



Teacher Grant Application

Deadline: March 9, 2020

INSTRUCTIONS:

1. Complete this document, answering all questions on pages 2 - 4. If you would like to be considered for the Charlie Baker Legacy Award, please complete the final page. If not, please just leave blank.
2. Once complete, save this document in **.pdf** or **.doc format** and include your name in the file name. For example: Joanna Smith Teacher Grant.pdf
3. Follow this [link](#) to submit an online application and attach this document. If the link doesn't work, cut and paste this URL into your browser: <https://airtable.com/shrZkDKJaqs6L6ERL>
4. You will need to fill out a short online form, duplicating some of the applicant contact information. At the bottom of the form, you will find a link to upload your completed application.
5. Once your grant is submitted, you will receive an email confirmation to acknowledge receipt of the application and that everything uploaded properly. This may take 1 business day.
6. The Teacher Grant Committee will review the grants in Late March and Early April. The announcement of successful applications will be made on April 17, 2020 by email.

If you have any questions, or need assistance in uploading your application, please call 617-232-3846 or email Brenda@brooklineeducation.org or Elizabeth_ascoli@brooklineeducation.org.

Thank you for taking the time to apply for a BEF Teacher Grant!

TEACHER GRANT APPLICATION QUESTIONS

APPLICATION DEADLINE: Monday, March 9, 2020 at 5:00 pm

BROOKLINE EDUCATION FOUNDATION

**Teacher Grant Application for 2020-2021 Academic Year
Cover Page**

APPLICATION MUST BE TYPED

Project Title	Hydroponic Farming – 21 st Century Green Career Skills Development
Name of Applicant(s)	Brendan McCarthy (Project Leader), Transition Counselor Jim Henry, Transition Teacher Andrea Lynch-Bransfield, Transition Teacher
School and Grades/Subjects You Teach	Special Education Career Development, grades 9-12+ Transition Services
Telephone Number(s)	617-713-5109
Email Address(es)	Brendan_mccarthy@psbma.org jim_henry@psbma.org andrea_lynch@psbma.org
Years Teaching in PSB, Total Years Teaching	Brendan McCarthy- 6 years in PSB, 10 years working in education Jim Henry - 32 years teaching in PSB Andrea Lynch-Bransfield - 8 years teaching in PSB
Amount Requested	\$3,500
Are you applying for the Charlie Baker Legacy Award?	N/A
Please list previous BEF grants (year, title, teacher/collaborative)	N/A

BROOKLINE EDUCATION FOUNDATION
Teacher Grant Application for 2020-2021 Academic Year
Project Description Section

1. Project Summary (1-3 sentences)

Through training in professional development from **Town to Table**, the team will be trained in planning and implementing hydroponic farming in the classroom and for internships, connected to functional academics and functional life skills. The training will take place over one 3 hour days in July and then during the school year, total of 10 hours. The skills learned will be incorporated into our current teaching and learning practices in order to prepare students for career and college readiness.

2. Goal Statement

What are your explicit goals for the project? What would be the best outcome for the work you propose?

The outcomes for this program are:

- Teacher professional learning and training in instruction, assessment supports for students.
- Students would gain functional academic and life skills through this hands-on learning experience, and for transition planning.
- Teacher retention for providing training and specialized instruction and trauma sensitive support with the increasing student population with more need for social/emotional/behavioral support embedded with rigorous academic standards.

3. Context

What experiences (inside or outside the classroom) have led you to apply for this grant?

Moving towards 21st century education, sustainability, and functional academics that will cross subject matters of Science, English, Math, Social Studies through curriculum training by Town to Table. When diving deeper into this farming process, there will be project based learning opportunities that are engaging and motivating to student learning. This is a varied approach to instruction and assessments to keep students in learning and graduating with skills and goals for career and college readiness.

Prior collaboration between BHS and a Brookline-based hydroponic farm, Greenline Growers, allowed students to develop a container farming dynamic skillset, including vegetable cultivation, hydroponic technology, and agricultural science. While this container farm closed last year, our partnership allowed for firsthand experience into the growing field of green science and sustainability. During this collaboration, students developed aforementioned skills and knowledge of green environmental practices, bolstering their career development across all job settings and introducing them to the world of container farming. This project will allow BHS students to continue this invaluable work, promoting these skills and giving these students the tools to be active, environmentally conscious citizens and job seekers.

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.

Training dates to be determined, one day in July and then monthly on-site training during first semester of school year 2020-2021. Total 10 hours. We will be trained by Jack Levin, Co-Founder and CEO of Town-to-Table. <https://towntotable.com/>

We will deliver this curriculum to students throughout the entirety of the 2020-2021 school year.

5. Impact

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 an educator? How might this work impact future professional activity?

Since our partnership with Greenline Growers, I have been especially interested in rekindling a connection with the container agriculture movement. I have seen firsthand the myriad of skills fostered through this work and how profoundly container farming benefits our environment and society. As a career development counselor, I strive to equip students with the skills required for 21st century occupations, which include companies that meet our growing need to produce food with increasingly sustainable practices. I am thrilled to support students with developing these skills to increase their hireability, but also their roles as leaders in the sustainable food industry. This project will enhance my perspective on the green industry and allow me to think more creatively about career opportunities for students with disabilities.

- **On Your Colleagues** - What impact will your project have on your professional community, either directly or indirectly?

Central to the goal of this is to develop a deeper understanding in teachers innovative curriculum so that they can share their knowledge with their colleagues back at their schools. By developing capacity in alternative teaching and learning, we further our school goal of owning the success of all students. This project will allow my colleagues in the transitions program to provide a hands-on, work-based learning curriculum and an experience through which their students can apply career skills. School year trainings (September to December) will occur during department meeting times to build capacity within the department, including 20 specialized program staff.

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

By training key personnel in specialized special education programs, we have the opportunity to change the educational practice of two of our core programs that support our most challenged students. At the heart of this work, however, is to begin to consider our long and short term goals for High School and post-high school achievement. Our hope is that through professional training we can begin to reconsider how we frame graduation requirements, as well as work to prepare for college and career planning prior to post graduation. Students will learn the skills to produce nutritious and sustainably grown vegetables using hydroponic technology. They will be immersed in the world of hydroponic farming, which will allow them a dynamic skillset to pursue future meaningful careers in the green industry. Furthermore, all students who participate in this project will develop career soft skills to apply across job settings and increase their overall hireability. Additionally, students will apply functional academics through hands-on training and experience.

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

This training will help us continue to address our compliance in meeting state and federal regulations for achieving a Free and Appropriate Education in the least restrictive environment.

Prior to the class, all students will be assessed on their job readiness skills, knowledge of the food cultivation process, and their level of self-determination. The students' progress will be monitored and evaluated throughout the project through observation and assessment. Other indicators of success will include job attainment, progress toward individual goals, and achievement of postsecondary education programs.

6. Dissemination

How will you share your learning with others in your school and district community? For example, will you share it departmental or school meetings, in an online format, or design other forms of dissemination of your project?

We will share our learning through working collaboratively within the monthly department meetings of all content areas, i.e. English, Visual Arts, Social Studies, Science, and Math. We will also share all resources through online google groups for this innovative and creative instruction and assessment of students' mastery of skills and Common Core Standards. This will also support students social/emotional learning by engaging in activities that are grounded in real life experiences.

BROOKLINE EDUCATION FOUNDATION
Teacher Grant Application for 2020-2021 Academic Year
Budget and Finances Section

Expense	Purpose	Cost
Consultant	Jack Levine, Town to Table Brookline, MA	
Materials and Supplies	Farm and Curriculum	\$500
Travel and Accommodations* <i>please include applicable taxes.</i>	N/A	
Conference Fee	N/A	
Other -Training and Farm for Classroom	Educators to teach students	9 hours in July for 3 participants = \$312 (\$38/hr - leader, \$33/hr for 2 participants) \$312 Training fee: \$750 (\$250/hr)

		Ongoing curriculum and farming materials training 2 hrs/ month September-December for 20 colleagues during department meeting and in the classroom \$2000 total: \$3062
Substitutes**(please indicate days/hours needed)	N/A	
TOTAL		\$3562.00

* 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.

There will not be funding from other sources.

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.

The work will become part of the special education department's instructional practices within programs of ExCEL and RISE Community as well professional learning for the department.

c. Do you foresee any potential challenges /obstacles and, if so, what is your strategy for dealing with them should they occur? N/A

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:

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? * N/A Yes No

Please explain:

BROOKLINE EDUCATION FOUNDATION
Teacher Grant Application for 2020-2021 Academic Year
Charlie Baker Legacy Award Section

Charlie Baker Legacy Award If you are applying for the Charlie Baker Legacy Award (fully described in the Call for Proposals), please indicate how the additional \$1,000 funding would extend and/or enrich your project. Please limit your response to one page.