a big cabinet or a small shed for gardening supplies, plastic bags for produce to share --\$1,500
- Replacing broken locks on the fence and the greenhouse--\$100;
- Fixing the pipe leak--\$300;
- Extending the area of the garden by moving the fencing-- \$800
- Irrigation --\$200
- Cooking utensils, kitchen supplies, food to supplement the Salad Party -\$100
- Field trips --\$1,500;
- Ink for the laser color printer to print students' work, and publish the booklet "Healthy Families"--\$500.

**15. What was your primary motivation for seeking support for your work? \***

During the 2017/18 school year, the "Grammar in the Greenhouse" project proved to be an effective strategy for newcomers and refugees, and the students enthusiastically requested continuation of the project.

Several students took home seeds or plants to grow at home, repeatedly asked to harvest specific herbs and vegetables to use in home cooking, and even encouraged their refugee families to start gardening in community gardens, which demonstrates that they are beginning to apply their greenhouse learning to real life, and have acquired sufficient skills to emulate their Grammar in the Greenhouse experience independently, and are feeling confident and comfortable, having achieved a better adjustment to their new environment—an observation that brings great joy to us, their educators.

Students who struggle in the classroom due to low language proficiency often feel competent and successful in the greenhouse; we discovered new leaders knowledgeable about that area of learning. The project allowed us to create a safe outdoor classroom culture of mutual respect and appreciation. The project enabled each student to voluntarily take responsibility for an assignment close to his or her heart, identify their own strengths, learn from peers, find pleasure in collaboration, and succeed. Students are motivated to participate in these healing and validating experiences.

Thus the success of the pilot project motivated me to seek support for continuation in order to provide even more students with the opportunity to develop new collaboration, communication, social and emotional skills through real-life learning on a high school campus.

Submitted in the spring of 2018 on the Google Forms

58274

To: Amphitheater Public Schools  
 Vendor ID: 15390  
 Tax ID #: XX-XXX0547

8/7/2018

## ROCKEFELLER PHILANTHROPY ADVISORS

INVOICE NUMBER	DATE	DESCRIPTION	AMOUNT	DISCOUNT	NET AMOUNT
G-18-6766-1	8/9/2018	for Katherine Engel to implement the Social and Emotional Le	\$5,000.00	\$0.00	\$5,000.00
		<b>Totals:</b>	<b>\$5,000.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>
		530-51-100-1001-500-1920 KF-19-KE			

## ROCKEFELLER PHILANTHROPY ADVISORS

6 WEST 48<sup>TH</sup> ST, 10<sup>TH</sup> FL  
 NEW YORK, NY 10036

JPMORGAN CHASE BANK  
 1-2/210



58274

CHECK DATE

CHECK NO.

8/7/2018

58274

CHECK AMOUNT

PAY \*\*Five thousand and 00/100 Dollars\*\*

\$\*\* 5,000.00

TO THE  
 ORDER  
 OF

Amphitheater Public Schools  
 701 W. Wetmore Road  
 Tucson, AZ 85705

Amounts in Excess of \$25,000.00 Require Two Signatures  
 VOID AFTER 120 DAYS

*[Signature]*

MP

AUTHORIZED SIGNATURE

MP

⑈058274⑈ ⑈021000021⑈

424633142⑈