

1/24/18 11:45 AM

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

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

APPLICATION MUST BE TYPED

Project Title	SEED Seminar Initiative
Who is the Project Leader?	Kara Lopez and Malcolm Cawthorne
Leader's School/Assignment	Brookline High School, ACE Guidance Counselor
Leader's Home Telephone Number	617-821-5877
Leader's Email Address	kara_lopez@psbma.org / malcolm_cawthorne@psbma.org
Years teaching in PSB, total years teaching	12 / 17
Project period	July 2017-June 2018
Amount requested	\$8400

I understand that, should the Brookline Education Foundation fund this Collaborative Grant application, as Project Leader, I am obligated to submit a written evaluation of this project at its completion and to present the results of my grant at a BEF-sponsored event. Evaluations of projects will be due by May 31, 2016. 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 Project Leader: Kara Lopez & Malcolm Cawthorne Date: 3/3/17

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

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

1. Project Summary (1-3 sentences)

This project proposal is to continue to facilitate, for Brookline faculty, personal and professional change toward greater equity and diversity. I aim to do this because there has been a demonstrated need as well as vocal demands to provide both faculty and students with the skills to speak and learn about issues around identity, diversity and equity. SEED Leaders will continue to share tools with Brookline faculty to enable them to connect their lives to those of their colleagues and students, as well as to society at large by acknowledging systems of oppression, power, and privilege. Through participation faculty will be more empowered, equipped and able to facilitate discussions, create curriculum, and create a school environment for students that is committed to trust, high expectations, achievement for all, and respect for human differences and educational equity.

2. Need

a. Why is this project needed?

SEED is unique in providing a school and community an organic program that is cultivated by its people who work most intimately with its youth; faculty and staff. Most programs bring in their own people to facilitate change. What SEED does is train people to create the environment appropriate for their community and they maintain support for those trained to work with the people within their own community. Brookline High School and Brookline Public Schools have had difficulties in dealing with racially charged issues historically and in the current environment. The adults have been charged by students of all shades and hues to become more adept at handling such issues and improve work with students of color.

- According to Federal Civil Rights Data, in 2011-12 Black and Latino students were suspended at a rate more than twice their representation in the population.
- When there has been systemic intervention, students of color have responded well; the 2011 Calculus Project Cohort scored 71 points higher on the SAT than the peers nationally and 45 points higher on MCAS than their peers in Math.
- Since their conception, there have been a disproportionate number of students of color referred to academic, special programs at BHS (ACE - formerly OFC and Excel).
- Winter 2014, an African-American BHS student is asked in class by a white student if he believes it's ok that he was admitted to Duke University just because he is "black."
- After a number of concerning dialogues around race at BHS, Courageous Conversations is created to bring together students and faculty to discuss race on a weekly basis and explore ways to make BHS a more inclusive environment for non-white students.
- June 2015, there was an incident with the word "Nigger" projected in front of a class during a student, group presentation at BHS.
- October 2015, there was an incident with students of color and Steps to Success students on BHS Back-to-School night that led to student protests.
- February 2016, BHS students protested for more inclusiveness in school curriculum.
- March 2016, BHS students of color have a conflict in the Atrium with Brookline Police and a student posted "I Hate Blacks" on a during a class activity.
- Fall 2016, racially charged graffiti found on Cypress Field.

Testimonials (BHS Staff/Students)

- I am a white middle class male, we are covered. I am also Jewish and that is covered too. I think all groups need to be represented so students see themselves in what they are learning about. It recognizes them and who they are as people. (Brian Coonley, BHS Learning Center Teacher)
- It is extremely important for teachers to at least identify and address these issues when they surface in classroom. Not every educator will feel comfortable to have a deep and meaningful conversation in the classroom. But if a student is being singled out by others, we are obligated to protect that student. (Lihua Zhang-Shorter, BHS World Language Teacher)
- I believe the teacher should be able to responsibly and properly address the issue [Race & Identity]. If it is an issue that is impersonal, regarding world issues such as race, gender and socio-economic marginalization, then it

may be helpful to notify the Dean so that there is a wider acknowledgment and take action to overcome the problem. (Xueyan Mu, BHS Class of 2018)

- I think that representation in curriculum is paramount. Speaking from my experience as a biracial student of color, it's tiresome, isolating and frustrating to primarily be taught about a curriculum that only represents half of my identity. For a lot of students of color it [curriculum] doesn't represent their identity at all. Often whenever we are taught about history that doesn't center around white Europeans, it's still too myopic. (Lizzy Allen, BHS Class of 2018)

3. Personnel

a. In addition to the project leader, who are the participants in this grant? Please include *names, schools, assignments, and email addresses*.

- Jeanette Lindor, BHS, Guidance Counselor, Jeanette_lindor@psbma.org
- Lindsay Davis, BHS, World Language Teacher, Lindsay_davis@psbma.org

b. What administrator/principal/headmaster/curriculum coordinator is responsible and accountable for project activities?

- Anthony Meyer (see attached letter of support)

c. Will the project require additional personnel or reassignment of current staff?

- The project would require 10-20 faculty to participate in a monthly SEED seminar facilitated by Jeanette Lindor and Lindsay Davis.
- We will be meeting with faculty in BHS full faculty meeting on 3/7/17 to discuss SEED and invite people to sign up for SEED Seminar next year. We will submit this list of names to the BEF by 3/15/17.

4. Goal Statement

What are the explicit goals for the project?

The goal of the project is to continue to widen and deepen the diversity found in Brookline curricula, make our schools more inclusive to underrepresented groups, and equip faculty and administration to both prevent the marginalization of underrepresented groups and be able to address marginalization swiftly and effectively when it happens. By facilitating ongoing SEED seminars we hope to:

- Assist faculty (both teachers and administration) to value their own unique voice so they can, in turn better value the unique voice of each of their students.
- Engage allies from dominant groups among Brookline faculty in listening, learning, and taking thoughtful strategic action in order to help breakdown patterns of oppression.
- Empower teachers to immediately, sensitively and thoughtfully respond to inappropriate events that occur in the classroom and/or hallways, including events that involve the ostracizing of a student/s based on how they identify.
- Provide our faculty, and in turn our students, the direction and language in the conversation of identity, diversity, and equity.
- Put in place a structured, ongoing, constructive conversation about sometimes polarizing issues, making the BHS community more competent to prevent crisis from occurring as well as dealing with crises when arise.

5. Context

What are the experiences of the participants (inside and/or outside the classroom) that have led you to apply for this grant?

Lindsay Davis

This year I've taken on the position of team leader for our school initiative on creating an Identity Curriculum within each department. My role is to support teachers in creating curriculum that incorporates the exploration and dialogue of our identities and to do so the first step is for our faculty to understand themselves and establish a cultural and specifically racial proficiency to navigate these classes and foster brave spaces for learning. In my own classroom, I have completely

re-written my curriculum for the Spanish Film course offered to upperclassmen to engage students in a conversation about social justice issues in Latin America and in our own personal lives because I felt that the previous materials were outdated. I'm committed to curriculum development as a way for students to feel seen, validated, and proud of who they are while also generating empathy and understanding for the experiences of others. I recognize the need for my anti-racist efforts to take place outside my own classroom, which is why I took on the role for school wide curriculum development, as well as joined our monthly film program, "Race Reels", which aims to bring together members of the school and community in conversation about race. I attend our monthly faculty collaborative meeting group, "Courageous Conversations", have taken EMI, and am currently enrolled in "Leadership for Social Justice" at Boston College. I have done a great deal of work in my own classroom and school, and what I feel like I am missing are the voices outside the Brookline High School walls. Our school needs to do a better job supporting, understanding, and empowering our students of color and I feel confident I can be a leader in this movement and goal with further education. My entire personal network is made up of white, upper class, cis gendered, heterosexuals and I would greatly benefit from the opportunity to listen more to the voices of those with a different experience and practice how to talk about identity.

Jeanette Lindor

I will first describe my personal experience that got me to my professional journey and life passions. Growing up initially in Flushing, Queens, NYC as a bi-racial child, with a single mother who was an immigrant, I was not yet aware of race, biases, privilege, etc. Moving to Springfield, Massachusetts at the age of nine and feeling like I had to "choose a race": White, Black or Puerto Rican and attending predominantly white schools started my lifelong quest for identity, understanding race in America and trying to impact future generations. The summer after 10th grade I read "Queen" by Alex Haley and it was the start of opening my eyes up to black history in America (that I was not taught) and was the beginning of my love of reading.

This continued as I went to undergrad at the University of Massachusetts/Amherst and decided to major in psychology and communications where I saw how racial identity was connected to both subjects in very important ways. In my first job after graduation at Girls Incorporated of Holyoke I saw how the biases of educators can greatly impact a student's trajectory. My student telling me that her guidance counselor would not give her the SAT application (it was only in paper form then) because she should attend Holyoke Community College was unnerving and helped me walk boldly toward the path of becoming a guidance counselor myself to be at the front lines with students.

While working on my Master's in guidance at Cambridge College there was only one course offered on race! In my 12 years as guidance counselor at Brookline High School I have seen the importance of staff needing to be aware of themselves, racial identity, biases, etc to best work with all students. I have tried to impact this through continuing to educate myself by receiving another Master's Degree in Educational Leadership at Simmons College where a class on race in education with Professor Theresa Perry opened my eyes to the importance of students of color needing "high expectations and high support" to best thrive academically. I have worked with students of color in a club that supports them to become educators, organize networking events for staff of color in the district to help with retention and teach mindfulness. I think all of these are connected to the premise of SEED and I would love the opportunity to more concretely combine what I already know with what I will learn from SEED to lead staff in exploring themselves and best serving all students as we head into a world that is constantly changing and is at times (especially right now) scary.

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2016-2017 Academic Year
Project Description Section

6. Project Description

a. 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.

Time Frame

- Jeanette and Lindsay would attend the SEED New Leaders Week, a seven-day, peer led, residential workshop from July 27, 2017 to August 2, 2017.
- Beginning school year 2017-2018 Jeanette and Lindsay would partner with already trained facilitators, Kara Lopez and Malcolm Cawthorne in facilitating two separate SEED Seminars, each 1x/month, each month for the entire school year.
- Each year after Kara, Malcolm, Jeanette, and/or Lindsay would run SEED seminars 1x/month throughout the school year, as well as run SEED workshops in the summer.

When and where we will be working

- Jeanette and Lindsay will attend the [SEED New Leaders Week](#), a seven-day, peer led, residential workshop from July 27, 2017 to August 2, 2017. The SEED New Leaders Week takes place in Metro Boston area.
- The 1x/month SEED Seminars that Kara, Malcolm, Jeanette, and Lindsay will facilitate will take place in a classroom at the high school each month between September and June.
- The hope is that each year trained facilitators work with faculty members through our SEED Seminars. We hope to facilitate seminars of 10-20 staff members for every 2 trained facilitators. We hope with time we are able to open up SEED Seminars to Brookline parents and community members.
- Each summer we hope to facilitate additional SEED workshops for BPS Staff.

b. Tell us about the collaborative aspect of this grant

- Brookline Faculty, across disciplines, will come together 1x/mo to share with each other their unique experiences and perspectives as it relates to identity.
- The SEED facilitators (Kara Lopez, Malcolm Cawthorne, Lindsay Davis, and Jeneatte Lindor) will collaborate regularly with the Identity Curriculum leaders (Jenee Ramos and Brian Poon) as SEED Seminar is important professional development to prepare for the rolling out of the Identity Curriculum.

7. Impact and Evaluation

a. Describe as specifically as possible the impact of the work you propose:

- On Yourself - How do you expect this project will change you as educators? How might this work impact future professional activities?
 - As educators we hope to both gain and share vocabulary that meets the needs of the diverse group of people (colleagues, students, parents, community members) with whom we work.
 - We hope to attract a diverse cross section of faculty and administration that would be representative of all the disciplines that exist at BHS.
 - We hope to gain a wealth of resources from which to draw from, including access to SEED leaders-only resources and online community, as well as ongoing assistance from SEED co-directors, SEED staff, and other experienced SEED leaders.
 - We aim to reflect on our own perspectives, seeking out patterns of thought and hidden assumptions that might be hampering or supporting our role as instructional leaders in the classroom and as an advocate in and for the BPS community.
 - To gain a set of practices that employ creating an atmosphere of inclusion in the classroom and the BPS community that leads to increased gains, personally, socially, and academically, for our students.

- On Your Colleagues - What impact will your project have on your professional community either directly or indirectly?
 - Faculty curriculum planning, interaction with parents, and collaboration with colleagues will evolve to reflect gender fair, multiculturally equitable, socio economically aware, and globally informed practices.
 - Through being put at the center of their own processes of growth and development, via the SEED Seminar, faculty are better able to put the growth and development of young people at the center of the classroom.
 - Through exploring how they themselves were schooled to deal with difference and connection, faculty are able to create a school environment and culture which reflects gender fair, multiculturally equitable, socio economically aware, and globally informed practices.
 - To empower faculty to be equipped and able to facilitate discussions, select material, and create an environment that is committed to trust and commitment to high expectations, achievement for all, excellence in teaching, collaboration, respect for human differences and educational equity.
 - To gain a set of practices that employ creating an atmosphere of inclusion in the classroom and the BPS community that leads to an to increased gains, personally, socially, and academically, for our students.
 - To gain the skill to listen to the needs of the student community and then facilitate action to address those needs.
 - Faculty gain the support of administration in all of these endeavors as outlined in the attached letters of support from Headmaster Anthony Meyer.

- On Your Students - How will your students benefit from this project in the short or long term?
 - Students feel positive about their “identity”, leading to positive outcomes in their academic achievement.
 - With curricula that are reflective of the diversity that exists in the BPS student population and direct teacher support, students receive assistance in navigating their own self-understanding and identity development.
 - Students explore and engage in curriculum that embraces the historical background, languages, cultural characteristics, contributions, critical events, significant individuals and social political, and economic conditions of various majority and minority groups, including those that may have traditionally been excluded from texts and lessons they have had in the past.
 - Students are offered more opportunity to see positive representations of aspects of themselves, leading them to a greater self-understanding, positive self-concept and pride in their “identity” leading them to feel more motivated to work hard and succeed.
 - Through teachers being able to create curricula that embraces the historical background, languages, cultural characteristics, contributions, critical events, significant individuals and social political, and economic conditions of various majority and minority groups, students are better prepared for living in a diverse community in and beyond Brookline.
 - Students will gain tools with which they will be able to interact with people who are different from themselves. Specifically students will gain skills in cross cultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative points of view and frames of reference, and analyzing how cultural conditions affect values, attitudes beliefs, preferences, expectations, and behaviors.

b. How will you evaluate the success of this project?

- Administer faculty pretest/posttest knowledge on issue and language with regards to identity, diversity, and equity.
- Conduct pre/post student survey on students perception on faculty’s ability to:
 - Provide curricula that represent a diverse representation of identities.
 - Prevent the marginalization of students based on how they identify.
 - React immediately, sensitively and thoughtfully to inappropriate events that occur in the classroom and/or hallways, including events that involve the ostracizing of a student/s based on how they identify.
- Gather testimonials from SEED participants.
- Gather testimonials from students in SEED participant’s classes.
- Data representing participation of faculty across disciplines and administration (both Unit A and Unit B).

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?

- Faculty Meetings
- Quarterly meetings with BHS Headmaster
- Quarterly meetings with Identity Curriculum Leaders (Jenee Ramos and Brian Poon)
- District wide Summer SEED Seminar offerings

9. Multi-year projects

If this application is part of a multi-year project, please put this application in context (to be completed only when applying for a second year of funding).

In our original Collaborative Grant application last year, we did not think this would be a multi-year project through the BEF. However, the response to SEED seminar this year was great and the need to offer two SEED seminars during the 2017-2018 exists. Both the district and the BHS Headmaster will be supporting SEED seminar next year through additional funding. Training additional SEED Leaders will be imperative to being able to offer an additional SEED Seminar for the 2017-2018 school year.

a. Please evaluate the first year of your grant

See attached 2017 Collaborative Grant Evaluation Form

b. How does this year build on what was accomplished in the preceding year?

By training two additional staff members to be SEED Leaders we will be able to offer an additional year long SEED seminar during the 2017-2018 school year. By offering an additional seminar we will be able to reach more staff members by both having an additional seminar and being able to offer more flexibility with scheduling.

c. What are the plans and anticipated budget for next year?

We will not be requesting funding from BEF next year as this is our second year in requesting funding.

BROOKLINE EDUCATION FOUNDATION
 Collaborative Grant Application for 2016-2017 Academic Year
Budget and Finances Section

Please provide a **detailed budget**. Be as specific as possible.

Expense	Purpose	Cost
Stipends (\$30 per hour per participant)	n/a	
Consultant (Include name and location)	n/a	
Materials and Supplies	n/a	
Travel and Accommodations*	n/a	
Conference Fee	New SEED Leaders Week	\$8400
Other		
Substitutes **(please indicate days/hours needed)		
TOTAL		\$8400

* **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.**

Finances

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

Yes. The BHS Headmaster has committed \$3000, from the Headmaster Fund to provide needed materials and supplies. Please see attached letter of support.

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.

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: