

2019
ANNUAL REPORT



Transforming
Teaching & Learning



KRAUSE CENTER
for **INNOVATION**

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MISSION

Krause Center for Innovation: Advancing leadership by providing innovative professional learning to transform teaching and inspire students to be lifelong learners.



Letter from the Executive Director

This has been an incredibly busy and successful year at the Krause Center for Innovation. July 1, 2019, we changed structure and now report at the district level to Chancellor Judy Miner and Vice Chancellor of Business Services Susan Cheu at Foothill-De Anza Community College District. While this new reporting relationship will give us more visibility and the flexibility to serve both colleges, we still need donors like you supporting our efforts.

This year we served 870 educators through 18 intensive professional learning programs and 56 classes at the KCI and in neighboring school districts. We have now served over 21,000 educators, who have impacted countless students, since we opened our doors in September 2000.

The 2019 Annual Report provides an overview of how the KCI continues to expand and improve our programs and includes our finances for the year. We have new staff joining our leadership team: Kas Pereira, Teacher in Residence, and Justin Sewell, Director of Partnerships and Programs. These valuable additions to the team bring new ideas, creativity, and innovative instructional methodologies to KCI.

The Makerspace program is now one of KCI's cornerstone programs. We completed the two-year community college grant in May 2019 and are now working on sustaining the programs that have become so popular. Our 18-unit, state-approved Makerspace Coordinator certificate program has been extremely well-attended, and 40 educators have graduated, all of whom are now qualified to establish and manage makerspaces in schools, libraries, and community centers. We started three additional cohorts in summer 2019 and plan to begin a cohort in January 2020. To provide wider access to the Makerspace, we are also offering memberships to the community at large. We launched team building events for corporations in the Makerspace this past spring, with Cisco and PwC assisting in the inaugural events. We plan to expand these offerings in the coming year. Come visit and see one in action!

As you read this report and see our stellar results, you will appreciate how your generous support is changing the lives of educators and students. This impact cannot be accomplished without donors like you. The return on investment is exceptional given that we support and train educators who work with thousands of students during their careers.

Warm Regards,



Gay Krause
Executive Director
Krause Center for Innovation

KCI Program Outcomes & Accomplishments

From September 1, 2018 to August 31, 2019, KCI used donations and grants from individuals and foundations, support from Foothill College, and revenue from professional development services to design, develop, and implement the following professional development programs:

- **MERIT** (Making Education Relevant through Innovative Teaching)
- **KCI Math Programs: FAME** (Faculty Academy for Mathematics Excellence) and **EMPowered** (A Math Program for 4th & 5th Grade Teachers)
- **Makerspace Program**
- **Computer Science Crash Course for Educators**
- **NGSS** (Next Generation Science Standards) Program
- **CIO** (Chief Innovation Officer) Program



MERIT (Making Education Relevant through Innovative Teaching)

MERIT is in its 18th year of transforming how teachers teach in order to transform how students learn. As KCI's flagship program, MERIT is the program teachers join if they want to focus on transforming their teaching practice to be more student centered. MERIT focuses on innovative teaching practices. It is designed to help teachers bolster their curriculum with technology-enhanced learning activities to motivate, challenge, and inspire diverse learners, with students who are college and career-ready as the end result.



“ I am extremely grateful for this opportunity. All my students are going to benefit so profoundly from what I am now able to bring to their learning experience. MERIT offers unique training that you can't find anywhere else. Since I work at a Title 1 school and don't make much money, it matters that this program has been subsidized for me and therefore subsidized for my students. ”

-MERIT 2019 Participant



About MERIT 2019

The MERIT program launched with a new name this year: Making Education Relevant through Innovative Teaching. A total of 42 educators from across the Bay Area, the state, and beyond (coming from as far away as Hawaii and El Salvador) gathered together at KCI for a two-week summer intensive in July. This marked the beginning of a 10-month professional learning journey, which will include four follow-up days spread throughout the school year, learning and sharing at various professional development opportunities, and additional KCI classes. The plan is for educators to leave the program personally transformed—inspired to innovate their practice and connected to one another as part of a larger, supportive professional learning network.

Since educators are increasingly comfortable incorporating technology in the classrooms, MERIT 2019 focused on student-centered pedagogy, with and without technology. An all-star instructional team, which included Lisa DeLapo (MERIT Director), Brian Briggs (MERIT Assistant Director), Jonathan Almerido, Lisa Guardino, and Kas Pereira, led participants through a series of workshops featuring current best teaching practices.

MERIT is an immersive program that includes ongoing professional learning throughout the academic year. Teacher participants continue to develop their skills while creating student-centered classroom projects, most of which use digital media. MERIT teachers are responsible for producing multiple projects to ensure that what they learn is integrated into their curriculum planning and courses throughout the school year. The MERIT leadership team provides training on how teachers can share their new expertise with colleagues at their schools, districts, and at conferences. At its heart, MERIT is focused on specific goals and outcomes:

- **Create** classroom environments that model critical thinking and problem solving, communication, collaboration, creativity and innovation for all learners.
- **Integrate** innovative technology tools and processes into the learning environment that enhance student engagement and learning.
- **Design** effective and efficient technology-enriched, student-centered learning projects that improve learning outcomes.
- **Develop** teacher leadership through peer coaching, mentoring, and training skills for school and district venues, as well as for future conference presentations at the local, state, and national levels.

MERIT 2019 Accomplishments

Teachers come to MERIT knowing they will be challenged to change their teaching practice by focusing on student-centered learning approaches and embracing technology that will enhance student engagement and learning.

“MERIT provided an enormous menu of tools to choose from when building a curriculum grounded in strong educational practices. MERIT also prompted me to consider how I might best use tools to accomplish my students’ educational goals rather than just learning how to use technology itself.”

-MERIT 2019 Participant

Moving Toward More Student-Centered Teaching

One of the main goals for the 2019 MERIT program is for participants to adopt a more student-centric teaching approach, where students are producers of content and take ownership for their learning. When surveyed post-Summer Institute, the cohort shared the following:

100% reported that they now frequently/very frequently rely on instructional technologies to enable a student-centered approach.

83% reported that their teaching style now would rely on more or largely collaborative student work.

100% committed to now promoting and supporting creative thinking using digital tools.

Teacher Confidence Level as a Result of MERIT

Another MERIT goal is to build teachers’ confidence so they can effectively implement technology as part of their curriculum. Results of this year’s survey definitely support that the 2019 participants completed the program with a higher level of confidence:

100% agreed/strongly agreed that they are now confident in using instructional technology effectively in their teaching.

96% agreed/strongly agreed that they can now share ideas and collaborate with other teachers using instructional technologies.

100% agreed/strongly agreed that they can now motivate their students to think creatively.

100% agreed/strongly agreed that they can now regularly incorporate technologies into their lessons in order to enhance student learning.

“MERIT was a great experience for me as a teacher. I’m completing this program with so much knowledge and confidence that I can bring back to my school. Thank you again for giving me this opportunity and allowing my students to benefit from what I know.”

-MERIT 2019 Participant

KCI Math Professional Learning Programs: FAME (Faculty Academy for Mathematics Excellence) & EMPowered (A Program for 4th & 5th Grade Teachers)

KCI conducted four intensive math professional learning programs this summer. Not only was the FAME program for middle and high school teachers offered for the tenth year, but KCI also conducted EMPowered, a math professional development program designed specifically for 4th and 5th grade teachers, twice—once for East Side San Jose school districts and a second time through a grant-funded program. Finally, in partnership with San Jose State University, KCI trained preservice teachers who are earning teaching credentials.

“ I gained such a variety of lessons, resources and technology tools that I can use with my students. I really value the connections made with my FAME cohort and the instructors. ”

-FAME 2019 Participant





About FAME 2019

Focused on 6th through 12th grade math teachers, the Faculty Academy for Mathematics Excellence (FAME) occurred July 22-26. In its tenth year, FAME is designed to increase teacher content knowledge and teaching skills in key pre-algebra, algebra, and geometry concepts. Instructors Ed Campos and Cristina Bustamante led the cohort through exploring ratios and proportional reasoning, expressions and equations, algebraic functions and transformational geometry concepts that are the most difficult to teach and most difficult for students to learn. During the program, teachers adopt the role of students, which helps establish the focus on patient problem solving. They then have in-depth debriefs after activities to discuss the math learning and the pedagogy so that they are then able to integrate these activities into their own classrooms.

FAME is a blended program that consists of six face-to-face days, supported by an additional 30 hours of online work. Participants deepen their learning by returning for follow-up days throughout the school year, enrolling in additional KCI classes. They also create an e-portfolio demonstrating their experience and how their professional practice has changed.

The 2019 cohort rated the Summer Institute highly:

100% of participants can now select effective teaching approaches to guide students' thinking and learning in mathematics.

100% can now choose technologies that support student learning of mathematics concepts.

100% can now teach lessons that appropriately combine mathematics, technologies and teaching approaches.

100% can now get students to express what they know about mathematics using technology tools.

About EMPowered 2019

In its second year, the EMPowered program was offered twice this academic year. The first took place in fall-winter 2018-19, with East Side San Jose district teachers from Alum Rock, Berryessa and Oak Grove schools attending. The second program, open to all 4th and 5th grade teachers in the Bay Area took place July 12-19. Both programs were led by experienced math teachers Cristina Bustamante (KCI's math programs director) and Sabrina McDaniel. This six-day, blended learning program focuses on providing 4th and 5th grade teachers with deeper content knowledge of mathematics, as well as hands-on projects and tools to engage students in math learning. Most elementary teachers are not credentialed in math. EMPowered provides the support and resources they need, based on the Eight Mathematical practices and computer and web technologies to engage and motivate learners. Teachers tackle algebraic reasoning, number concepts—including fractions, measurement and data, and introductory geometry concepts. After the Summer Institute, the cohort will return for additional follow-up days to cement their learning, share their experience, and learn additional math and technology skills.

Post Summer Institute, the participants reported the following:

86% can now select effective teaching approaches to guide student thinking and learning in mathematics.

93% can adapt their mathematics instruction based on what students understand or do not understand.

86% can teach lessons that appropriately combine mathematics, technologies and teaching approaches.

86% feel well prepared to teach math to students who are English language learners.

“ *By struggling ourselves and realizing what we learned, it allows us to see math from our students' perspectives.* ”

-EMPowered 2019 Participant



New Partnership with San Jose State University

KCI's third math Summer Institute was in partnership with San Jose State University and was geared to teacher candidates working toward their credentials. Based on FAME, Ed Campos and Jeremiah Ruesch team taught the cohort over the course of a month with 32 hours of face-to-face instruction and 8 hours of online assignments. The program focused on creating an inquiry-based, student-centered math class that engages students in the Eight Standards for Mathematical Practice. The program also promoted instructional technology to support student-centered teaching and learning. Topics covered included number sense, algebra, geometry, and stats/probability which introduced participants to the Single Subject Math CSET Subtest I and II topics. The program was geared to credential candidates who want to become elementary school teachers, as well as those interested in teaching middle school math. Feedback on the program was positive and KCI and SJSU are discussing plans to offer the program in summer of 2020 as well.

Makerspace Program: Delivering Making to Schools and Communities

“All the KCI instructors were supportive, encouraging and approachable. They helped steer my projects so that I would both learn and stretch my abilities and confidence.”

-Makerspace Program 2019 Participant

Over fifty people are on track to receive their Makerspace Coordinator Certificates after the KCI held three, week-long intensives this summer. The certificate marks the completion of 18 units of coursework, and is one of only two in California that is state approved. Participants hailed from all over California and came from many diverse backgrounds, including education, engineering, art, and computer science. They joined one of KCI's two programs: Makerspace Coordinator or UniDiversity, a cohort consisting entirely of women of color and women veterans, sponsored by Cisco. The purpose of the certificate is to prepare people to lead and manage makerspaces, whether they are in schools, libraries or community centers.

During the programs, participants learned to use the key tools in the KCI Makerspace, including laser cutters, vinyl cutters, CNC machines, and 3D printers. In addition, they learned how to use different design software in order to bring creations from a digital to a physical space. Students had opportunities to practice their skills through several engineering challenges to design, prototype, and revise their creations, emphasizing the processes of computational and design thinking. The instructors also spent time discussing important concepts of safety, fostering creativity through tinkering, structuring a makerspace, and developing resources and materials.



The programs received positive feedback from participants regarding instructional objectives:

97% can now integrate a variety of makerspace tools into their learning environment that enhance student engagement.

94% can now select and use appropriate tools for student projects that enhance learning outcomes and teaching practice.

100% stated that the program increased their confidence in using tools with their students.

96% stated that the program met their professional learning needs.

“ I came here very excited about learning more about makerspaces and becoming a coordinator, and I have left feeling just as excited and much more confident. Thank you for a great program! ”

-Makerspace Program 2019 Participant



Computer Science Crash Course for Educators

“ I learned some great new applications for coding and some basics of the internet which I didn’t know. I definitely had my mind opened to the value of introducing and exposing students to computer science concepts which I had not fully considered before. ”

-CS Program 2019 Participant

With funding from Microsoft, KCI offered two Crash Course programs this summer, and 50 teachers and educational coaches completed the programs. One of the main goals of the Crash Course is to show teachers that CS is more than coding. Topics covered during the program are broad based, including algorithms, data, internet and the impact of computing. The participants gain practice in computational thinking and the problem-solving aspect of CS. Participants also learn to code, choosing either Scratch or Python language to pursue their projects.

Besides building confidence in CS concepts and coding, the program models successful teaching practice since it is designed and taught by teachers who are active in middle and high school classrooms. The CS instructional team, led by Sheena Vaidyanathan, included Ann Greyson, Ed Campos, Chris Bell and Jessica Hexel, all CS teachers in local and regional schools.

Educator feedback on the Crash Course was extremely positive:

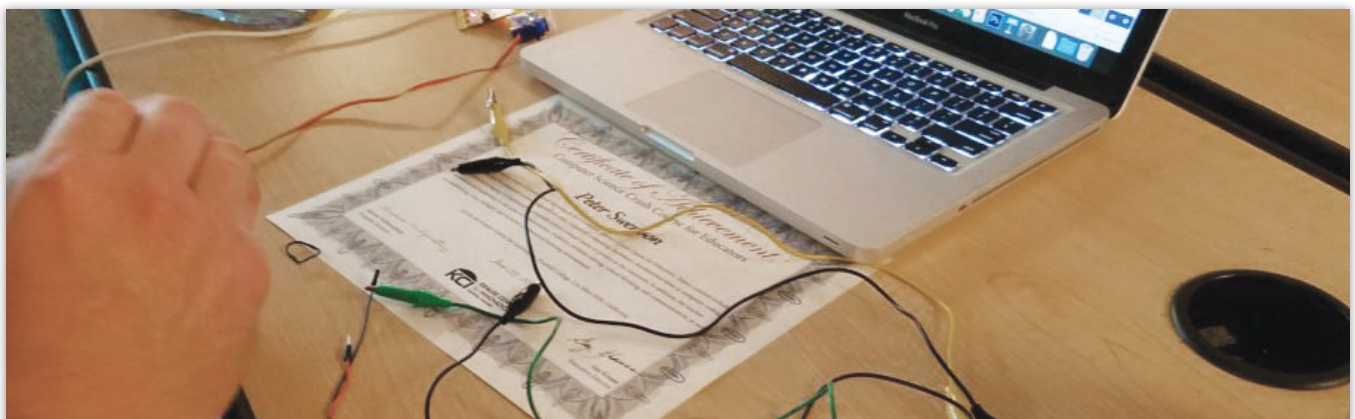
100% of the participants agreed that the course content and curriculum met or exceeded their expectations.

95% stated they are now more prepared to teach a computer science-related lesson in their classroom.

100% of participants would recommend the program to other teachers.

“ The instructors were fantastic! All were extremely knowledgeable, approachable and supportive. They did a great job differentiating for all of the various learners in the class and modeled what adjusting instruction based on student needs looks like. ”

-CS Program 2019 Participant



NGSS Program: Supporting the New Science Standards

“ I now feel I can jump into NGSS this year. Before I was afraid of the complexity of the new standards. Now I feel ready to do it. ”

-NGSS Program 2019 Participant

KCI's NGSS program inspires teachers to actively engage students in hands-on, inquiry-based science. The program immerses teachers in Next Generation Science Standards (NGSS) practice lessons, which embody the teaching strategies and science content required by the new standards. Teachers gain a deeper understanding of the NGSS, and leave this five-day program feeling better prepared to make the transition to the new standards.

The program focuses on three components of NGSS: Anchoring Phenomena; the Science and Engineering Practices (SEPs); and student-driven inquiry (5 Es: engage, explore, explain, elaborate, evaluate). During each day of the program, teachers are engaged in real NGSS lessons. Each activity connects a science and engineering practice to a step in the 5E process. To reach all teachers, practice lessons are selected that span multiple grades. Similarly, we have chosen practice lessons that cover all four NGSS disciplines (life science, earth science, physical science, and engineering). Participants have time for “Reflection and Implementation,” allowing them to collaborate, find ways to apply what they have learned, and plan lessons to implement in their classrooms.

The NGSS program successfully helped participants navigate the new standards and gain confidence in implementing projects and lessons that support the new standards.

90% stated that the program met their professional learning needs.

90% found the content was relevant to their particular classroom needs.

80% stated that the program helped them learn how to integrate NGSS into their curriculum.

90% stated that the resources collected in the program are useful.

“ I liked the hands-on projects—we got to be students and actually experience what they would do/feel/learn during a lesson. ”

-NGSS Program 2019 Participant



CIO Program: Educational Leadership

KCI graduated its first CIO program cohort in spring 2019 at the CUE Conference in Palm Springs, and the cohort was recognized at the opening keynote. Seventeen educators from across the state participated in this 27-unit program that trains educators to fill a real need at the school district level—a new breed of cabinet-level educational leaders who are also sufficiently trained in IT infrastructure. With appropriately trained leaders, districts can now strategically take full advantage of technology integration in the classroom, supported by the right infrastructure. KCI is fortunate to partner with CUE Inc. to supplement its curriculum and to provide support throughout the program.



Conducted similarly to blended executive programs, participants committed to the seven-month program that required attendance once a month on a Friday evening and all-day Saturday, plus online coursework. The initial cohort represented a wide range of educators: teachers, instructional coaches, Teachers on Special Assignment (TOSAs), principals and others in school or district leadership positions.

The CIO program is designed to give educators wanting to elevate their professional practice a way to implement educational change. The CIO's role can be pivotal for a district because it guides the educational and technological planning process, and is responsible for maintenance of the ever-changing technology learning environment. The main goal of the program is to prepare the CIO candidates to support future-ready classrooms and student-centered learning environments. The program also provides the opportunity to collaborate and build lifelong connections with each other.

When surveyed at the end of the program, feedback from the cohort was positive:

94% of the cohort stated the program will help them change education—one of the program's key goals.

94% stated the majority of content was relevant to their particular needs.

100% agreed that the CIO program opened their minds to additional opportunities in education.

94% felt better prepared to enter a CIO career at a school district.

“Each month we focused on a specific topic such as servers and instructional tech strategies. Each investigation gave us opportunities to study our own schools in greater depth. All these elements came together in our own tech plans—which is a great way to strategically plan for the big picture.”

-CIO Program 2018/19 Participant

Spotlight on the KCI

Besides offering excellent programs for educators and school districts, KCI also has its own staff members making important contributions to education. Careful management of KCI's operations helps us to sustain our excellent programs.

Number of Educators & Students Served

The table below shows the number of educators who participated in the primary KCI programs in 2018-2019 and the number of students these educators may inspire in the 2019-2020 school year. The second table illustrates the work KCI conducts directly with students, ages 11-18, in its summer youth classes.

Estimated Number of Students Inspired by KCI Teacher Participants		
	Enrollments/Program & Summit Participants	Estimated ¹ Number of Students Who Will Be Taught by KCI Teacher Participants in 2019-20
MERIT	42	4,200
KCI Math Programs	30	2,650
Computer Science	50	5,000
Makerspace Certificate	50	5,000
CIO Program	17	1,700
Tailored Programs/PD	364	36,400
Summit Attendance	317	31,700
FASTtech Class ² Enrollments	1,919	NA ³
TOTAL	870 (educators)⁴	86,650

1. Total estimates for students in U.S. schools who are effected by a program participant-teacher are based on the average number of students taught per teacher by grade levels per year: Elementary K-5 (25), Middle School 6-8 (150), High School 9-12 (150).
2. KCI conducts these short, technology-specific classes covering a broad range of topics for credit at Foothill College.
3. Estimates of students affected by FASTtech classes are unknown because the number of teachers and the grade levels taught are not tracked. FASTtech classes are open to other audiences, including Foothill students and local high school students.
4. Total number of educators trained does not include FASTtech class enrollments since FASTtech classes are open to other audiences, not just educators.

Students Participating in KCI Classes/Programs ⁵	275
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5. In 2019, KCI supported the De Anza Community Education Youth Summer programs by offering enrichment classes to students ages 11-18, including Integrated Engineering, 3D Design and Printing, Documentary Filmmaking, and Design Thinking.

KCI Hires New Educational Leaders

KCI is pleased to announce two new members of the leadership team—Kas Pereira and Justin Sewell.



Kas Pereira has taken on the Teacher in Residence role where she is in charge of curriculum development, course management, and instruction. She is also the Director of KCI's Makerspace and Makerspace programs. Kas has long been a KCI associate, being a 2012 MERIT Fellow, the miniMERIT Program Director for several years, and a guest instructor in many programs. Most recently, she has been an adjunct faculty member at Foothill College and a lead maker in KCI's Makerspace before stepping into her current role.

Kas comes to the KCI from a background of sixteen years teaching high school, the last twelve in the East Side Union High School District in San Jose. As a teacher of Film, Media, and English, she oversaw production of the yearbook along with a daily broadcast television show for several years. Kas has also served as WASC coordinator, professional development coordinator, and a department chair at her school site. Most recently,

she was one of the co-founders and the director of the Quicksilver Innovation Program (QulP), a small learning community for freshmen and sophomores that focuses on cross-curricular and project-based learning. Kas has a B.A. in Literature from UC Santa Cruz, an M.A. in Educational Best Practices and an M.A. in Educational Leadership from San Jose State University, as well as an administrative credential, and a single-subject teaching credential in English with a supplementary authorization in Graphic Arts.



Justin Sewell has joined KCI as the Director of Partnerships & Programs. Justin graduated from Salisbury University with a B.S. degree in Molecular Biology, and he received an M.S. degree in Biotechnology from Johns Hopkins University. After working in a DNA diagnostics laboratory, Justin transitioned to education. He student taught in Vermont and then spent the majority of his teaching career in Baltimore County where he taught Chemistry and Biology, and held a department chair position at two high schools. He brought his passion for technology, science, and education to the Silicon Valley Education Foundation where he was responsible for a variety of projects including the development of a middle school computer science course, observing and writing an ethnographic study on 7th grade math edtech products, and working with other nonprofits, companies, districts, and government offices to improve STEM education in the Bay Area.

Innovate Educate Empower

KCI Launches Corporate Team Building Events in the Makerspace

KCI was fortunate to receive a two-year grant from the California Community Colleges Maker Initiative to launch the KCI Makerspace. The grant came to an end in May 2019, and KCI is actively pursuing ways to fund the Makerspace moving forward. After conferring with the KCI Advisory Board, we moved forward with offering the Makerspace for corporate team building events.

Typical corporate team building events focus on physical activities such as scavenger hunts and social networking activities. Given the unique nature of the Makerspace, KCI offers team building events that have more substance, yet are still fun and engaging. Our theme is “Connect, design, and learn at the KCI Makerspace.” KCI also draws on its instructors who are versed in making and conducting professional development.

KCI Advisory Board members from Pricewaterhouse Coopers (PwC) and Cisco stepped up to help KCI pilot and refine the initiative, and two events were conducted in March and April.

Focused on Design Thinking challenges, these events assigned teams to tackle a series of competitive challenges that required them to collaborate, design, and prototype. The events were led by KCI instructors with expertise in design thinking and making, and were supported by KCI Makerspace student workers who are experts with the tools.

Both events were successful, with one participant stating, “I haven’t looked at my phone for two hours!” The PwC event sponsor noted that the KCI team building offering was completely unique and agreed that they would sponsor another event in the fall.



KCI Operations

Philanthropic contributions account for 52% of KCI's funding, with 25% coming from Foothill College, primarily in fixed facility support, hardware, software, and two staff positions. In 2018-19 the revenue from KCI services to schools and districts and from Community Education fee-based classes accounts for 23% in revenue. The two charts on this page outline the KCI's revenue and expenses. KCI financials are based on Foothill College's fiscal year which is July 1, 2018 through June 30, 2019.

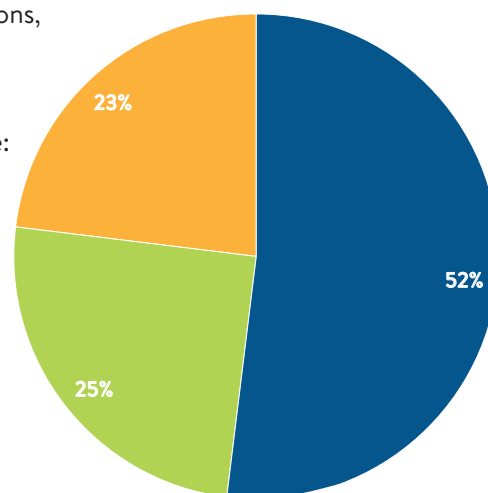
KCI FUNDING | Total = \$1,424,117

\$733,923 | GRANTS & DONATIONS | Grants are from foundations, which have reporting requirements. Unlike grants, donations do not have reporting requirements.

\$361,684 | FOOTHILL COLLEGE | Funding from Foothill College: Two staff positions, building maintenance, supplies budget, lottery budget for software, Measure C hardware upgrades, and state-supported instructor pay for teaching FASTtech classes.

\$328,510 | SERVICES | Revenue from KCI services: Tailored programs and training for schools and districts.

Notes: **1)** The funding for KCI Makerspace (\$250,000) comes from the CCC Maker Grant to Foothill College and is managed separately by Foothill College, working with KCI. **2)** Additional funds are held in the KCI endowment account with the Foothill-De Anza Foundation.



KCI EXPENSES | Total = \$1,122,285

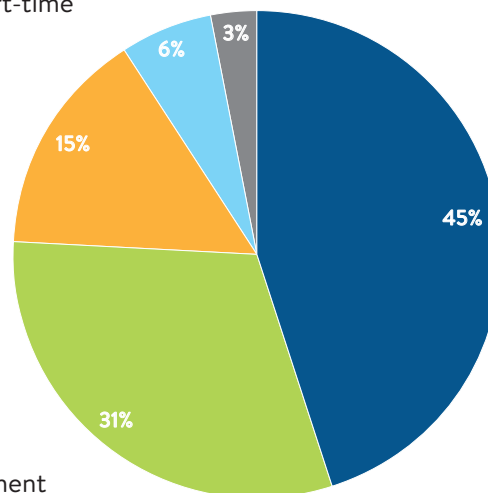
\$509,013 | STAFFING includes five full-time positions and one part-time position, with two positions supported by Foothill College, and the remainder for full- and part-time positions covered by grant and donor funding.

\$335,701 | INSTRUCTOR PAY includes curriculum development for all adjunct KCI faculty involved in MERIT, FAME, Makerspace Coordinator, CIO, Computer Science, Tailored programs, and FASTtech classes.

\$173,240 | PROGRAM SUPPORT for all KCI programs, including supplies, follow-up sessions, tech tools for participants, food, and general administrative support.

\$65,511 | MARKETING and development activities including the production and distribution of all KCI communications, the development and maintenance of the KCI website, and all grant proposal development work.

\$38,820 | HARDWARE/SOFTWARE UPGRADES and purchases not supported by Foothill College.





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