



Angie Reyes-Gonzales (Kay Franklin Elementary, San Antonio)

Angie plans to invest scholarship funds in expanding multisensory learning tools and sensory supports that make learning more tangible and meaningful. From literacy resources like magnetic letter tiles, textured alphabet cards, decodable texts, and color-coded writing supports to hands-on math manipulatives that bridge concrete understanding and abstract thinking, these materials will strengthen foundational skills across content areas. She also plans to enhance her classroom’s sensory supports—such as fidgets, wiggle seating, weighted lap pads, and noise-reducing headphones—to help students regulate emotions and stay engaged.

Brooke Malone (Jacksboro High School, Jacksboro)

Brooke plans to invest scholarship funds in a clinical-grade medical scale and a multifunctional trauma patient mannequin. These tools will elevate the realism of her classroom, allowing students to practice accurate patient assessments, vital-sign monitoring, emergency care scenarios, and wound management using industry-standard equipment. By providing frequent, authentic practice in a safe and supportive environment, Brooke will strengthen student skill mastery, boost confidence, and better prepare future healthcare professionals for the demands of their chosen careers.

Maribel Mendoza Nunez (Bobby Summers Middle School, Fate)

Maribel plans to transform her classroom into a network of “Sensory Bridges” that connect students to learning through purposeful sensory experiences. Scholarship funds will be used to purchase weighted lap pads and blankets for grounding support; liquid floor tiles and tactile panels to promote calm and cause-and-effect exploration; and noise-canceling headphones and light filters to reduce sensory overload. She also plans to add fidget tools and sensory seating to help students with ADHD channel movement productively, along with customized sensory bins filled with tactile materials and academic manipulatives aligned to math and science instruction. Together, these resources will create an inclusive,

responsive classroom where students can regulate their senses, stay engaged, and access learning in ways that honor their individual needs.

Angela Cardenas (Laureles Elementary, San Benito)

Angela plans to purchase instructional materials that encourage hands-on learning, including props and costumes to support comprehension in reading and social studies, individual math manipulatives for modeling concepts, and classroom supplies that allow students to fully participate without sharing. She also plans to expand access to fidget tools, create a welcoming reading area, and provide classroom headphones to ensure all students are equally prepared to learn.

Cynthia Irwin (Harlingen School of Health Professions, Harlingen)

Cynthia plans to purchase essential laboratory and data-collection tools—including graphing calculators, temperature probes, pH meters, voltmeters, and stopwatches—to enhance chemistry instruction. These resources will allow students to collect and analyze real data, deepen understanding in advanced chemistry topics, and gain valuable lab experience. By investing in these tools, Cynthia will help prepare students for AP coursework, college-level science, and future careers in chemistry and healthcare-related fields while ensuring equitable access to high-quality lab learning opportunities.

Annalisa Hernandez (Clark High School, San Antonio)

Annalisa plans to invest scholarship funds in reusable skill bins for knife-cut practice, measuring, and conversion activities that support skill-building through repetition and small-group instruction. She will also enhance classroom organization and safety with professional visuals and tools, including posters, dry-erase boards, and laminated station materials. Additionally, funds will help restock pantry essentials, allowing all students to fully participate in cooking labs regardless of financial limitations.

Cody Sabo (Sulphur Springs High School, Sulphur Springs)

Cody plans to expand access to professional-grade tools and resources, including materials for hands-on model building, enhanced drafting supplies, and digital design technology. Investments such as a 3D printer, small CNC machine, upgraded computers, and design software will allow students to prototype ideas, create accurate models, and produce industry-standard digital drawings. Additional funding will support a materials library with real samples, helping students make informed design decisions.

Anita Lambton (Scarborough Elementary, Houston)

Anita plans to purchase sensory processing tools such as noise-canceling headphones, individualized sensory regulation kits, and visual sentence-building materials. These resources will be integrated into daily whole-group and small-group instruction and aligned with students' IEP goals. By strengthening expressive language and supporting focus and regulation, these tools will help students access learning more confidently and consistently.

Ashley DeLay (Lakeview Elementary, Sugar Land)

Ashley plans to purchase a light sensory table and a variety of sensory materials to support student regulation during structured breaks. She will also create individualized sensory bins tailored to each student's unique needs, including tools such as fidgets, calming items, and favorite books. These resources will help students self-regulate, build self-advocacy skills, and return to their general education classrooms feeling calm, supported, and ready to learn.

Brently Heilbron (Northeast Early College High School, Austin)

Brently plans to expand the podcast's production capacity by purchasing additional microphones and a larger audio mixer. These upgrades will allow more students to participate simultaneously in full panels, group interviews, and ensemble recordings while practicing real-time microphone technique, sound balancing, and audio troubleshooting. By removing equipment limitations, this investment will broaden access, strengthen technical skill development, and ensure more students have a voice in the creative process for years to come.

LaToya Johnson (Lake Houston Middle School, Houston)

LaToya plans to expand access to essential culinary equipment—such as small appliances and high-quality prep tools—to ensure students can safely and consistently practice core techniques. She will also support Human Services coursework through student-led service projects, community outreach initiatives, and wellness-focused activities. These investments will strengthen both programs by fostering engagement, empathy, and real-world readiness for all students.

Leslie Garcia (Las Yescas Elementary, San Benito)

Leslie plans to sponsor a field experience at a sea turtle rescue and rehabilitation center in South Padre Island, Texas. This hands-on opportunity will connect students' classroom learning to real-world conservation efforts, nurturing empathy and a sense of environmental responsibility. By experiencing science in action, Leslie hopes to inspire her

students to explore new interests, engage with important causes, and envision future career possibilities.

Madison Boutte (Martin Elementary, Houston)

Madison plans to provide tools like noise-cancellation headphones for students who are sensitive to loud sounds and tactile “calm boxes” to help students regulate their emotions independently. She also aims to bring the acclaimed social-emotional learning program, ‘Every Day Speech’, into her classroom, giving students access to lessons and activities that foster emotional growth alongside academic success. Madison’s commitment ensures that both learning and well-being go hand in hand.

Ashley Magallan (Alyssa Ferguson Elementary, Missouri City)

Ashley plans to create hands-on “life skills bins” covering areas such as cooking, money management, personal care, cleaning, and household tasks. These engaging activities will help students build independence, confidence, and problem-solving abilities, while connecting classroom learning to practical, everyday experiences. Through Ashley’s innovative approach, students will gain skills that are both meaningful and memorable, fostering growth that extends far beyond the classroom.

Diamond Kuhns (Carver Early Education Center, Lockhart)

Diamond plans to enhance her dramatic play and sensory centers, providing themed props, costumes, and textured materials that allow students to explore concepts hands-on. From pretending to be community helpers to engaging with interactive sensory bins, students can deepen their understanding, build confidence, and develop leadership skills. Diamond’s approach fosters creativity, collaboration, and problem-solving, making each lesson both meaningful and memorable.

Martiesa Smith (Brazosport ISD, Lake Jackson)

Martiesa plans to invest in hands-on learning tools, visual and sensory supports, culturally relevant materials, and technology-based resources. These carefully chosen materials will enhance student engagement, support differentiated instruction, and foster collaboration, providing multiple pathways for learning that meet the diverse needs of her students. Martiesa’s commitment ensures a classroom where all learners feel empowered and supported.

Massey Andrykovitch (Bowie Primary, Sulphur Springs)

Massey plans to purchase sensory tools, manipulatives, building blocks, crafting supplies, leveled readers, phonics games, and magnetic letters to support tactile, visual, and

interactive learning. These materials will help students engage with English Language Arts concepts in developmentally appropriate ways, fostering collaboration, problem-solving, independence, and social-emotional growth. Massey's dedication ensures that every learner has multiple pathways to success and meaningful opportunities to explore, create, and grow.

Taylor Henry (Sinclair Elementary, Houston)

Taylor plans to provide headphones for focused learning during tablet activities, revamp stations with hands-on and interactive materials, and invest in behavior management tools and rewards that celebrate students' hard work. She also hopes to enhance classroom celebrations, holiday decorations, and even a class pet to foster community and responsibility. By combining engaging lessons, tangible learning tools, and a cheerful, supportive environment, Taylor aims to make learning both fun and meaningful, helping students grow academically, socially, and emotionally.

Zahabiya Shakir (Townwest Elementary, Sugar Land)

Zahabiya plans to provide noise-canceling headphones with built-in microphones, allowing students to access audiobooks, speech-to-text tools, and dictation programs. These resources will reduce barriers for students with dyslexia, support differentiated instruction, and foster independence, focus, and self-advocacy. By integrating these tools into both academic and behavior reinforcement systems, Zahabiya will help students stay engaged, demonstrate understanding, and build critical life skills, creating a learning environment that is both empowering and sustainable.

Alexis Lyle (J.K. Hileman Elementary, Queen City)

Alexis plans to create take-home care kits containing pencils, notebooks, crayons, flashcards, and other foundational supplies, helping students practice skills, complete homework confidently, and arrive prepared each day. She also plans to provide small self-care kits with items like stress balls, reflection sheets, and positive affirmation cards to support emotional regulation and resilience. Alexis's thoughtful approach ensures her students feel empowered, valued, and ready to learn, both inside and outside the classroom.

Ariona Dozier (Heflin Elementary, Houston)

Ariona plans to invest in evidence-based manipulatives, assistive learning tools, and sensory resources that make abstract concepts concrete and accessible. These materials will support intensive phonics instruction, strengthen number sense, and help students meet their IEP goals across academic domains. Ariona also plans to implement organizational systems and visual supports to build independence and create individualized learning kits for use at school and at home. Her thoughtful approach ensures every student—regardless of circumstance—has the tools, confidence, and opportunity to reach their full potential.

Austyn Fogel Hammargren (John Paul Stevens High School, San Antonio)

Austyn plans to build a classroom library of printed cookbooks and culinary magazines to inspire creativity and research, while also investing in essential kitchen equipment. By adding tools such as a pressure cooker and a sous-vide machine, students will gain first-hand experience with a wide range of cooking methods, deepening their understanding through real-world practice. Austyn’s approach empowers students to explore, experiment, and develop practical skills that prepare them for future culinary pursuits.

Olivia Perez (Rudder Middle School, San Antonio)

Olivia plans to expand her creative initiatives by investing in blacklights and neon supplies to make GLOW Math a regular part of the curriculum. She also aims to introduce glow-in-the-dark escape rooms and scavenger hunts that promote teamwork, problem-solving, and critical thinking. In addition, Olivia plans to pursue professional development to continue innovating and refining her instructional strategies. Through these engaging approaches, she creates a dynamic learning environment that strengthens student engagement, understanding, and long-term retention of mathematical concepts.

Robin Jansky (John M. Harlan High School, San Antonio)

Robin plans to invest in high-quality career materials, including professional portfolios, binders with tab dividers, and resume-quality paper to help students compile resumes, cover letters, certifications, and project work throughout the year. She also plans to add flexible seating options, such as rolling chairs for computer stations, to support comfort, focus, and engagement during technology-based learning. Together, these resources will create a polished, student-centered learning environment that equips students with real-world skills they can carry confidently into their futures.

Alexandria Sikes (Dr. Abraham P. Cano Freshman Academy, Harlingen)

Alexandria plans to create a collaborative, yearlong classroom timeline where students can contribute maps, cultural developments, and trade routes as each unit unfolds. She also aims to implement an interactive data growth tracker that allows students to visualize their progress and build confidence as their historical thinking skills develop. By blending creativity, collaboration, and measurable growth, Alexandria fosters a rigorous yet engaging learning environment that empowers students to take ownership of their learning.

Aylin Rodriguez (Taylor High School, Taylor)

Aylin plans to purchase cooking ingredients, small kitchen appliances, cleaning and laundry supplies, and adaptive tools that allow for consistent, hands-on instruction. These resources will support meaningful learning experiences such as weekly cooking activities, where students practice following directions, using tools safely, collaborating with peers, and building confidence. Aylin's commitment ensures her students develop the independence, responsibility, and practical skills needed to thrive in everyday life.

Faith Munoz (Los Fresnos United, San Benito)

Faith plans to purchase individual whiteboards and markers to encourage active participation, discussion, and quick formative assessments, while reducing paper waste. She also aims to invest in English notebooks, soft lighting, content-specific instructional tools, and project-based learning materials that promote collaboration and creativity. Through these thoughtful enhancements, Faith will create a classroom where students feel supported, inspired, and empowered to succeed.

Mario Villarreal (Travis Stem 2 Academy, Harlingen)

Mario plans to invest in durable lab equipment such as microscopes, circuit kits, and magnifying tools, allowing students to explore scientific concepts firsthand and build inquiry skills. He also aims to enhance classroom organization and visuals with updated storage solutions, interactive science posters, molecule models, and display boards that showcase student discoveries. Through these enhancements, Mario creates a dynamic, student-centered lab environment where science becomes tangible, memorable, and inspiring.

Ashley Morales (Dr. Sara B. McAndrew Elementary, Boerne)

Ashley plans to create a Regulation Station—a calming space equipped with sensory tools such as stress balls, therapy putty, fidget cubes, weighted lap pads, and visual supports. This station will help students manage emotions, refocus, and return to learning with confidence. By teaching self-regulation strategies and providing proactive supports, Ashley

fosters a more inclusive, focused, and supportive classroom environment where every student has the tools needed to thrive academically and emotionally.

Geannie Thompson (Park Lakes Elementary, Humble)

Geannie plans to invest in adaptive learning materials such as sensory tools, fine-motor manipulatives, communication supports, and hands-on literacy and math resources designed for diverse learners. She also aims to enhance her classroom with tactile learning kits, visual schedules, AAC-friendly supports, and sensory equipment that promote regulation, attention, and engagement. By pairing these resources with continued professional development in evidence-based early childhood practices, Geannie ensures her students receive thoughtful, individualized instruction in a rich and supportive learning environment where every child can thrive.

Geraldine Molina (Southwest High School, San Antonio)

Geraldine plans to create a “Business Innovation Hub,” a flexible learning space inspired by modern workplaces that encourages creativity, teamwork, and communication. By investing in modular furniture, comfortable seating, and collaborative tables, Geraldine will provide students with a relaxed yet professional setting for group projects, presentations, and peer feedback. This innovative space will foster confidence, collaboration, and real-world skills, preparing students for success beyond the classroom.

Nita Khan (O.M. Roberts Elementary, Lake Jackson)

Nita plans to invest in high-quality instructional materials such as hands-on manipulatives, literacy games, and math resources that foster active engagement and differentiated learning. She also aims to enhance her classroom environment with flexible seating, sensory tools, visual schedules, and social-emotional resources, promoting focus, self-regulation, and independence. Through these intentional investments, Nita creates a space where students feel empowered, supported, and inspired to grow academically and personally, cultivating a love for learning from day one.

Claudia Gutierrez (Westside Elementary, Angleton)

Claudia plans to purchase additional manipulatives such as fraction tiles, place value blocks, dice, multiplication and division kits, and graphing tools to support hands-on learning for her large classes. She also aims to provide essential classroom supplies—including tissue, markers, pencils, paper, folders, whiteboards, and binders—as well as alternative seating to meet diverse learning needs. By equipping her students with these resources, Claudia fosters confidence, engagement, and academic success, helping all

learners—including those with SPED services, 504 plans, ELL needs, and IEPs—prepare for a smooth transition to middle school.

Karmen Smith (Tarkington Elementary)

Karmen plans to purchase tools that support sensory regulation, behavior reduction, and emotional stability, helping students de-escalate, manage sensory overload, and return to learning more quickly. By providing access to these resources, Karmen can reduce crisis situations, minimize reactive interventions, and empower students to develop coping strategies and self-regulation skills. Her approach promotes independence, dignity, and a positive learning environment where every student can succeed.

Lidia Perez (Santa Fe Middle School, Cleveland)

Lidia plans to provide bilingual and high-interest books, as well as reading buddies (stuffed animals) that allow students to practice reading aloud in a safe, judgment-free environment. She also aims to incorporate flexible seating and classroom decorations that reflect her students' cultures, interests, and creativity. By creating a welcoming, inclusive space that lowers anxiety and values each learner's identity, Lidia fosters meaningful language acquisition, academic growth, and a strong sense of belonging for every student.

Beaudri Gonzalez (Austin Elementary, Harlingen)

Beaudri plans to provide high-quality books, hands-on learning activities, and outdoor resources that engage every child. Picture books and early readers will strengthen language, literacy, and comprehension skills while reflecting diverse characters and experiences. Math manipulatives, art supplies, and sensory tools will allow students to explore, create, and learn through play, supporting a variety of learning styles. Outdoor materials, including gross motor equipment and nature exploration kits, will extend learning beyond the classroom and encourage teamwork and real-world connections. Through these resources, Beaudri cultivates a joyful, well-rounded environment where students feel empowered to explore, discover, and build a strong foundation for future success.

Joseph Corbeil (Los Fresnos High School, Los Fresnos)

Joseph plans to provide materials and equipment for structured team-building exercises that challenge cadets to plan, assemble, and execute tasks collaboratively. These activities, from cooperative problem-solving challenges to synchronized group tasks, foster clear communication, adaptability, and mutual accountability—skills essential for real-world leadership. By engaging in these interactive experiences, students build confidence,

resilience, and trust, while gaining practical leadership skills that extend well beyond the classroom.

Regina Linkey (Angleton High School, Angleton)

Regina plans to soften harsh lighting with light covers to reduce anxiety, provide comprehension cubes for interactive learning, and add classroom graphics that celebrate diverse authors and stories. She also aims to invest in essential supplies such as dry-erase boards, markers, highlighters, and extra Chromebook chargers to ensure students have the tools they need for daily learning. Through these thoughtful enhancements, Regina creates a language-rich, inclusive environment where every student has the opportunity to perform at their highest level.

Anjelina De Luna (Carnahan Elementary, San Antonio)

Anjelina plans to introduce flexible seating options, including wobble stools, floor cushions, standing desks, and movable tables, allowing students to select seating that best fits their learning style. By providing choice and adaptability, Anjelina fosters greater participation, ownership, and motivation during lessons, group work, and discussions. This innovative approach creates a student-centered, inclusive classroom where learners feel empowered, supported, and ready to thrive academically and socially.

Ashley Ackman (Colony Bend Elementary, Sugar Land)

Ashley plans to provide voice-output devices paired with 3D objects and adapted toys, allowing students to actively engage, make choices, and communicate more independently. By incorporating hands-on sensory activities and using American Sign Language to support communication, Ashley ensures every student can meaningfully participate, explore, and learn in ways that meet their individual needs.

Cadie Gray (Chisum ISD, Paris)

Cadie plans to enhance cooking instruction by purchasing adaptive utensils, visual recipe cards, and safe kitchen appliances, allowing students to practice essential daily living skills in a supportive environment. She also runs a student-led spirit store, where learners develop communication, money-handling, teamwork, and responsibility skills, and manages a school mail route that strengthens social interactions and independence. Through these real-world experiences, Cadie empowers her students to gain confidence, build social-emotional skills, and prepare for success in future vocational and daily life settings.

Dej'a Alexander (Humble Middle School, Humble)

Dej'a plans to invest in hands-on materials such as social-emotional learning games, scenario-based activity kits, goal-setting tools, and visual supports that teach expectations and self-regulation strategies. She also aims to enhance her classroom with flexible seating, calming tools, and motivational visuals that foster focus and emotional safety. By providing these resources, Dej'a ensures students experience differentiated, interactive, and sensory-rich learning that strengthens social skills, confidence, and academic growth, preparing them for success both inside and outside the classroom.

Makenzie Jones (Maplebrook Elementary, Humble)

Makenzie plans to enhance her learning environment with targeted social skills curricula, sensory-release tools, and emotional regulation supports, including fidgets, movement aids, calming stations, visual supports, and coping strategy cards. These resources will help students manage emotions, improve social interactions, and engage safely in learning. By providing intentional tools for stability and growth, Makenzie empowers her students to develop lifelong skills, build confidence, and achieve both academic and personal success.

Meagan Velasquez (Andre Elementary, Cypress)

Meagan plans to provide manipulatives, puzzles, and sensory-based tools that strengthen fine-motor skills, problem-solving, and daily living abilities. She also aims to create personalized, interactive activities using materials such as file folders, Velcro, and laminating paper, along with visually supportive anchor charts that clarify key lessons. By integrating these multisensory resources, Meagan enhances engagement, builds confidence, and ensures her students have the tools needed to grow academically, socially, and functionally in a supportive, structured classroom environment.

Tamara Sanchez (Rancho Verde Elementary, Brownsville)

Tamara plans to enhance flexible seating with wobble stools and scoop rockers, incorporate weighted lap pads and fidget tools for focus and regulation, and establish listening stations with high-quality read-aloud recordings. She also aims to add bilingual picture books, visual vocabulary supports, and sentence-frame tools to support English learners and developing readers. Additionally, Tamara will create Real-World Math Kits with hands-on materials like toy money, measuring tools, and menus, allowing students to apply math concepts in authentic scenarios. These resources will transform her classroom into an engaging, inclusive, and supportive space where every student can thrive academically and socially.