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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

The Krause Center for Innovation has experienced an exceptionally successful 2017-2018 year. We served over 900 educators in 15 intensive professional learning programs, tailored programs for schools and districts, and Google for Education summits. During the academic year, we saw increased enrollment—1833—in classes including our certificate programs. We also conducted 6 technology-based camps for more than 100 youth, ages 11-15. Our small full-time staff was supplemented by our special adjunct faculty members, most of whom are educators from K-12 regional schools.

This 2018 Annual Report provides an overview of how the KCI continues to expand and improve its well-known programs (MERIT and FAME) even with limited staff and funding. This year we’ve continued to add programs, and we are now showcasing Computer Science and the new EMPOWERED program for 4th and 5th grade teachers looking to deepen their content knowledge in math since they usually don’t have a background in math. We just received final approval from the state for our Makerspace Certificate program. In early August, we launched two Makerspace Coordinator programs, one with an all-female cohort, concentrating on reaching women of color, female veterans, and other women who are under-represented in makerspace leadership opportunities. The second—the CIO program—provides educational technology and infrastructure technology training to educators from across the state to prepare them for leadership positions. The program is co-sponsored by CUE, a national nonprofit that supports educational technology leadership.

The KCI Makerspace is entering its second year. The space is fully built out, and we are open to the community, as well as Foothill College faculty, staff and students, all of whom can use our space and materials at no charge since the state is supporting us for a second year. We are now planning for year three, which will not be grant funded. But with your support we can sustain our operations. As part of our ongoing efforts to build a robust community around the Makerspace, we have connected with a variety of groups within and outside of the Foothill College community.

As you read this report and see the incredible results, please realize the difference your donations are making in the lives of thousands of students. This phenomenal impact cannot be accomplished without donors like you. Your continued support allows the KCI to focus on educating a critical workforce sector—educators. The return on investment is exceptional when we support teachers, each of whom work with 1,000-3,000 students over their career.

When we focus on teachers, our students thrive!

Warm Regards,

Gay Krause
Executive Director
Krause Center for Innovation
KCI Program Outcomes & Accomplishments

From September 1, 2017 to August 31, 2018, 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 & Interactive through Technology)
- **FAME** (Faculty Academy for Mathematics Excellence)
- **EMPowered** (A Math Program for 4th & 5th Grade Teachers)
- **Computer Science Crash Course for Educators**
- **Makerspace Certificate Program**
- **CIO Program** (Developing Educational Leadership)
- **Tailored Professional Learning Programs** for Schools & Districts
Now in its seventeenth year, MERIT is the KCI’s premier research-based professional learning program for educators. MERIT is the program teachers apply for if they want to focus on transforming their skills. 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. The MERIT program uses qualitative and quantitative measures to determine if a well-trained teacher using engaging technology can improve student learning. Participants are required to design projects that not only provide dynamic learning experiences for their students, but also create resources that will be of value to other teachers and students.

“MERIT has influenced, inspired and empowered me. I hope to do justice to these values and to passing them on to others. My heart is full and I am grateful that I was accepted to this program. I hope I have a lifetime membership to MERIT and the incredible people I met here. The light in me bows to the light in you...”

-MERIT 2018 Participant
About MERIT 2018

For the second year, MERIT was under the leadership of Lisa DeLapo, KCI Innovator/Teacher in Residence, and Brian Briggs, Co-Director. MERIT’s mission is to promote innovation with technology, pedagogy, and content that will have a measurable, positive impact on education in Silicon Valley and beyond.

MERIT is a ten-month program that starts each spring quarter with a kick-off day orientation. It continues with a two-week intensive Summer Institute, and includes four follow-up sessions (Saturdays) in the fall and winter quarters. MERIT teachers have a number of other requirements to fulfill as well: they enroll in two additional KCI courses and must earn 100 learning and sharing points during the course of the program. The purpose of these points is to further deepen their learning and also share what they have learned with others to broaden the impact of MERIT.

To attend MERIT, candidates complete a competitive application, which is blind scored, and KCI only admits about 50% of the applicants. The MERIT 2018 cohort is comprised of 44 teachers, representing 24 schools districts in Santa Clara, San Mateo, Alameda, and Contra Costa counties. Two cohort members came from outside the Bay Area, one from Ventura and the other from Merced. The cohort consists of 4 pre-K, 18 elementary, 21 middle school, and 1 college level instructor. The two-week intensive Summer Institute was held July 9 through 20 at the KCI.

MERIT is an immersive program that includes ongoing professional learning throughout the academic year and beyond the Summer Institute. Teacher participants continue to develop their skills while creating student-centered classroom projects that 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. Teachers are required to report on their progress and continue to receive feedback from KCI instructors and peers. The MERIT leadership team provides explicit training on how teachers can share their new expertise with colleagues at their schools, districts, and conferences. MERIT at its heart 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 in 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.
New for MERIT 2018

Each year, MERIT evolves to focus on the latest educational trends and technologies, all based on sound pedagogical practice. This year, the curriculum included two excellent books, *EduProtocols* (by Jon Corippo and Marlena Hebern) and *Spark Learning* (by Ramsey Musallam). Both Jon Corippo and Ramsey Musallam were also guest speakers during the MERIT program, allowing for the cohort to interact with the two authors and question them directly about their educational philosophies and experiences. Both Jon and Ramsey shared techniques for sparking curiosity and wonder in students in order to hook their interest and keep them engaged throughout the learning process.

As part of the Summer Institute, teachers received the training required to pass the Google Educator Level 1 and 2 certifications. Over 80% of districts in California are adopting the Google Suite for Education. Level 1 certification recognizes educators who have learned the fundamentals of Google tools and validates standard technology implementation skills. Level 2 certification is awarded to teachers who are “super users” and enthusiasts for Google tools, demonstrating advanced technology integration skills. MERIT also typically provides a new technology tool that teachers can use in their classrooms. This year, the cohort received a year-long subscription to WeVideo, which will allow them to create and edit videos on virtually any computer.

MERIT 2018 Accomplishments

“I got something out of every session and was super inspired by our keynote speakers. I feel *EduProtocols* changed my mindset the most. Hyperdocs is my new PBL platform. Videos are completely changed for me — I will use them and have the students make them. Google slides rule and lastly, I am a tweeter!”

-MERIT 2018 Participant

Teacher Comfort Level in Using Technology, Post-MERIT Summer Institute

When asked whether the Summer Institute achieved the goals of the program, the participants responded very positively as follows:

- **97% agreed/strongly agreed** that the Summer Institute integrated innovative technology tools and practices into the learning environment that enhanced engagement and learning.
- **91% agreed/strongly agreed** that the Institute guided development of their technology-enriched, student-centered learning projects designed to improve student learning outcomes.
- **100% agreed/strongly agreed** that MERIT showed them how to facilitate and inspire student learning and creativity.
- **97% agreed/strongly agreed** that the Institute increased their confidence to design and develop digital-age learning experiences and assessments.
- **95% learned** how to promote and model digital citizenship and responsibility.
Simply put: MERIT was a defibrillator for my teaching career!

-MERIT 2018 Participant

I feel so grateful for this experience. Thank you. I really saw such a transformation in our group over the two weeks, and I’m going to miss seeing everyone once it’s over! Also, I love that the leaders went out of their way to connect with us as individuals when they saw potential or a job well done. Those little touches made me feel like I was really seen.

-MERIT 2018 Participant
Teacher Confidence Level as a Result of MERIT

One of the main goals of MERIT is to build teacher confidence so that they can effectively implement technology as part of their curriculum. Results of this year’s survey definitely support that the 2018 participants built their confidence levels.

100% agreed/strongly agreed that they felt confident they have the necessary skills to use instructional technology for teaching.

100% agreed/strongly agreed that they can teach relevant subject matter with appropriate use of instructional technology.

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

100% agreed/strongly agreed that they can share ideas and collaborate with other teachers using instructional technologies.

100% agreed/strongly agreed that they can select appropriate instructional technology for a standards-based curriculum.

97% agreed/strongly agreed that they can regularly incorporate technologies into their lessons in order to enhance student learning.

MERIT: High Quality Professional Learning

The KCI actively seeks feedback from participants in order to constantly improve programs. MERIT is no exception. Teachers were asked a series of questions regarding program effectiveness and quality. They were provided a five-point rating scale (from strongly disagree to strongly agree). The results are as follows:

100% agreed/strongly agreed that the technical knowledge of the instructional team was excellent.

95% agreed/strongly agreed that the Institute was well organized.

97% agreed/strongly agreed that the instructional team was well prepared to lead instruction.

100% agreed/strongly agreed that they were inspired to continue engaging in professional growth and leadership.
KCI Math Professional Learning Programs: FAME (Faculty Academy for Mathematics Excellence) & EMPowered (A Program for 4th & 5th Grade Teachers)

KCI conducted two intensive math professional learning programs this summer. Not only was the FAME program for middle and high school teachers offered for the ninth year, but KCI also launched EMPowered, a new math PD program specifically for 4th and 5th grade teachers.

“FAME was the best professional development program that I have been to! The instructors did a wonderful job modeling, presenting, and giving us time to work with and practice great math!”
-FAME 2018 Participant

About FAME 2018

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, and completing 50 sharing and learning points before the end of the program. They also create an e-portfolio demonstrating their experience and how their professional practice has changed. It is designed to increase student achievement in pre-algebra and algebra courses, reduce the achievement gap, and promote the use of technology to enhance the teaching and learning of mathematics.

FAME is focused on very specific goals in order to fundamentally change how educators teach math:

- **Increase** teachers’ content knowledge and teaching skills in key pre-algebra, algebra, and transformational geometry concepts, such as proportional reasoning, linear relationships, functions and graphs, and problem solving.
- **Encourage** the use of technology in instruction to support and enhance mathematics teaching and learning (including Microsoft Excel, Google Spreadsheets, Desmos, virtual manipulatives and other open education resources or OERs).
- **Guide** teachers in making connections between school mathematics, the California Mathematics Standards, the Common Core State Standards, and English Language Learner strategies.
- **Enable** teachers to utilize effective mathematics instructional strategies to meet the needs of all students.

“Each activity was followed by helpful debriefs. While the style of instruction was fresh in our minds, we could share the valuable concepts we learned. There were many opportunities for sharing best practices, which I found very fulfilling.”
-FAME 2018 Participant
Teachers are recruited from Santa Clara and San Mateo county schools with significant numbers of English Language Learners (ELL) and low-income families to assist these students in preparing to take algebra in the 8th or 9th grade.

In KCI tradition, we survey teachers regarding their experience. The 2018 cohort rated the Summer Institute highly:

100% agreed/strongly agreed that the presenters were well prepared.
100% agreed/strongly agreed that the content presented was valuable to them.
100% agreed/strongly agreed that the Summer Institute provided them with high quality professional learning experiences.
100% agreed/strongly agreed that they would recommend the FAME Summer Institute to others.

“I would want ALL teachers to participate in FAME. It takes exposure to good professional development to get many teachers to change their teaching practices. Once multiple teachers at the same site have taken valuable PD, they are more likely to collaborate together.”
-FAME 2018 Participant

About EMPowered 2018

Taking the best practices from FAME, KCI developed and launched EMPowered (Elementary Math Powered by KCI), which focuses on the eight mathematical practices and introduces how to use computer and web-based technologies to support teaching and learning. EMPowered targets 4th and 5th grade teachers, as they typically hold multiple-subject credentials, but not math credentials. Not surprisingly, many elementary teachers are not comfortable teaching math and lack the confidence to move beyond the textbook to make math more interesting and engaging for students.

Based on the theories of Jo Boaler, Professor in the Stanford Graduate School of Education and author of Mathematical Mindsets, the program also strives to debunk the myth that only certain people are good at math. EMPowered helps teachers build confidence in their ability to understand and teach math. Teachers work on developing their own mathematical persistence, so they can pass that skill on to their students.
Recruited from across the Bay Area, the inaugural EMPowered cohort of 22 attended six face-to-face days in July and completed 24 hours of online work. Like their FAME colleagues, the EMPowered participants will attend four follow-up sessions during the school year, enroll in additional KCI classes, and complete 50 sharing and learning points.

100% affirmed that EMPowered either mostly or completely addressed the intended professional learning goals.

90% stated that participating in the program increased the priority they will place on building student resilience.

90% confirmed that the program will improve their overall teaching practices.

90% looked forward to applying their new skills in their classrooms.

“My goal is to totally revamp the way I plan a unit, so I’m not “presenting” information to my students, but finding or creating activities that enable them to work together to DISCOVER math connections and strategies.”

-EMPowered 2018 Participant
Computer Science Crash Course for Educators

“I was a complete beginner at the start of this course. I learned so much about computer science and coding and feel that I can help other teachers and students start learning as well.”

-CS Program 2018 Participant

A strong demand for computer science (CS) professional development exists in the Bay Area. Parents are requesting that schools offer CS courses, but few teachers are appropriately trained to teach CS. Even though California has not completed its computer science standards for education, teachers are interested in how they can integrate CS in their classrooms or prepare themselves to teach CS courses. As a result, KCI conducted three well-attended CS Crash Course programs—two locally and one at the Pathfinders Summer Institute, an intensive week of in-person professional development in CS and Making held at Indiana University/Bloomington and sponsored by Infosys Foundation. Over 70 teachers participated in the three programs.

During the 28-hour program, the middle and high school teachers learn that computer science is more than just coding. Topics covered during the program include algorithms, data, internet and the impact of computing. The impact of CS in several fields is demonstrated, and the participants gain practice in computational thinking and the problem-solving aspects of CS. They do also learn to code. This summer the participants could choose between Scratch or Python coding programs to use for their projects.
The goal is to prepare teachers to integrate computer science into their curriculum, or prepare them to teach CS. In this hands-on program teachers learned both content and pedagogy to successfully integrate CS into their curriculum and to reach all students in their classrooms.

Besides building confidence in the CS concepts and coding, the program also models successful teaching practice since it is designed and taught by teachers who are active in middle and high school classrooms. The instructors effectively demonstrated lessons coupled with discussion on specific challenges faced in teaching CS. Differentiation strategies to deal with both struggling and advanced students, the use of collaboration, and projects that include choices and engage all students including girls and minorities were specifically discussed.

Educator feedback on the Crash Course was extremely positive:

- **100% of the participants agreed** that the course content and curriculum met or exceeded their expectation.
- **98% stated they are more prepared** to teach a computer science-related lesson in their classroom.
- **100% of participants would recommend** the program to other teachers.

“One of the best professional development programs of all time. Great resources and this Crash Course will save me from attending weeks of out-of-town conferences.”

-CS Program 2018 Participant
Makerspace Certificate Programs: Meeting a New Educational Need

In December 2017, KCI opened its new Makerspace, which offered the opportunity to launch a new, state-approved certificate program—the Makerspace Coordinator Certificate, a 10-month, 18-unit program designed for people who are seeking employment in fabrication laboratories and makerspaces in educational settings.

Makerspaces are popping up across the educational spectrum, at schools, libraries, and youth centers. The maker movement has revitalized an interest in hands-on projects and the use of various tools for designing and prototyping. Once-empty school shops and computer labs are being reborn as makerspaces, and the curriculum is gender-neutral so all students have the opportunity to make. School districts, libraries, and youth centers now have a need for trained staff to run and manage these makerspaces. The new KCI Makerspace Certificate Program directly addresses this need.

This summer, KCI kicked off two Makerspace Certificate Programs—one for the general population and the other specifically for women, titled UniDIVersity. Forty-four participants enrolled in the programs, and they started with five days of immersive work at KCI. The two cohorts will come back to KCI for four follow-up Saturday sessions throughout the year, and will also complete a substantial portion of the requirements online. Both programs provide instruction and support for building models and prototypes, strategies to spark innovation and invention, as well as creative problem-solving and collaboration. The 44 participants in both programs have been introduced to design thinking, computational thinking, and physical computing.

About UniDIVersity

The UniDIVersity program’s aim is to bring more diversity to makerspaces, where typically the majority of users are middle-aged, white males. This isn’t surprising as many champions of ‘making’ come from the engineering community, which reflects this demographic. UniDIVersity targets women, especially women of color, women who have served in the military, and women with special needs (i.e., learning or physical disabilities).
Funded by the Morgan Family Foundation, one of the program’s main goals is to support women in taking on tech leadership roles, securing pay raises and breaking through glass ceilings. Mandie Cline, STEAM Coordinator for Ruby Bridges Elementary in the Alameda Union School District, is part of the first UniDIVersity cohort and is enthusiastic about the program: “There’s so much to appreciate about KCI’s UniDIVersity program! At the top of the list is that I now have a strong network of women in STEAM from around the Bay Area to talk to and learn with. This certificate program has strengthened my skills as a professional working in STEAM education and validated the work I am already doing at my elementary school. I’m so proud to be in this program and excited for the next set of classes.”

The UniDIVersity cohort provided feedback on the inaugural program as follows:

- **90% affirmed** that the summer program met their professional learning needs.
- **94% agreed** that the resources provided during the program were useful to them.
- **94% affirmed** that the program increased their confidence in using tools with students.

> I know how to code, but have very little experience with fabrication. The UniDIVersity program has given me two valuable experiences: a bootcamp that taught me how to use the latest fabrication tools within a week, and a cohort of the teachers who have taught me how to apply this knowledge in the K-12 classroom. I definitely could not find a comparable program in the Bay Area!

- UniDIVersity 2018 Participant

## CIO Program: Developing Educational Leadership in Technology

School districts across California face a critical staffing gap that can impact whether they are able to adequately prepare students for the future. To take full advantage of technology integration in the classroom, districts obviously need the infrastructure, but what is often lacking is the staff who understand both the back-end hardware and network side as well as the educational purpose and goals that technology must support. In short, to be effective they must understand the “big why” for the bigger picture of technology and how devices and apps will be used for teaching and learning.

KCI’s new Chief Innovation Officer (CIO) program is designed to fill that gap and to give educators who want to elevate their professional practice a way to implement educational change. One of the main goals of the program is to create a new breed of educational leaders—those with both the educational background and technical skills required to lead a district’s educational technology efforts. The CIO’s role is pivotal for a district since it guides the educational and technological planning process, as well as the maintenance of ever-changing technology learning environments. KCI is fortunate to partner with CUE to supplement KCI curriculum and to provide support to the CIO candidates throughout the program.

In July, 17 educators from across the state started their journey to earn a 27 college-unit certificate that will prepare them to pursue a career as a cabinet-level CIO. The program is structured for the participants to attend Friday evenings and Saturdays once a month over seven months, supported by online Commonwealth of California Institute
collaboration, discussions, learning, and sharing between in-person classes. Over the seven month program, the cohort will cover diverse topics from technology ethics and educational law to an introduction to computer networks and servers. An underlying theme throughout the program is the impact technology can have on instruction.

“Our KCI CIO cohort has explored the intersection of education, technology, and leadership in deep and powerful ways. It has already strengthened my work as a teacher on special assignment. Each month I gain new knowledge and develop new skills that boost my capacity as a leader.”

-CIO Program 2018 Participant

Reaching More Educators—Tailored Professional Learning Programs for Schools & Districts

In 2017-18, KCI conducted numerous tailored professional learning programs for districts throughout the Bay Area where 411 teachers worked to develop additional technology skills and teaching strategies. Four districts, including Stockton Unified, engaged the KCI to conduct its most popular program—Mini MERIT—for their teachers in order to develop technology integration skills and student-centered learning strategies. An additional Mini MERIT was conducted in Hawaii.

“I enjoyed each day! I attended a conference last week where I spent most of the day looking at my watch saying, ‘Man! We still have 3 hours!’ This week at Mini MERIT, when I glanced at my watch I would say, ‘Man! It’s 2pm already!’ I hope my students will do the same next year.”

-Mini MERIT 2018 Participant

About Mini MERIT

Like the MERIT program, the Mini MERIT focuses on developing teachers’ confidence and teaching skills. Collaboration, critical thinking, problem solving, and creativity are supported by tech tools and apps that increase teacher and student productivity and engagement. Each Mini MERIT is funded by the school or district, which provides the KCI with revenue to support new program development.

As a result of the Mini MERIT:

- 96% of this year’s participants agreed that the program helped them learn how to enhance their teaching with technology.
- 100% agreed that the program increased their confidence in using technology with their students.
- 100% stated that their professional learning needs were met through the Mini MERIT program.

“This is a great one-week program, and I can definitely say I’m leaving with an abundance of resources. It’s gotten me more excited about using tech in the classroom and actually feeling successful about it.”

-Mini MERIT 2018 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 2017-2018 and the number of students these educators may potentially inspire in the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Enrollments/Program &amp; Summit Participants</th>
<th>Estimated(^1) Number of Students Who Will Be Taught by KCI Teacher Participants in 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>MERIT</td>
<td>44</td>
</tr>
<tr>
<td>FAME/EMPowered</td>
<td>36</td>
</tr>
<tr>
<td>Computer Science</td>
<td>70</td>
</tr>
<tr>
<td>Makerspace Certificate</td>
<td>44</td>
</tr>
<tr>
<td>CIO Program</td>
<td>17</td>
</tr>
<tr>
<td>Tailored Programs/PD</td>
<td>420</td>
</tr>
<tr>
<td>Summit Attendance</td>
<td>272</td>
</tr>
<tr>
<td>FASTtech Class(^2) Enrollments</td>
<td>1,833</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>903 (educators)</strong>(^4)**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>89,350</strong></td>
</tr>
</tbody>
</table>

1. Total estimates for students in U.S. schools who are affected 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.
KCI Staff & Alums Recognized at National CUE Conference

Over 5,000 educators gathered in Palm Springs the week of March 12 at the annual CUE Conference. CUE is a national organization that focuses on personalized learning, technology integration, and educator leadership. The CUE conference is the oldest and largest educational technology conference in California, and among the largest in the country. The KCI team was on hand to conduct sessions and receive an award. KCI alums were also recognized for their contributions.

Kyle Brumbaugh, KCI Professional Learning Network Director, received the Technology Leader of the Year award, which recognizes individuals who have had a significant positive impact on technology usage in education, locally, regionally and/or statewide. The awardee’s work can be used as a model for providing educational technology leadership and for improving education. Kyle’s 25-year career in K-12 education has provided many examples worthy of the award. Kyle currently leads KCI’s professional learning network efforts to expand KCI programs throughout California and beyond, including Hawaii.

KCI alums and instructors also shared the spotlight at CUE. Lisa Highfill, MERIT 2010 graduate, and Brian Briggs, current MERIT Assistant Program Director and Instructor, both received the Gold Disk award. CUE’s oldest recognition program, the Gold Disk celebrates a CUE member’s contributions to technology in learning, as well as his/her commitment to CUE and its programs by serving at the affiliate or state level for at least 7 years.

Also CUE related, Lisa DeLapo, KCI Innovator/Teacher in Residence, was elected to the CUE national Board of Directors. Lisa had previously served as the president of East Bay CUE.
KCI Conducts Successful Google for Education Summits

Part of KCI’s mission is to introduce teachers to technology that is low- or no-cost, which provides them with tools their students can use both at school and home. Many KCI classes and programs have included Google Tools because they are easy to use and freely available to teachers and students. KCI joined the Google for Education Professional Learning Partner Program in 2015. This program allows the KCI to offer teachers, schools, and districts access to services and training programs to help them make better use of Google Apps for Education and other Google Tools.

As a result, the KCI conducted three Google for Education summits during the 2017-18 year. The first took place in Contra Costa County at Carondelet High School, which is centrally located and provided great access for East Bay educators. The second was conducted in Tulare County, and the third at the KCI. The summits were well attended, with 345 educators participating in the robust agenda of sessions, which were focused on how best to integrate Google Tools and technologies in their classrooms.

KCI Programs Focused on Youth: Design, Making, Technology & Engineering

KCI took two paths this summer to address the high community interest in creative technology camps for youths, ages 11 - 15. With the new Makerspace launched, KCI experimented this summer with hosting a series of technology and making camps for youth. In addition, KCI continued to partner with De Anza College Community Education this summer to offer camps for 6th through 10th grade students. In total, KCI instructors conducted six camps in July, with over 100 youth participating.

Choosing from an offering of camps, such as How to Make (Almost) Anything, Sustainable Prototyping, and 3D Video Engineering, students flexed their creativity as they engineered projects and explored the latest technologies in virtual reality, 3D printing, laser cutting, video production, and more in KCI’s Makerspace. All KCI camps are designed to be hands-on and experiential, where campers go on week-long journeys of learning, problem solving, team-oriented challenges, and tackling concepts such as design thinking, engineering processes, programming, and prototyping. Led by instructors with professional engineering and teaching expertise, each one-week session highlighted timely topics such as creativity and sustainability in a fun, educational, and encouraging space.
KCI Operations

KCI Financials

Philanthropic contributions account for 51% of the KCI’s funding, with 30% coming from Foothill College, primarily in fixed facility support, hardware, software, and two staff positions. In 2017-18 the revenue from KCI services to schools and districts and from Community Education fee-based classes accounts for 19% in revenue. The two charts on this page and the next outline the KCI’s revenue and expenses. KCI financials are based on Foothill College’s fiscal year which is July 1, 2017 through June 30, 2018.

KCI Funding | Total = $1,232,372
July 2017 - June 2018

- **GRANTS & DONATIONS**: $631,948
  - Grants are from foundations, which have reporting requirements. Donations do not have reporting requirements.

- **FOOTHILL COLLEGE**: $373,016
  - 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.

- **SERVICES**: $227,408
  - 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.
$646,550 | **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.

$334,580 | **INSTRUCTOR PAY, INCLUDING CURRICULUM DEVELOPMENT** for all adjunct KCI faculty involved in MERIT, FAME, Makerspace Coordinator, CIO, Computer Science, Tailored programs, and FASTtech classes.

$86,603 | **PROGRAM STIPENDS** paid to MERIT and FAME participants, as well as cost for continuing education units (CEUs) that participants receive as part of the program.

$77,658 | **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.

$52,338 | **PROGRAM SUPPORT** for all KCI programs, including supplies, follow-up sessions, tech tools for participants, food, and general administrative support.

$46,258 | **HARDWARE/SOFTWARE UPGRADES** and purchases not supported by Foothill College.
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