Beyond the Bell: Access, Engagement, & Belonging

February 6th, 2026

Dear Members of the Board,

We are applying for an NJEA HIPP Grant to help provide our students with more diverse options for after-school activities. Since the closure of the GCDC Jurassic program, students have had fewer opportunities for enrichment when the school day ends. The items requested in the grant would support four different clubs.

- STEAM Club (in its volunteer year)
- 3D Printing & Modeling Club (in its volunteer year)
- Health and Exercise Science Club (formerly sponsored by Jurassic)
- Intramural Volleyball/Pickleball (new for Spring ‘27)

In the grant application, we are not allowed to name specific things about our district that might identify our school.

The grant is due on March 1st, so we appreciate any feedback that you may have.

Thank you,

Vanessa Poggioli, Jessica Parto, & Erica Quiles

Beyond the Bell: Access, Engagement, & Belonging

Application:

Project Coordinator:
Vanessa Poggioli
Project Team Members:
Jessica Parto, Erica Quiles

1a. Target Population Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, or county. Inclusion of any of the above will result in an automatic disqualification of the application. *Describe the population of students your project targets (e.g., how many students, what age, grade level, etc. within the school building/district/college.)*
The target population for *Beyond the Bell: Access, Engagement, & Belonging* is around one hundred 6th through 8th grade students in a suburban middle school with around 430 students. About 20-30 students can join each new activity. Approximately 46% of students at the school were classified as economically disadvantaged during the 2023-2024 school year and 21% were students with a disability. Approximately 8% of students were multilingual learners. As of 2023-2024, 32% of students were White, 28% were Hispanic, 29% were Black or African American, 4% were Asian, and 7% identified as two or more races.

1b. Community Description Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. It is also important not to identify the geographic location of the school (i.e., south/central/north Jersey, shore community, Pinelands, close to Philadelphia/New York, etc.) Include a short description of where the school/college is located – its size, demographics. Include statistical information about the community in which your school/district/college is located. i.e., size, social, racial, and economic factors; urban, suburban, rural designation, or other relevant information. Use sources such as

census.gov, the New Jersey Department of Education, and others.

Do NOT specifically name the school, district, college, town, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

According to the 2023 census, the middle school is located in a 9 square mile suburban town of approximately 23,000 residents. Approximately 1,900 students attend four schools in grades PK-12; distributed among two elementary schools, one middle school and one high school. The population of the town is approximately 66% Caucasian, 18% Black or African American, 10% Hispanic or Latino, 6% Asian, 6% other, and 4% two or more races. Approximately 20.9% of the community is living below the poverty line. The district's schools are all under Title I and approximately 46% of students qualify for free or reduced lunch.

1c. Special Factors

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

Does the project address multicultural issues or diversity (i.e., ethnic cultures; religious; sexual orientation; special needs; multi-grade classrooms; intergenerational projects?)

Multilingual Learners:
It has been one of our schoolwide goals since 2023 to ensure that barriers are removed for our multilingual learners and families whose home language is not English. To ensure that students whose home language is not English have access to the programs, we will be translating materials for parents and guardians as well as students when necessary. We are working with our teachers to ensure that students are aware of the programs and will directly encourage them to join.

Diverse Family Needs:
We want to even the playing field for our students. Some of our families have the disposable income, leisure time, and transportation to provide supplemental activities for students after school. By expanding our after-school offerings, all students will have access to fitness equipment, intramural sports, STEAM activities, and 3D

modeling. While many of our students are old enough to be home alone after school, we also want to fill some of the supervision gap left by the loss of our aftercare program.

Students with Special Needs:
The program aims to broaden access to enriching experiences for students who may face barriers to participation. Each of the four programs is built around teamwork and student choice, providing flexible pathways for engagement. Activities can be customized to honor individual learning styles, preferences, and accommodations identified in students' IEPs or 504 plans.

Intergenerational Projects
In our 3D printing club, we intend to partner with the senior center as a way to give back to the community and to have students consider the needs of others. Students will collaboratively create a checkers set to donate. We also hope to get feedback from the members of the senior center to see if there are ways we can use additive manufacturing to make their lives easier such as sock aids or key adapters. Ideally, we would team up with the STEAM club on this endeavor.

To help inspire the next generation, we will be partnering with adults in our community. The 3D printing club will invite speakers from local businesses who use 3D printing in their processes to join us for meetings. The STEAM Club will be working with university students to bring additional programming. As we have former students who have played professional sports, we also intend to reach out to alumni who can discuss the importance of fitness with our students in the Health and Exercise Science Club program.

1d. Needs Assessment

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

Briefly describe the need for the project in your school, district, or college and community. State any specific problem being addressed by the proposed project and what has been done to date to assist the target student population.

Cite specific data or other measurable information that justifies the need for the

project.

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Despite increased extracurricular offerings, a significant number of students, particularly 6th and 7th graders, multilingual learners, and students with limited resources, remain disengaged from after-school activities. The recent loss of a low-cost aftercare program has further reduced access to safe, enriching, and supervised opportunities. Since our school went from a 4-6th grade elementary school to a 6-8th grade middle school during the 2021-2022 school year, we have been on a mission to improve not only academic outcomes for students but provide a safe, supportive environment that equitably meets the social-emotional needs of all students, increase students' sense of belonging and community, and prepare them for future careers. We have taken a number of steps in this direction and know that there is more work to be done. To assess student needs, we looked at schoolwide data and obtained additional information by collecting student input.

From the 2022–2023 to the 2023–2024 school year, total participation in extracurricular activities increased by 6%. However, this increase did not reflect growth in the number of individual students participating. Instead, the same students were participating in multiple activities. A survey conducted in spring 2024 showed that 102 out of 169 students (60%) do not participate in any school activity. Additionally, 77 out of 169 students (46%) reported that they do not participate in organized activities either in or outside of school. While opportunities increased, participation data revealed that access alone was not sufficient to engage a broader group of students. As an initial response, a Gaming Club was started to help address the differing interests of students. While overall non-participation has decreased following the introduction of Gaming Club and STEAM Club, nearly one-quarter of students still remain completely disengaged from both school and outside activities, indicating that additional options are needed.

After data analysis in the 2022–2023 revealed significant academic and participation discrepancies, we have worked intentionally to improve outcomes for our growing population of multilingual learners. In 2023–2024, we introduced an after-school bilingual tutoring program, increased recognition of multilingual learners at our student recognition ceremony, and worked with individual students to remove barriers to attending after school activities. By June 2024, the number of multilingual learners failing classes had decreased, particularly among 8th graders.

Since that time, we have hired a full-time bilingual ESL teacher, provided additional professional development for staff, and worked to promote multilingualism as a strength. This year, we added a full-time Spanish teacher for the first time in nine years, and more communication is being sent home in multiple languages. While academic outcomes are improving, participation by multilingual learners in extracurricular activities remains limited, indicating that access barriers persist outside the classroom.

We have attempted to increase access to enrichment during the school day for students who are unable to stay after school. Three years ago, we began an eighth-grade Career Speaker Series, in which professionals from a variety of fields

join 40 students during lunchtime from February through May to share their journeys and inspire interest in future careers. This year, we added an Intro to the Workforce program where 43 students wrote resumes, practiced interview skills, and explored their personal strengths and passions. For the second year, 40 eighth-grade students will have the opportunity to serve as docents in an African American History Month museum, where they share a topic with the other 400 students at our school as well as with families and the community.

These opportunities, along with our empowerment clubs for 8th grade boys and 8th grade girls are limited to our oldest students. This leaves many 6th and 7th graders with fewer options for connection and enrichment. Our school climate and culture data reflects this discrepancy. The 6th and 7th grade has never reached more than ⅔ of what the 8th grade has accomplished for our Days of Peace and Respect competition and there are about 5 times as many daily discipline referrals for those grades compared to the 8th grade on a weekly basis. Expanding after-school opportunities for 6th and 7th graders is a key strategy to improve their sense of belonging, reduce disciplinary issues, and provide positive peer relationships. We need more ways for our younger students to connect with peers and their interests, particularly after a major source of after-school programming was lost this year.

Until June of 2025, families had access to a low-cost or free after-school program operated by a local nonprofit organization. They lost access to a $475,000 grant that provided reliable, inexpensive, before and after care serving 150 students in grades 3-8, including additional funds for summer camp. Approximately 30 students from our school, mostly in 6th and 7th grade, attended daily and participated in a variety of activities, including science experiments, outdoor gardening projects, homework help, tutoring, nature walks, and physical activity. In its final year, the program also began developing a fitness and weight training component with one of our physical education teachers and a STEM garden. The discontinuation of this program has created a significant gap in safe, affordable, and engaging after-school enrichment for students and families.

In an effort to increase the opportunities for students to access cutting edge technology and improve their capacity for thinking in three dimensions, we wrote a successful grant application in 2019 for a small 3D printer from a large manufacturing company and a successful grant for related supplies from Donor’s Choose. The 6th graders loved the program and there was so much interest that we ran the club for 35 students, with one session at lunch and one after school. When school closed during the COVID-19 pandemic, the advisor took the printer home so that students could continue to work on their designs, have them printed, and pick them up when they returned their computers on the last day of school. Since then, we have not had a formal 3D printing program. The printer’s software is no longer supported by the company and even after purchasing replacement supplies it runs slowly and clogs frequently. When 120 students were informally surveyed, 73% expressed interest in learning how to use a 3D printer. This spring, we received board approval to restart the club, but can only accommodate a handful of students with our current printer.

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For over 15 years, students participated in a competitive mathematics club. In recent years, participation has declined to one or two students. When asked, students responded that they did not want to compete in math but liked team challenges and hands-on activities. Our MathCounts club was discontinued and replaced with an inclusive STEAM club open to all students. The club launched in November 2025 and is currently run by a volunteer. There is no dedicated funding for materials, despite strong student interest, particularly in 6th grade. In the first week alone, 21 students returned permission slips. Students deserve the opportunity to practice problem-solving, teamwork, collaboration, and communication and this will be a fun and engaging way to provide that experience.

While about 40% of our students play an organized sport, there are many others for whom it is unattainable. Barriers like cost, adult-provided transportation, fear of high-level competition, poor body image, and self-limiting beliefs keep students out. Our physical education teacher started working with the nonprofit that lost the aftercare grant to create a weight room but they had only secured space from our school and purchased a power cage prior to the funding cuts. Since 55% of students reported that they do not play organized sports, the Health and Exercise Science Club can help bridge that gap so that students can learn how to move their bodies in non-competitive ways. Our competitive students who do not participate in organized sports are in need of an after-school option that does not require significant team fees or transportation. This year, 42 of the 282 students surveyed (15%) requested the addition of a volleyball or pickleball club, reflecting the popularity of their addition to our physical education curriculum. Student interest is high and both sports can be played at a variety of ability levels.

Grant Amount Requested IMPORTANT! The Grant Amount requested below must be equal to the specific project expenses detailed in Section 6 - Budget. Please round up to the nearest whole dollar between $1,000 - $10,000.	**Project Start Date** Do not start before July 1	**Project End Date** Conclude by July 31 of the following year.
$9,955.32	July 15, 2026	June 11, 2027

Section 2 - OBJECTIVES

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

List the specific objectives you plan to accomplish in measurable terms. The project's focus is to underwrite programs and materials that are outside of what is a standard expectation of what the district/college can provide.

The Objectives must match your Needs Assessment and present a clear connection between what you hope to achieve and how you hope to achieve it.

Overall Program Objectives

- Increase capacity for safe, free, enriching, and accessible after-school opportunities for students and families
- Increase the number of engaged students (those participating in co-curricular or extracurricular activities), especially multilingual learners and students with IEPs, by providing experiences that can be modified for different ability levels and continuing to evaluate possible barriers to accessibility
- Expose students to experiences that can spark a lifelong passion in careers or hobbies through hands-on, high interest experiences
- Build a sense of belonging and community and provide a space for multi-grade friendships

Specific Club Objectives

3D Printing Club & STEAM Club

- Students demonstrate the ability to safely and effectively use 3D printers, 3D pens, and building kits to model solutions to real-world problems, individual ideas, and create art.
- Students learn how to use TinkerCAD, a student-friendly design software.
- Students learn the history of additive manufacturing/3D printing and its current applications in professional settings.
- Students collaborate with peers and adults, including multilingual learners and students with IEPs, to solve problems, create art, and overcome technological challenges.
- Students create hypotheses, complete experiments, and test their ideas using the scientific method.
- Students use tools and materials safely and effectively, including technology,

lab equipment, and maker materials.

Health and Exercise Science Club Program & Intramural Pickleball and Volleyball

- Students learn proper techniques for weight lifting and other basic exercises.
- Students learn how to play volleyball and pickleball.
- Students develop a positive relationship with exercise and body image.
- Students engage in physical activity in a non-competitive, inclusive environment.
- Students develop a positive relationship with peers on their team and a healthy sense of sportsmanship and competition.
- Students learn positive strategies for mental and physical health.

Section 3 - PROJECT PLAN

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

- *The project should be innovative, creative, and exploratory by nature.*
- *Identify and explain the activities you propose to undertake and describe how they fulfill the project's objectives.*
- *Explain how you will collaborate with others in the school and community in planning, implementing, monitoring, and evaluating the project.*
- *Describe any professional development or collegial experiences that may be required to complete the project.*
- *Explain how the project will be continued in the future, indicating any potential school and community collaborations, contributions, and funds. Applicants are encouraged to seek additional funding sources, such as the local education association, school system, college or university, community organizations, and businesses. Please generally describe them, i.e. "PTO" or "Pizza Parlor" as necessary. DO NOT LIST ANY NAMES OF INDIVIDUALS/ BUSINESSES OR IDENTIFY THE LOCATION OF LOCAL BUSINESSES.*
- *Explain how this project can be replicated or adapted by others.*
- *If this is a continuation grant, be sure to illustrate how the continuation project builds on the original grant, and how it will be continued after a*

second year of funding is over.

Introduction
Beginning in September, 2026, we will offer four new after-school activities run by 3 advisors for our middle school students that allow them to tap into their interests, explore future career paths, collaborate with peers, participate in a community, and enjoy a safe place to spend time after school. In September, all students learn about our school activities during a special class session. Students can then sign up for activities that interest them. If there is still space in a club, students can join later in the year. We also check in with transfer students to see if there is something they would like to join to help integrate them into our school community.

3D Printing Club
Students love to make things. The 3D printing club will meet once per week, with one cohort in the fall and one in the spring to ensure that we are exposing as many students as possible to the possibilities of 3D design. Students will learn to use TinkerCAD software, learn about the history of additive manufacturing, and create their own designs in response to real-world challenges and community projects. For example, students will collaboratively design a checkers set for the local senior center and fidget toys for a local charity that provides birthday packages to children living in motels and shelters.

Students will also be able to produce items for themselves, like keychains. 3D printers take a long time to produce a single item, so we will have other things to do during club time. Students will have access to 3D pens, which allow for drawing in 3D with filament and help students gain a better understanding of how to ensure that their printed designs are less likely to fail. We also intend to have other 3D tools at students' disposal including LEGO bricks and K'Nex pieces that we plan to obtain from community donations. These resources will be shared with the STEAM Club.

The advisor for the 3D printing club has developed relationships with the supervisors of maker spaces at two universities and three local K-12 schools to help with collaboration, choosing materials, and troubleshooting. They have attended training at the library to learn more about the printing process and visited local businesses that use 3D printing as part of their workflow. In future years, we hope to invite local business owners to visit the club or plan a field trip to see these processes in action.

Pickleball/Volleyball Club
Students deserve an opportunity to play without the burden of intense competition. Our intramural volleyball and pickleball club will meet once per week, excluding basketball season when the gym is in use. Students will receive instruction in the rules, be divided into informal teams, and have the opportunity to practice and

scrimmage in a communal environment. The physical education department already has a unit on volleyball and pickleball that have become extremely popular and we are able to use the equipment for the club.

Health and Exercise Science Club

The Health and Exercise Science Club aims to enhance the physical and mental well-being of all students, whether they are athletes or not. By teaching evidence-based fitness practices, stress-management strategies, and healthy lifestyle habits, the club provides a supportive environment for learning about nutrition, injury prevention, mental health awareness, and goal setting.

Students will develop a positive relationship with exercise and body image. They will learn to use various equipment, such as weights, treadmills, and resistance bands, along with body-weight exercises. Additionally, students will gain insights into nutrition, stretching, and the mental health benefits of exercising. The club welcomes all students, providing a nurturing space for those with or without prior experience in physical activity.

Regular physical activity and emotional resilience are encouraged to improve concentration, attendance, and classroom engagement, leading to stronger academic outcomes. This club aims to support our students' full educational experience. Meetings will be held once a week to start.

STEAM Club

Students will have the opportunity to learn skills in science, technology, engineering, art, and math. In each session, students will complete 1-2 hands-on activities and learn how they are connected to the real world. We are developing a partnership with two outside organizations through the university in town. One is a mobile engineering program, where engineering majors guide our students through simulations. The other is a student group focused on women in science that does local outreach to inspire students. The club will meet every other week.

Future Plans

With the resources provided by the grant, these four clubs will be able to continue for many years. We will eventually need additional 3D printer filament, basic supplies for STEAM experiments, and replacement pickleballs and paddles in the future. We will work on finding sources of funding for these items, such as a grant from our Education Foundation or as part of curricular budgets as we move forward. In our collective bargaining agreement, once a student activity is approved by the Board of Education and has run for a successful year, it can be converted into a stipended position. This ensures that the project will outlast any one staff member. We are also expanding our partnerships with the local university, which will help us bring more

innovative programming to our students.

Section 4 - TIMELINE

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. Inclusion of any of the above will result in an automatic disqualification of the application.

Explain your timeline for the project in detail. Demonstrate reasonable expectations for accomplishing your project objectives. Timeline must begin no sooner than July 1 and conclude no later than June 30 of the following year. Provide sufficient detail to demonstrate project implementation

July 2026
-Submit Student Activities forms to BOE for all 4 clubs
-Order 3D printing equipment
-Order Health and Exercise Science Club equipment
August 2026
-Assemble 3D printer enclosures
-Electrical work for 3D print corner
-Assemble Health and Exercise Science Club equipment and prepare weight room
-Create recruitment flyers, permission slips, and blurbs to send home to families
-Translate materials to be sent home
-Write and submit education foundation STEAM Club robotics grant application
-Develop collaboration rubric and skills checklists for each club
-Initial materials ordered for STEAM Club labs
September 2026
-All students participate in Student Activities assembly
-All students take “Student Activities Survey” to identify disengaged students and possible candidates for clubs
-Information about activities is distributed in multiple languages to families and advertised at Back to School Night
-Students receive permission slips and submit transportation information
-Teachers reach out individually to disengaged students, especially multilingual learners and students with IEPs, to encourage participation and problem-solve possible barriers to attendance
October 2026
-Students begin attending STEAM Club and 3D Printing Club and advisors begin program logs and attendance sheets
-STEAM club finalizes schedule with outside organizations from local university
-Additional materials ordered for STEAM Club labs

November 2026
-Students begin attending Health and Exercise Science Club and advisor begins program log and attendance sheets
February 2027
-Students begin attending Pickleball/Volleyball Club and advisor begins program log and attendance sheets
-Meet with school administrators to discuss possible additions to the budget for club supplies
April 2027
-School-wide student activities information collected
May 2027
-Individual club reflection completed by students participating in the 4 clubs to evaluate the success of the first year and make adjustments for the following year
June 2027
-Clubs meet for final time during the first week of June
-Advisors meet to plan for following year, assess programming using program logs, skills checklists, and collaboration rubrics, and work on final report
-Advisors submit Student Activities Forms for formalization of all 4 clubs for the 26-27 school year

Section 5 - ASSESSMENT

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. Inclusion of any of the previous will result in an automatic disqualification of the application.

*Show how you will measure the success of your project. You must use measurable criteria such as meeting logs, journal entries, rubrics, test scores, or any other scientifically based measurements. *Surveys are not an assessment.*

- We will use attendance sheets to track participation and program completion data for individual programs.
- We will compare a student activities analysis from June of 2026 to June of 2027 to determine increase/decrease of student engagement including specific data for students with IEPs and multilingual learners.
- We will use program logs to document adjustments made over time, rate of use of perishable materials, and any concerns that arise throughout the year.
- Student work artifacts and performance will be used as evidence of learning and skill development. These will be catalogued in program logs.

- Students will demonstrate their ability to safely and effectively use technology, equipment, and materials by creating group and individual projects.
- A collaboration rubric will be developed and used by club advisors to set expectations and measure success in collaboration and teamwork.
- Skills checklists, jointly completed by facilitators and students, will document acquired skills and provide structured opportunities for reflection and goal setting and to evaluate acquired skills.

Section 6 - BUDGET

Do NOT include any reference or abbreviation that would allow for the identification of any individual, school, district, college, local association, town, or county. Inclusion of any of the above will result in an automatic disqualification of the application.

- Provide a specific line-item budget detailing project expenses, such as release time, supplies, printing, etc.
- Your budget needs to directly connect your needs assessment, objectives, and your project plan.
- If you have additional funding sources, please generally describe them, i.e., "PTO" or "Local Pizza Parlor." DO NOT NAME ANY SPECIFIC INFORMATION.
- If you are requesting stipends, they must align with your district's negotiated contracts.

IMPORTANT! The total of the specific expenses detailed below must equal your Grant Amount Requested in *Section 1 - Project Summary*. Please round up to the nearest whole dollar between $1,000 - $10,000

Budget Spreadsheet
https://docs.google.com/spreadsheets/d/1X9BdlXngaEbZ0m38xZvlENDRKqaXvQPwSRKX7zOoIvo/edit?usp=sharing

TOTAL GRANT REQUEST	**$9,955.32**
3D Printing Club	**$6,506.47**

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Prusa MK4S 3D Printers 3 x $1,149	$3,447.00
2 Year Extended Warrantly 3 x $175.20	$526.60
Prusa 3D Buddy Camera 3 x $49.99	$149.97
Replacement Nozzles 3 x $32.80	$98.40
Textured Build Plates 3 x $49.99	$149.97
Satin Build Plates 3 x $49.99	$149.97
Prusa PLA 6 rolls $19.99 each - discount	$79.96
Polymaker Filament Dryer	$89.99
Polymaker Storage Boxes $39.99 x 3	$119.97
IKEA Lack Tables $17 x 3	$51.00
Plexiglass for IKEA Lack Prusa Enclosure $65 x 3	$195.00
Rechargable light bar with remote 3 x $19.99	$59.97
3D Print Finishing Tools 2 x $39.99	$79.98
Sunulu Filament $16.99 x 20 rolls	$339.80
Scribd 3D Print Pens 3 x 59.99	$179.97
Scribd 3D Pen Filament 320ft 5 x $14.99	$44.97
Electrical work for 3D printing corner by district maintence team	$600.00
Uninterrupted Power Supply & Surge Protector	$119.00
Vertical Laptop Stand for storage	$24.95
Fit for Life	**$2,430.00**
Weight Benches $110 x 3 https://a.co/d/aPgpi20	$330.00
Hex Bar $90 x 1 https://a.co/d/3bq4MES	$90.00
Power Cage $1200 x 1 https://a.co/d/3PKqu9w	$1,200.00
Dumbbells $350 https://a.co/d/dWzTDZn	$350.00
Collapsable Treadmill $230 x 2 https://a.co/d/dWxFjDv	$460.00
STEAM Club	**$1,018.85**
Brainstorm Trebuchet Classroom Kit (10pk & Teacher Guide)-Reusable	$349.99
Brainstorm Earthquake Build Classroom Kit (10pk & Teacher Guide)-Reusable	$349.99
Carolina STEM Challenge Egg Drop Kit	$56.95
California STEM Challenge Keep It Hot Kit	$95.95
Experiment Materials (Balloons, straws, plastic bottles, Borax, baking soda, etc.)	$100.00

Oriental Trading STEM Kits-Bridge, Hovercraft, Paper Circuits-$21.99 x3	$65.97
Intramural Pickleball & Volleyball	**$0.00**
See "Additional Contributions - School District"	
Additional Contributions - School District	
Dedicated space for weight room	
Classroom space to host club meetings	
Gymnasium use for intramural sports	
Pickleball nets (4)	
Volleyball net	
Volleyballs, pickleballs, and rackets	
Copies, paper, and other general school supplies	
Tape, glue, scissors, rulers, etc. for STEAM Club experiments	
Compensation for Club Advisors (after year 2 as negotiated in CBA)	
Laptops for 3D printing corner (2)	
Software and WIFI support for 3D printing corner	
Transportation home for students attending clubs	
Storage space for all materials	
Release time (1/2 day) for club advisors to work on program assessment and final report	
Additional Contributions - Former After/Before Care Program	
Small powercage for weight room ($400 value)	
STEM garden beds ($750 value)	
Additional Contributions - Community	
LEGO donations	
KNEX donations	
Materials for STEAM labs (cardboard, paper towel tubes, eggs, etc.)	
Treadmills (2) (donor identified)	
Additional Grant Applications - Education Foundation-Fall	
Sphero Blueprint Build Class Pack (STEAM Club) - $2,300	