

General Information

Grant Number	461
Project Title	TOOLS IN THE KITCHEN
Please select the MAIN curriculum area your grant addresses.	Career & Technology
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input checked="" type="radio"/> No <input type="radio"/> Yes
Primary Contact Information	
First Name	Kelli
Email	kelli_walston@allenisd.org
Last Name	Walston
Phone Number	972-302-2122
Campus	Ford Middle School
Main Subject	Instructional Technology
Grade(s)	<input type="checkbox"/> 7 <input type="checkbox"/> 8
I have co-applicants.	<input type="checkbox"/>

Describe details of the project

Grant Number	461
Campus/Student Information	
Your campus:	Ford Middle School
Will other campus' be involved/impacted by this grant?	<input checked="" type="radio"/> No <input type="radio"/> Yes
Your grade(s):	7,8
Will other grades be involved/impacted?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all grades that will be involved/impacted by the grant.	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Project Purpose

What is the problem, need, or opportunity that this grant will address? Explain **what students will know and be able to do** as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)

PROBLEM TO BE ADDRESSED: TIME CAN BE MY NEMISIS

As a teacher of what is historically referred to as ♦??Home Ec.,♦?? I have the tremendous privilege of introducing students to some very fundamental essentials for their everyday lives, like cooking. I am fortunate enough to be teaching in a supportive environment (Ford Middle School) which was recently renovated. My classroom has state-of-the-art cooking appliances and ample space for kids to roll up their sleeves and create with their own hands. What I lack are some basic kitchen tools and equipment that would help make our lessons more efficient. Given the nature of our set school schedule, every second is precious. We have roughly 50 minutes each day to transition, do our lesson and then ♦?" very critical to their lesson ♦?" cleanup. The clock is always ticking and a few kitchen tools could help us gain precious time.

Project Description

How will the project or program be implemented? Describe activities and tasks.
Who is the target population and in what ways will they benefit? (500 words or less.)

PURPOSE & DESCRIPTION OF THIS APPLICATION: I CAN DO BETTER WITH BETTER TOOLS

I make very conscious decisions about what life skills the students will need going forward. As they enter into their adult years, they will need to know the basics of how to create nutritious meals on a budget. I keep things very concise, knowing few will have access to a whisk, but all will have a fork handy. When teaching our versatile egg unit, I address this issue directly, showing them that such a tool does exist, but we will be using a fork to fluff their eggs because it is more realistic for it to be in their kitchen drawer. In this instance, we have time to cook eggs and clean-up before class ends. In other cases, I need help!

The past two semesters, I have hauled my personal food processor up to the school for specific cooking lessons (mashed potatoes, turkey dressing, cookies, etc.?). This is cumbersome, but I find it worth the effort because it creates precious time! Of course things can be done by hand. People have cooked for centuries "including today" using this method for mixing. But I can shave minutes off of the mixing time by having a versatile food processor to help speed things along.

Having access to a functional hand-mixer and working blender would also be helpful. Again, both of these tools expand the versatility of what we can choose to cook as well as save time in the preparation. My goal for these students is to have a working knowledge of how to safely use what they have available to them to be able to cook for themselves. Due to various life circumstances, many of our students are actually responsible for their own meals now. My point is that these lessons will serve them and serve them well, some sooner than later. And, perhaps selfishly, I want the kids that transition to the high school culinary program to have pride in what they have already mastered in their time at Ford. Exposure to as much meaningful and relevant content as it applies to "real life" will be of benefit to ALL of these students, regardless of which career path they choose. It is my sincere desire to serve them well.

We make do with what we have; that's life. Would more measuring cups and spoons be helpful? YES! Would it be nice to have fresh cutting boards and knives that actually cut? YES! It would be nice to not have to make excuses for the condition of our supplies. It would be nice to not have to lug my own knives, pans and utensils up to school on a weekly basis.

Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

Allen ISD supports hands-on learning, which is perfectly in-line with this request.

HELPS TO SATISFY THE FOLLOWING TEKS:

§130.222. Principles of Hospitality and Tourism (One-Half to One Credit).

(b) Introduction. The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) Knowledge and skills.

(7) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:

- (A) develop team-building skills;
- (B) develop decision-making and problem-solving skills;
- (C) conduct and participate in meetings to accomplish tasks;
- (D) determine leadership and teamwork qualities in creating a pleasant working atmosphere; and

(8) The student explains how employees, guests, and property are protected to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:

- (A) determine job safety and security;
- (B) implement the basics of sanitation;
- (C) understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools; and

(10) The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:

- (C) examine elements of a dining experience expected to satisfy guests at varied facilities such as a boardwalk vendor, cruise ship, chain restaurant, and five-star dining facility; and

(11) The student understands the importance of customer service. The student is expected to:

- (A) determine ways to provide quality customer service;
- (D) examine different types of food service.

§130.242. Principles of Human Services (One-Half to One Credit).

(1) This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:

- (A) identify the basic functions of the family, including roles and responsibilities;
- (F) explain the impact of nutrition on development, wellness, and productivity over the life span;
- (G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span;
- (H) analyze dietary practices across the life span; and
- (I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.

(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:

- (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.

Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

Cooking touches literally every aspect of core curriculum $\diamond? \diamond$. Math, Science, Literature, History. It is a beautiful opportunity I have each day to reinforce key ideas and make tangible connections. Cooking is also a fantastic way to create the sense of community in a classroom. For many students, it is a way of learning like no other. They blossom in the kitchen. It is both kinesthetic and self-rewarding (as they can actually EAT their creations). And cooking is practical and universal. Any assessment can be readily assessed by observing (or better yet, tasting!) the hands-on student creations. Having the right tools to be able to pass these lessons along would be so very much appreciated.

Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

Hands-on learning. Demonstration. Students as the teachers. ... All proven to be impactful teaching methods.

Timeline

What is the project timeline and the date of implementation?

I understand that a decision is made late Spring 2016, but equipment can be utilized immediately - effective Fall 2016 and the years that follow.

Curriculum/System Support

Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

Allen ISD supports the idea of students being active and engaged in their classrooms. I have the privilege of creating a safe environment, both literally and figuratively - as in "safe to take risks." Engaging students in the kitchen has been proven to "reach" kids; often times those that are hard to reach. Allen ISD is also very conscious of addressing the needs of ALL students, which I believe as well. We hope to expand our program to include the SPED students as well. It is my first year to be teaching, but I have a fire in my belly to help serve these kids in a meaningful way - as does Allen ISD and my administration. Asking for help and support seems empowering.

Budget details

Budget Details ** All awarded funds will be available by September of the next school year.

Budget Item	Item Type	Unit Cost	Quantity	Total Cost
Food processor	Instructional Supplies or Resources	370.0	1	370.0
Hand-Mixer	Instructional Supplies or Resources	40.0	1	40.0
Blender	Instructional Supplies or Resources	70.0	1	70.0
Measuring Cups	Instructional Supplies or Resources	10.0	3	30.0
Measuring Spoons	Instructional Supplies or Resources	10.0	3	30.0

Cutting Boards	Instructional Supplies or Resources	10.0	6	60.0
Knives	Instructional Supplies or Resources	200.0	1	200.0

BUDGET TOTAL 800

Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.

Additional funds? No
 Yes

Please Explain

Ford's remodel was two summers ago and some thought that perhaps (some of) these items might be included, but they were not. Our campus is waiting to see if there is money left in the budget to get some of the most critical items to help save time, but they are still in the investigative, wait-and-see stage. I am both hopeful and optimistic.

Signature page and principal contact

Principal Approval Required

Please provide the Name and Email of your Principal

First Name	Last Name	Email Address(Completed)
Susan	Horowitz	susan_horowitz@allenisd.org

Applicant Signature

By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.

Signature Kelli Walston

Date 03/01/2016

Principal's approval form

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans. **Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot **

No actions possible.

Comments

Approved

History and final disposition of application

State Change History

State Change *****
03/01/2016 16:35:45
Submitted

State Change *****
03/01/2016 18:31:33
Accepted

Grant Status

Grant Awarded Yes
 No

Award Amount 800