

APPLICATION DEADLINE: Monday, March 6, 2017 at 5:00 pm
Email to elizabeth_ascoli@psbma.org
Or mail or hand-deliver to BEF, 40 Webster Place, Brookline, MA 02445

BROOKLINE EDUCATION FOUNDATION
Teacher Grant Application for 2017-2018 Academic Year
Cover Page

APPLICATION MUST BE TYPED

Project Title	Week-long Workshop at The Center for Cartoon Studies
Name of Applicant(s)	Ceara Yahn
School and Grades/Subjects You Teach	Heath, K-8 Art
Home Telephone Number(s)	860-550-5726
Email Address(es)	ceara_yahn@psbma.org ; cearayahn@gmail.com
Years Teaching in PSB, Total Years Teaching	PSB: 3 years; Total: 3 years full-time, 3 additional years teaching part-time at the Museum of Fine Arts
Amount Requested	\$1642.50 TOTAL Breakdown: \$1000 workshop tuition \$50 registration fee \$451.26 housing \$141.24 mileage
Are you applying for the Charlie Baker Legacy Award?	no
Please list previous BEF grants (year, title, teacher/collaborative)	FY17, Brookline Visual Arts Educators to National Art Education Association Conference, collaborative; FY17, Maker Spaces in Brookline: Full STEAM Ahead, collaborative

I understand that, should the Brookline Education Foundation fund my grant application, I am obligated to submit a written evaluation of my project at its completion and present the results of my grant at a BEF sponsored event. Evaluations of projects completed during the summer will be due by December 31, 2016. Evaluations of projects completed during the school year will be due by May 31, 2017. I further understand that only educators employed by the Brookline Public Schools at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Applicant(s): Ceara D. Yahn

Date: 3.6.17

For online submissions, please acknowledge that you have read and agreed to the above statement. YES.

BROOKLINE EDUCATION FOUNDATION
Teacher Grant Application for 2017-2018 Academic Year
Project Description Section

1. Project Summary (1-3 sentences)

I would like to attend a week-long workshop called “Create Comics” at The Center for Cartoon studies in White River Junction, VT.

2. Goal Statement

What are your explicit goals for the project? What would be the best outcome for the work you propose? My goal is to obtain a strong foundational understanding of cartooning, as can be applied to comics, cartoons and graphic novels. I want to learn about drawing and production techniques, conceptual planning and the history of making cartoons. The best outcome is that I learn a multitude of new techniques; gain information on how to design characters; learn to craft and compose stories; and become practiced in bringing these elements together to form cohesive comics and graphic novels. Another hopeful outcome is that the workshop will prepare me to infuse my 2017-18 school year curriculum with rich, thoughtful cartooning lessons and to initiate collaborative projects on these topics with colleagues. I also hope to meet and form friendships with aspiring cartoonists and other art teachers with whom I could collaborate, exchange ideas and gain feedback.

3. Context

a. What experiences or needs have led you to apply for this grant?

I teach art to students in grades K-8. I’m seeing a rapidly growing interest in comic books, cartoons and graphic novels across all age levels. Students are requesting information and art projects about cartooning. Unfortunately, I can only provide them with a rudimentary amount of information on these topics. Cartoons also play a large role in popular culture and politics right now; as an art teacher, it’s important that I’m informed and connected to what’s happening in the contemporary world of art and media.

b. How have your education, training, and/or classroom experiences prompted the interest in or need for this project?

My art education has not included any extensive studies in cartooning. Virtually everything I know is self-taught. My students are hungry for all things cartooning and I don’t want to turn them away. Cartoons can provide unique avenues into a life-long love of art and reading. They are also an excellent means of self-expression and visual communication that have a rich history, linking them to politics, popular culture and literacy. With an immersive, informative, all-encompassing introduction to cartooning, I can provide students with the tools and understanding they need to access this art form. I will also be able to design art lessons that will elevate cartooning to the serious and valid art form that it can be.

4. Project Description

Describe the structure of this grant. What is your time frame? When and where will you be working? With whom will you work? You may include copies of supporting material (e.g., conference brochure, tour itinerary). Links to websites may be used for supporting materials and are preferred, if available.

I want to enroll in the “Create Comics” workshop at The Center for Cartoon Studies from July 24-28, 2017. Information about the course can be found at <http://www.cartoonstudies.org/index.php/summer-workshops-2/create-comics/> and information about The Center for Cartoon Studies is located at <http://www.cartoonstudies.org/index.php/about/> When I researched cartooning classes, The Center for Cartoon Studies consistently came up as the premier school for learning about cartooning. I also spoke with representatives from The Center for Cartoon Studies by phone; after explaining my objectives, they agreed that “Create Comics” would be the best class to help me meet my goals. I would attend the workshop alone but there are countless opportunities for my work there to contribute to my curriculum and the curricula of many of my colleagues, both in and outside the art department.

5. Impact

Describe as specifically as possible the impact of the work you propose. As part of this description, please let us know how you might evaluate that impact.

- On Yourself - How do you expect this project will change you as an educator? How might this work impact future professional activity?

For me, being a continuous learner is a very important part of being an effective educator. I am constantly exploring new art techniques and materials, learning about new artists, visiting museums and generally working to keep myself growing as a teacher and a person. The opportunity to have an immersive educational experience like this is something that I haven't gone through since graduate school. I expect to emerge feeling energized and equipped with many new skills that I can use to revitalize and expand upon my curriculum.

- On Your Colleagues - What impact will your project have on your professional community, either directly or indirectly? Because of the popularity of comics and graphic novels, and the efficacy of visual communication, there are many opportunities for me to share what I learn with colleagues. Brookline's Visual Arts Department Coordinator and my Heath School colleague, Alicia Mitchell, will give me time during a Visual Arts department meeting next year to share information with colleagues about my experience and the art lessons I will design as a result of it. Other art teachers have already expressed interest in this. I also spoke with Heath School 7-8 social studies teacher, Andrew Garnett-Cook, about collaborating on a political cartooning project. Mr. Garnett-Cook already works with his students on political cartooning when they discuss the post-Civil War era, because that marked the beginning of the use of cartoons as a means of political expression. We're excited about the possibility of expanding that project together, and further linking art and social studies. I'm also open to collaborating with classroom or ELA teachers on graphic novel projects. These potential collaborative projects will allow cartooning, a clear and understandable form of visual communication, to be utilized and accessed across classes and subjects at Heath School.

- On Your Students - How will your students benefit from this project in the short or long term?

My students will benefit from my attendance at this workshop in both the short and long term. Immediately, I will have significantly more information to share with inquiring students about how to make cartoons. Long term, I will implement lessons on cartooning, comics and graphic novels throughout the grade levels that I teach. My students love graphic novels and comics. For many of them, these are avenues into reading and art that need to be encouraged and nurtured. I am not currently well-equipped to do this, but by attending the "Make Comics" workshop at The Center for Cartooning Studies, I will be prepared and excited to incorporate cartooning into my curriculum for the foreseeable future. I recently attended a talk by Brent Wilson, recipient of the Elliot W. Eisner Lifetime Achievement Award and an important figure in art education. In his presentation, Mr. Wilson discussed his history as an artist and noted the role that the Sunday comics played in his earliest art aspirations. They were, he said, the "best source – practically the only source – of visual imagery in my young life." The training I receive at The Center for Cartoon Studies will allow me to reinforce and encourage the value of cartoons to students who are learning to read, to make art and to express themselves creatively.

6. Evaluation

How will you evaluate the success of the project? For example, will you create a before and after study, conduct a survey, collect and examine work products, engage in peer observation?

I will be able to evaluate the success of this project based on the quality of work my students produce during cartooning-related lessons in the 2017-18 school year. Students in my classroom also regularly engage in written and verbal reflections on their projects and progress. Often students express themselves more honestly and thoroughly in written reflections than during conversation, so reflections will be a terrific way of assessing their understanding and enjoyment of cartooning-related projects. Students could also potentially draw their responses in comic or graphic novel form, which would be an exciting addition to that process. For collaborative projects that I engage in on cartooning, my colleagues and I will meet and reflect on the effectiveness of those projects based on students' experiences, projects and artwork. As with any collaborative project, it will be important that students are benefiting in both subject areas that are participating.

3/5/17 6:00 PM

7. Dissemination

How will you share your learning with others in your school and district community? For instance, will you share results in departmental meetings or on departmental wikis, or design other forms of dissemination of your project?

I will share my experience and learning with the K-8 Art Department in Brookline during one of our departmental meetings. I will also be able to share my experience and findings with colleagues and Heath School families via collaboration times and my art room twitter feed (@yahnart). I regularly display student work at Heath, which is another way that this new material will be visible.

BROOKLINE EDUCATION FOUNDATION
 Teacher Grant Application for 2017-2018 Academic Year
 Budget and Finances Section

Expense	Purpose	Cost
Consultant		
Materials and Supplies	Included in tuition	
Travel and Accommodations*	Mileage reimbursement to drive round-trip from 174 Walter Street, Roslindale, MA (home) to Center for Cartoon Studies, White River Junction, VT Accommodations: staying at the Hotel Coolidge, White River Junction, VT from 7/23-7/29 www.hotelcoolidge.com	\$141.24 (53.5 cents/mile x 264 miles) – based on the 2017 federal rate of mileage reimbursement \$451.26 (\$69/night plus tax)
Conference Fee	Tuition and registration	\$1000 workshop tuition \$50 registration fee
Other		
Substitutes**(please indicate days/hours needed)	n/a	
TOTAL		\$1642.50

* **Single rooms are acceptable if preferred by the applicant.**

****The BEF's ability to pay for subs is limited; requests will be considered on a case-by-case basis.**

Please be as specific as possible.

Finances

a. Will there be additional funding from other sources? Please describe.

No.

b. Are resources needed to continue the work of the project after BEF funding ends? If yes, please describe how these resources will be obtained. If no, please describe how the work of the project will be funded or continued after completion of funding by the BEF.

No, additional resources will not be needed. Materials for future projects related to this grant are part of the Visual Arts Department budget. The time I put in will be during school hours and/or collaborative time.

c. Do you foresee any potential challenges /obstacles and, if so, what is your strategy for dealing with them should they occur? I do not.

d. Will you be able to complete the project if only partial funding is available? ___ Yes X No

If only partial funding is available, would you be able to redesign the project? ___ Yes X No

Please explain: I cannot cover the cost of tuition and housing on my own.

e. For groups of three or more educators applying together: If the BEF can fund only a subset of your group, is there a reason this would pose a problem for you? ___ Yes ___ No

Please explain: