

# Glassboro Education Foundation, Inc.

Send the completed application to Grants@glassboroed.org

or

SEP 15 2016

*Send the completed to the attention of:*

~~Betty Ann Marschen~~

*Beach Administration Building*

*Joseph L. Bove Blvd*

*Glassboro, NJ 08028*

## A. General Information

Applicant(s): Patricia Paulsen

School: Dorothy Bullock

Principal: Rich Taibi

Grade Level or Subject: 3<sup>rd</sup> grade -Literacy – Math – Social Studies

Phone: (school) 856-652-2700 (Home): 609-790-4913

E-mail(s): ppaulsen@glassboroschools.us

## B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Signature of Applicant

Signature of Principal

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### **C. Project Title and Description**

Title of Project: Connecting Generations

Subject Area(s): Literacy – Math – Social Studies

Approximate Number of Students Participating: 30

Project Starting Date: ongoing throughout the year

Project Completion Date: June 2017

Need: Describe the problem or deficiencies that exist which require the improvements described.

We will be making connections with the Senior Community of Glassboro. The students will be enriching the lives of the residents of the Post House as the residents in turn teach our children about history, their lives and compassion.

Strategy: Briefly describe your plan to alleviate the need/problem.

In order for the children to meet our objectives, prior to the trip they will be writing personal narratives to discuss with the community members at the post house. We will also bake cookies for the elderly, using our math skills, make crafts incorporating math standards, and write letters and cards incorporating our literacy skills. But the most effective lesson will come from the dialogue between the students and the seniors and the way it makes their heart feel to do something nice for someone!

Community Service is an important piece of education and our elderly are often forgotten! They are so full of knowledge and the students can learn so much from the rich dialogue.

# Glassboro Education Foundation

## Grant Application

### D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

<i>Objectives</i>	<i>Program Activities to Accomplish Objectives</i>	<i>Completion Date</i>	<i>Evaluation Techniques</i>
Students will write personal narratives to share with the community at the post house	Students will complete Unit 1 of the Writers Workshop on Personal Narratives	November 2016	Student Checklist as well as Post Assessment for Personal Narratives
Students will practice their measurement skills by baking treats for the elderly residents of the post house	Eureka – Math – Module 2 Measurement	November 2016	Assessment of Module 2 and Daily Exit Tickets
Students will review essential question: <i>What will you learn about the world by sharing stories from your life and the lives of others?</i>	Students will read stories about the past as well as present. We will discuss the stories as well as write in their literacy notebooks to check for comprehension.	November 2016	Daily reading of student notebooks, participation in discussions, literacy benchmarks.

*Glanville Education Foundation  
Grant Application*

*E. Itemized Budget*

<i>Materials/Equipment</i>		<i>Services</i>		<i>Evaluation Techniques</i>	
<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>
November Visit	\$100.00	November Visit	\$100.00		
December Visit	\$100.00	December Visit	\$100.00		
May Visit	\$100.00	May Visit	\$100.00		
Ingredients for Refreshments for Visits		Bus Transportation for Visits	\$300.00		
	\$300.00				
November Visit	\$100.00				
December Visit	\$100.00				
May Visit	\$100.00				
Supplies for Crafts for Visits					
	\$300.00				
Sub-total:	\$600.00	Sub-total:	\$300.00	Sub-total:	
				Grand Total	\$900.00



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SEP 22 2016

Send the completed to the attention of:

~~Betty Ann Marchese~~

Beach Administration Building

Joseph L. Bowe Blvd

Glassboro, NJ 08028

## A. General Information

Applicant(s): Karen Peale

School: Dorothy L. Bullock

Principal: Mr. Richard Taibi

Grade Level or Subject: 2<sup>nd</sup> and 3<sup>rd</sup> Grade Literacy and Cooking

Phone: (school) 652-2700 Ext. 8222 (Home): 856-270-2106

E-mail(s): kpeale@glassboroschools.us

## B. Statement of Assurances:

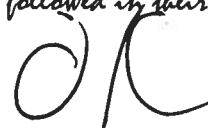
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6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Karen A Peale







Signature of Applicant

Signature of Principal

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### C. Project Title and Description

Title of Project: Book and Cook-Bringing Books to life

Subject Area(s): Literacy, Science, Math, Family and Consumer Science Career Readiness

Approximate Number of Students Participating: 4 on a rotating basis selected from an after school program

Project Starting Date: Upon receipt of grant and supplies purchased Project Completion Date: May 2017

Need: Describe the problem or deficiencies that exist which require the improvements described.

The children in our district come from a variety of backgrounds, but many lack connections that they can bring into the classroom. They do not see the need for literacy and basic math skills in everyday living and that it is essential for continued growth in education and for future success as an adult. They are not given opportunities until they are much older to practice career readiness skills. Cooking and using children's books to make life connections is an excellent opportunity for children to gain confidence, self-esteem, use beginning reading skills, language skills, early math and science skills, creativity and a use of their five senses. There is no program offered to students that affords so many opportunities to learn and develop independent living skills that would also benefit future career readiness skills. Combining literacy and cooking is an excellent way to further build connections that will enhance future reading experiences. Many of our district children lack practice in applying critical thinking skills and fail to realize that literacy plays an important part of everyday living.

Strategy: Briefly describe your plan to alleviate the need/problem.

Children will be introduced to a book that may or may not be familiar to them that contains within the storyline reference to book. For example, the book by Laura Numeroff-If You Give a Pig a Pancake will be read. This will be followed by a cooking lesson in which the students interact with the teacher, measuring ingredients which teaches math skills, a discussion of what baking powder does in pancake batter and will assist the teacher in determining when a pancake is ready to flip which utilizes critical thinking and science skills. Student must work together in a group to reach a common goal which prepares them for future careers.



Handwriting practice lines consisting of seven horizontal dashed lines.

Horizontal line for text entry.

Horizontal line for text entry.

*Glasboro Education Foundation  
Grant Application*

*D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)*

<i>Objectives</i>	<i>Program Activities to Accomplish Objectives</i>	<i>Completion Date</i>	<i>Evaluation Techniques</i>
<ol style="list-style-type: none"> <li>Students will demonstrate the correct way to measure and prep ingredients.</li> <li>Student will be able to express their opinion in a group setting in such a manner that students feel mutual respect.</li> <li>Students will be able to build life connections with the text of the day.</li> <li>Demonstrate safe food prep skills.</li> <li>Use teamwork to prepare a recipe.</li> <li>Organize steps of a recipe in a meaningful sequence.</li> </ol> <p>*Each of these objectives will be completed throughout the after school meeting which can take place 2 times a month.</p> <p>Standards can be furnished upon request.</p>	<ol style="list-style-type: none"> <li>Teacher led reading of a children's book that makes reference to book. For example-If You Give a Pig a Pancake.</li> <li>Teacher led activity of measuring liquid and dry ingredients, in which the teacher demonstrates and has students put into practice the correct way to measure ingredients which practices early math and science skills.</li> <li>Students will assist in cooking pancakes while teacher leads a discussion on why bubbles rise to the top as the pancake cooks and what ingredient causes this to occur.</li> <li>Students will be able to eat the fruit of their labor.</li> <li>This process is repeated with different recipes.</li> </ol>	<p>There is immediate gratification with cooking and each activity is completed within that days' time frame. Each time they meet the objectives have been accomplished. Program ends at the end of May, but can start up again in the fall of the following year with a new group of students.</p>	<ol style="list-style-type: none"> <li>Final product results which will include appearance and taste of food.</li> <li>Students will be asked to express an opinion of the final food product by choosing whether they liked or disliked the food. They must be able to express why they are stating their opinion.</li> <li>Teacher observation of students' participation in using the correct methods demonstrated.</li> <li>Teacher observation of relationships that are built through cooking which would include peer interaction and demonstrating supporting each other.</li> </ol>

*Glenboro Education Foundation  
Grant Application*

*E. Itemized Budget*

Materials/Equipment		Services		Evaluation Techniques
<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>  <u>Cost</u>
<u>Equipment Supplies:</u>  1. Electric Wok-\$59.95 2. Electric griddle-\$40.50 3. Wooden spoons-\$2.40 4. Rubber Scraper-\$9.75 5. Skillet/Frying Pan-\$24.50 6. Oven Mitts-\$19.75 7. Cookie Sheets (2)-\$33.90 8. Dry measuring cups-\$12.50 9. Liquid measuring cup-\$7.99 10. Salad Knife-\$3.90 11. Bread Knife-\$7.95 12. Assorted Knife set-\$16.95 13. Food storage containers-\$17.50 14. Measuring Spoons-\$8.75 15. Cutting Board-\$14.95 16. Baking pan-9 X 12-\$21.99 17. Muffin tins (2)-\$33.90 18. Dish Towels-\$18.75 19. Wash rags-\$8.95 20. Straight edge-\$5.95 21. Hand can opener-\$7.95 22. Adjustable Aprons-\$109.75 23. Quesadilla Maker-\$29.75 24. Pizza Cutter-\$11.99 25. Pizza Pan-\$12.95		No services at this time.  <		

26. Food processor-\$187.50  
27. Hand mixer-\$49.75  
28. Sauce pan-\$39.95  
29. Whisk-\$5.25  
30. Cookie Scoop-\$12.99  
31. Tongs-\$11.90  
32. Mixing bowls-\$48.75  
33. Slotted spoon -\$4.25  
34. Ladle -\$2.95  
35. Pancake turner-\$5.25

Shipping: \$27.38

SANE total: \$940.80

From Wal-Mart.com

LUXOR MC42E Steel Mobile Cabinet  
42" H, Black (locking cabinet for  
supplies and knives which is required by  
law) \$590.00

Shop Rite Gift Card for initial cleaning and  
food supplies. Following year, the teacher will  
supply food or will contact Shop-Rite in  
Glassboro for a donation towards supplies.  
\$250.00

Grand Total \$1,780.80

Sub-total: \$1780.80



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SEP 23 2016

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*~~Betty Ann Marchese~~*

*Beach Administration Building*

*Joseph L. Bowe Blvd*

*Glassboro, NJ 08028*

## A. General Information

Applicant(s): Erin Perewiznyk

School: GHS

Principal: Dr. D. Sneathen

Grade Level or Subject: CPR and AED training material for continuing education of Staff members and District wide Medical Emergency Response team training

Phone: (school) 856-652-2700 ext 1311

(Home): 609-476-2225

E-mail(s): [eperewiznyk@glassboroschools.us](mailto:eperewiznyk@glassboroschools.us)

## B. Statement of Assurances:

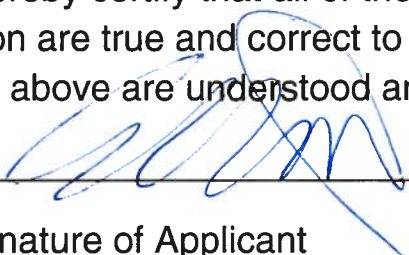
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6. The Board of Education authorizes the filing of this application.





We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

  
\_\_\_\_\_  
Signature of Applicant

  
\_\_\_\_\_  
Signature of Principal

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### C. Project Title and Description

Title of Project: District Medical Emergency Response Team Training and Code Blue Drill Preparation

Subject Area(s): New Jersey States Law "Janet's Law" requires 5 employees per building to be trained in CPR and AED. Code blue drills are conducted twice yearly at each district building.

Approximate Number of Students Participating: Ability to train up to 8 district employees per training session in AED use and basic life support (CPR).

Supplies will be utilized during Code Blue drills throughout the district for staff members to have hands on experience in the use of AED and CPR.

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Project Starting Date: 9-2016

Project Completion Date: 6-2017

Need: Describe the problem or deficiencies that exist which require the improvements described.

Currently an outside agency is brought in to the district to train employees in AED and basic life support to be in compliance with New Jersey law also known as Janet's Law. The class is conducted only once per year for up to 25 employees. Unfortunately, this year several employees were unable to attend this date due to conflicting evening school events. Since the class will not be conducted again until 1 year later I started to see the possibilities of becoming a trained instructor. Becoming an instructor will give me the ability to conduct a training class as needed, most likely host a mid-school year class. In addition, this school year a

member of the medical emergency response team (MERT) resigned from her teaching position mid-year. The replacement employee-also a coach, did not have prior training in AED/CPR. She was unable to replace the MERT member-leaving the team 1 member short.

Furthermore, during the school's Code Blue/Medical Emergency drill we had an excellent team response from all team members, but the drill had no practical hands on application. The drill only required the code blue team to report to the location of the emergency and have AED available. Having the CPR dummies and AED trainers available during the drill would allow the entire Code Blue team to actively participate and utilize all aspects of their CPR and AED training. They will apply the AED pads, start compressions and rescue breaths, and "clear to shock" the dummies. These skills are absolute essential for the chain of survival and practice truly makes it perfect.

Strategy: Briefly describe your plan to alleviate the need/problem.

Attend the American Red Cross CPR/AED instructor course to become an instructor. This will give me the ability to organize an additional training session to train new incoming employees, new Code blue team members, coaches, and any staff members. Purchase a complete set of CPR manikins and AED trainers. These supplies, at an onetime cost, will be required to conduct the CPR/AED training sessions but the supplies will be used during the Code Blue drills. Manikins can be utilized to reenact a medical emergency while providing hands on experience for CPR/AED. I feel that the hands on experience will give staff members an opportunity to utilize CPR, apply the AED hands and serve as a refresher session to keep skills up to par.

## Glassboro Education Foundation Grant Application

D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
Become a CPR/AED instructor	Attend CPR/AED instructor Training Class through American Red Cross	June 2017	Successful completion of CPR/AED instructor class
Training set of CPR manikins and AED trainers and supplies	Purchase CPR manikins, AED trainers and supplies (set of 4)	June 2017	Obtain needed CPR/AED manikins and supplies

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**Glassboro Education Foundation  
Grant Application**

E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques
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<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u> <u>Cost</u>
American Red Cross BLS Instructor Starter Kit	1737.60			
Replacement pads for AED adult 8 sets for District drills	288.00			
<u>Sub-total:</u>	<u>2025.60</u>	<u>Sub-total:</u>		<u>Sub-total:</u>
				<u>Total</u>
				<u>Grand</u>
				2025.60



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Send the completed to the attention of:

Betty Ann Marchese  
Beach Administration Building  
Joseph L. Bowe Blvd  
Glassboro, NJ 08028

SEP 30 2016

## A. General Information

Applicant(s): \_\_\_\_\_STEM Committee\_\_\_\_\_

School: \_\_\_\_\_GHS\_\_\_\_\_

Principal: \_\_\_\_\_Dr. Sneathen\_\_\_\_\_

Grade Level or Subject: \_\_\_\_\_9-12\_\_\_\_\_

Phone: (school) \_\_\_\_\_x-8186\_\_\_\_\_ (Home): \_\_\_\_\_

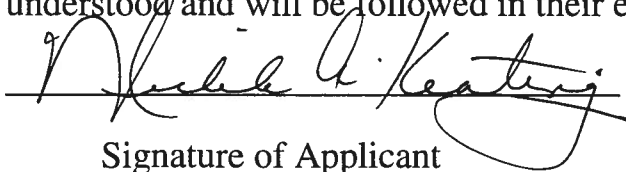
E-mail(s): \_\_\_\_\_mkeating@glassboroschools.us\_\_\_\_\_

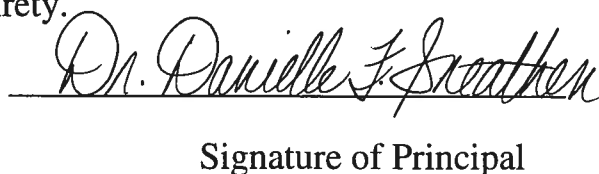
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Signature of Applicant

  
Signature of Principal

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### C. Project Title and Description

Title of Project: Engineers Teaching Algebra  
<http://engineersteachingalgebra.com/home.html>

Subject

Area(s): STEM

Approximate Number of Students Participating: 75-100

Project Starting Date: Spring Project Completion Date: 1 day, 4 blocks

Need: Describe the problem or deficiencies that exist which require the improvements described.

Students do not understand the everyday value of Algebra nor do they appreciate it's every day application. "Why do I have to study this?" is a question frequently asked in a math classroom and Algebra seems so abstract to students.

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Strategy: Briefly describe your plan to alleviate the need/problem.

This program applies math to an everyday problem; traffic patterns. It involves manipulating fractions, ratios and percentages; allows students to estimate by reasoning prior to computing results; using variables to develop equations that work as conditions vary; applying traditional problems solving techniques, which includes analyzing and interpreting data, testing solutions and learning through trial and error. It encourages the pursuit of advanced math and science. Dr. Love will immerse students for 4 full blocks. His instruction will impact 75 - 100 students. In 2005, Dr. Love visited GHS and was met with amazing success! We would like to impact future students with the endless possibilities of Algebra.

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**Glassboro Education Foundation**  
**Grant Application**

**D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)**

<b>Objectives</b>	<b>Program Activities to Accomplish Objectives</b>	<b>Completion Date</b>	<b>Evaluation Techniques</b>
Manipulate fractions, ratios, percentages, develop equations that work, understand the problem, analyze data, interpret data, test solutions, learn through trial and error.	Analyze traffic patterns and data. Use the data to resolve a traffic issue involving Algebra.	1 day = 4 blocks, 85 mins. each	Dr. Love has the students analyze a hypothetical traffic problem and determine the best solution using math skills.

# Glassboro Education Foundation

## Grant Application

### E. Itemized Budget

Materials/Equipment		Services		Evaluation Techniques	
<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>	<u>Item(s)</u>	<u>Cost</u>
0		Dr. Love	\$1750/day	0	
<u>Sub-total:</u>		<u>Sub-total:</u>		<u>Sub-total:</u>	
				<u>Grand Total</u>	<u>\$1750</u>

## About The Program

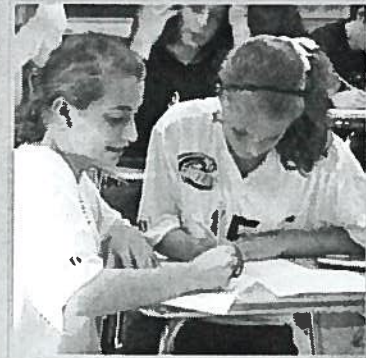
**ENGINEERS TEACHING ALGEBRA** brings an engineer into your classroom to make algebra lively and real and to promote STEM education.

It's not a lecture or presentation but an engaging, hands-on experience with activities that are challenging, fun & relevant to the Common Core Standards.

### ACTIVE HANDS-ON PROBLEM SOLVING

#### METHOD:

Active problem solving using algebra and old school technology, e.g., on paper with a pencil, a good eraser and a lot of ideas. It's not a sit-back-and-watch program. The dialogue is Socratic and the experience is hands-on. Activities will be challenging, interesting & fun.



“ It was a fantastic, compelling experience in which our kids were deeply immersed. No bells & whistles, just a very interesting and meaningful experience. Many thanks, ”

*Christopher Weaver, Dean of Teaching & Learning: STEM, The Hewitt School, New York NY*

#### FIELD TRIP LOGISTICS:

A regular classroom setting with good chalk/whiteboard space, each student with desk space. Block scheduling is preferred, about 90 minutes per class of 25 students depending on grade and skill levels, see guidelines below. Limited class size allows the engineer to review and approve each student's work, offer individual support, and manage a Socratic dialogue.

### MATH IS NOT A SUBJECT, IT'S A NECESSARY LANGUAGE

#### OBJECTIVE and MATH CONTENT:

The objective is to show the everyday value of algebra and to encourage the pursuit of advanced math and science. Applied math content includes manipulating fractions, ratios and percentages; estimation by proportional reasoning prior to computing results; using variables to develop equations that work as conditions vary; applying traditional problem solving techniques including understanding the problem, analyzing and interpreting data, testing solutions and learning through trial and error pursuant to the Common Core Standards.

#### SKILL LEVELS, CLASS SIZE & TIME REQUIREMENTS:

**Minimum technical skills:** students should know fractions, ratios and percentages

The pace and emphasis of the program adapts to a wide range of skill levels. At the high end, given gifted/advanced math students, the emphasis is not on algebra but on higher levels of engineering analysis and experience; at the low end, given weak and underperforming students, the pace is slow and the objective is to stimulate more interest in math by making algebra practical and meaningful.

The following guidelines allow the engineer to review and approve each student's work, offer individual support, and manage a Socratic dialogue:

- Gifted 7-9th graders, e.g., 7th gr Alg I, 8th gr Geo, 9th gr Alg II - **90 minutes per 25 students;**
- Advanced Upperclassmen, e.g., 10th gr Trig, 11th gr Calc - **60 minutes per 30 students;**
- Average/On Grade, 8-10th graders - **90 minutes per 25 students;**

“ It was a such pleasure watching you tailor the lesson to each group, patiently encouraging my first crew to finish what they start and then really challenging my next group. It was perfect. At each level the kids were engaged and excited to apply math to real engineering problems, thank you! ”

— *Lori Steele, 7-8th grade Math Teacher, Holyoke MA.*

HOME

ABOUT THE PROGRAM

PROGRAM FEES

TESTIMONIALS

REFERENCES

NEWS & MEDIA

CONTACT & REGISTRATION

“ this workshop has given my students the boost they needed to get excited about their math again ”

*Melissa Kim, 8th Grade Math Teacher, Carmel Middle School, Carmel CA*



- Weak/Underperforming, 9-10th graders - 90 minutes per 15 students; 105 minutes per 20 students.



#### Active Problem Solving

"In a world of technology, information and ideas, **math is not a subject, it's a necessary language.**"

*Mark Love, Founder, Engineers Teaching Algebra*

ENGINEERS TEACHING ALGEBRA: We bring a Field Trip into Your Classroom

p: (603) 767-3462 | e: [info@engineersteachingalgebra.com](mailto:info@engineersteachingalgebra.com)

Web site by Brigham Pendleton Design

HOME

ABOUT THE PROGRAM

PROGRAM FEES

TESTIMONIALS

REFERENCES

NEWS & MEDIA

CONTACT & REGISTRATION

## Client Testimonials

Hear what a difference our program has made, here are just some of the many quotes we have received...

"We can't thank you enough, the feedback from our students has been overwhelmingly positive. We saw students' minds opening to the possibility of STEM careers and their own potential. And, thanks to you, we have a few new algebra fans! You brought STEM concepts to them in a real, accessible way that we simply can't do in a traditional classroom setting. Your connections between the curriculum and real life applications are invaluable."

*Team 8 faculty, Glen Rock Middle School, Glen Rock NJ*

"We've been doing this for 15 years and the thing I enjoy the most is hearing back from former students who took up engineering in college, turned on through Mark Love's STEAM program."

*Mark Sessa, 8th grade math teacher, Thompson MS, Middletown NJ*

"He offered an amazing connection between what he does as an Engineer and algebraic formulas and representation. The students were all fully engaged and excited throughout. I myself have never seen such an interesting lesson in mathematics!"

*Laura Siano, 8th grade math teacher, Uniondale NY*

"Thank you for an excellent response to our students' frequent lament of 'No one ever uses this stuff.' Your helpful and encouraging demeanor indicated a person who is comfortable teaching and working with learners."

*Sue Turner, Math Chair, Manchester High School, Shortsville NY*

"Even the most resistant learners were engaged! Several students diligently worked on problem you left over the next few days,"

*Ann Fasano, 8th Grade Math Teacher, Freehold Intermediate School, Freehold NJ*

"Mark Love and his outstanding ENGINEERS TEACHING ALGEBRA program has been coming to our school for over 10 years. It is hard to believe Mr. Love is not a teacher by profession - his style engages all students immediately. He challenges students to think critically and creatively in solving practical, real life problems."

*Anita Block, Assistant Principal, River Trails Middle School, Mt. Prospect IL*

"Mark Love acted like a cheerleader, encouraging students to work hard in math ... he had students excitedly raising their hands and scrambling for their pencils. Mr. Love not only exposed the students to new career opportunities but energized them to excel in math and everything they do."

*Pam Peterson-Daly, Math Teacher, Indiantown Middle School, Indiantown FL*

"From a teacher's perspective, I would like you to know that this workshop has given my students the boost they needed to get excited about their math again."

*Melissa Kim, 8th Grade Math Teacher, Carmel Middle School, Carmel CA*

"We teachers were happy to see the kids actively engaged and positively challenged. They all went away with a deeper appreciation of algebra and increased self-confidence."

*Susan Loftus, 8th Grade Math Teacher, Kettering Middle School, Kettering OH*



"In my 24 years of teaching, I can honestly say that your visit ranks high on the list of great days. Although we are a poor school district, the money we spent was invaluable when considering the lives you touched."

**Martha Payne**, High School Math Teacher, Montgomery County High School, Mt. Sterling KY

"It was such a pleasure and inspiration to see our students excited and engaged. All the teachers had high praise for the ease with which you were able to communicate. One student remarked that he now has a new outlook on math."

**Dr. Joyce Goodson**, Math Chair, Owings Mills High School, Owings Mills MD

"We've been happy to welcome Engineers Teaching Algebra for over eight years. Your program is successful because you don't lecture the students, rather, you drop them right into a problem and show them that they have the tools to solve it. Our students enjoy working with you, you spark their interest, show them they are competent and then challenge them to do more."

**Loretta Bastone**, 8th Grade Math Teacher, H.C. Crittenden Middle School, Armonk NY

"You were amazing how you captured the attention of the students from the time class began. They responded well and interacted with you. You encouraged critical thinking, showed them how important team work is, ... and made them realize how algebra is applied as a tool for accuracy and efficiency in every day life. You're on the right track in helping teach and encourage our youth of today and leaders of tomorrow."

**Dee Allison**, Board Member, Quality Education Foundation, Okolona MS

"As a former middle school teacher, I am always intrigued by new programs and your program did not disappoint. The immediate feedback from the students was especially rewarding."

**Heather Moran**, Assistant Principal, Ann A. Mullen Middle School, Sicklerville NJ

**ENGINEERS TEACHING ALGEBRA:** We bring a Field Trip into Your Classroom

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