



## Collaborative Grant Application

Deadline: March 8, 2021

**CONCEPT PAPER:** If the Amount Requested is \$8,000 or higher you are required to submit a written concept paper to [Elizabeth\\_ascoli@brooklineeducation.org](mailto:Elizabeth_ascoli@brooklineeducation.org) no later than January 31, 2021. Concept papers for grants under \$8,000 are not required, but recommended. The feedback will be useful in preparing your final grant request.

### INSTRUCTIONS:

1. Complete this document, answering all questions on pages 1-3.
2. Once complete, save this document in **.pdf** or **.doc format** and include your name in the file name. For example: Joanna Smith Collaborative 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/shrgh5xS14W2wJB9G>
4. You will need to fill out a short form duplicating some of the applicant contact information, and then you will need to upload your completed application using the link provided at the bottom of the form.
5. Once your grant is submitted, you will receive a confirmation to acknowledge receipt of the application.
6. The Collaborative Grant Committee will review the grants in Late March/Early April and announcement of successful applications will be made on April 17, 2020.

If you have any questions, or need assistance in uploading your application, please call 617-232-3846 or email [Brenda@brooklineeducation.org](mailto:Brenda@brooklineeducation.org) or [Elizabeth\\_ascoli@brooklineeducation.org](mailto:Elizabeth_ascoli@brooklineeducation.org).

## COLLABORATIVE GRANT APPLICATION

**\*APPLICATION DEADLINE: Monday, March 8, 2021 at 5:00 pm**

**BROOKLINE EDUCATION FOUNDATION**  
Collaborative Grant Application for 2021-2022 Academic Year  
Cover Page

**\*\*\*PLEASE NOTE: CONCEPT PAPER REQUIRED FOR GRANTS OVER \$8,000 DUE: Jan 31, 2021\*\*\***

**APPLICATION MUST BE TYPED**

Project Title	<b>Education is Social Justice Work: carrying forward and living out the legacy of Florida Ruffin Ridley</b>
Who is the Project Leader?	Jen Buller
Leader's School/Assignment	Principal, Florida Ruffin Ridley School
Leader's Home Telephone Number	617-646-9649
Leader's Email Address	jennifer_buller@psbma.org
Years teaching in PSB, total years teaching	15 years (10 teaching, 5 in administration)
Project period	2021 - 2022 school year with possible extension into 2022 - 2023 school year
Amount requested	\$40,000 (over 2 years)

I understand that, should the Brookline Education Foundation fund this Collaborative Grant application, as Project Leader, I am obligated to submit photographs documenting the grant, 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, 2022. 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: ***Jennifer E. Buller***

Date: 2-19-2021

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

**BROOKLINE EDUCATION FOUNDATION**  
Collaborative Grant Application for 2021-2022 Academic Year  
Project Description Section

**1. Project Summary (1-3 sentences)**

The Florida Ruffin Ridley team would like to contract a consultant and/or several presenters to help us develop and deepen our understanding of how we as educators must engage in critical social justice work daily in our practices. Our work over the next few years will include developing an understanding of social justice work across identity groups: race, gender, class, sexual orientation and ability. We seek funding to help bring in consultants and presenters with expertise in these various areas.

**2. Need**

Why is this project needed?

The historic renaming of our school has led us to a moment that requires us to pause, reflect, and redefine who we are and what we stand for as a community. In renaming our school after Florida Ruffin Ridley we are called to honor and continue her legacy which includes fighting for justice and equality. As we commit ourselves to lifting up her story and moving forward her work we must reevaluate our core values and mission statement so that they are in alignment with our promise to make our school and community a more just and equitable place for all. This is long complex work that will touch all members of our community, staff, students, and families, and requires us to seek support from experts beyond our walls and town borders so that we can all be active participants in this work together.

**3. Personnel**

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

The entire Florida Ruffin Ridley staff including paraprofessionals, educators, administrators, and support staff (approximately 150 people)

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

Jen Buller, Principal

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

Yes, it is possible that we would like to use the SEED trained facilitators in Brookline to help facilitate small break out discussion groups after each session with the speaker(s)

**4. Goal Statement**

What are the explicit goals for the project?

Goal 1: Develop and deepen our understanding of what it means to be an educator committed to social justice in our school community.

Goal 2: Strengthen relationships within our staff and between the school staff and community at large through the interpersonal work of discussing and unpacking our understanding of social justice work across identity groups such as race, gender, class, sexual orientation and ability

Goal 3: Building off our shared understanding, evaluate and revise our core values and mission statement in a way that operationalizes and makes explicit our anti-racist teaching practices and process for dismantling systems of oppression within our school community.

## 5. Context

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

We have a strong Access and Equity team that has been engaged in work since 2016. This group has led whole staff professional development workshops, staff discussion groups, community outreach events, all school assemblies focused on race and white privilege, and sparked small but powerful changes in our work to becoming a more inclusive, just, and equitable school. Given the racial reckoning that our country went through in the Spring of 2020, in the summer of 2020 the team met to formulate a plan that included more actionable items that would lead to greater change since our work had been slow to make effective change to date.

At the same time, our school underwent a 2+ year long renaming process that centered around removing the name of someone who held another human in slavery. The renaming process made clear that our community wanted and was ready to take more actionable steps to becoming a more just and equitable school community. The renaming process concluded with our school being named after Florida Ruffin Ridley, one of the first Black educators in Massachusetts, possibly the first Black homeowner (with her husband) in Brookline, an abolitionist, a suffragist, an anti-lynching activist, and powerful woman writer who fought for justice and equality. By making the choice to name our school after Florida Ruffin Ridley we must be committed to carrying forward her work and legacy as a school and community.

While the renaming process was wrapping up and our Access and Equity team was gaining momentum, amidst and despite the pandemic, a new group was formed, our Equity Parent Advisory Council (PAC). The FRR Equity PAC has been supporting our work with staff and families this year. They have organized a weekly read aloud on Wednesday nights that center around themes of social justice and include student discussion groups. (This group is currently growing student leaders to lead the discussion groups and read alouds) Additionally they partner with us to ensure that school communications, which are abundant and frequent this year, are translated in all languages timely and distributed to all our families. The FRR Equity PAC has deep interest in continuing to partner with our Access and Equity team in carrying our work beyond our walls and into our community.

As the Access and Equity team work gained momentum, our renaming process concluded, and our FRR Equity PAC mobilized we found ourselves needing additional resources and support from beyond our walls and community to help us examine our core values and mission. This spring our staff is engaged in critical discussion groups that are centered on how teacher and student identities impact the work of education, privilege, implicit bias, stereotype threat, systemic racism and other systems of oppression, and whiteness and white supremacy culture. We are using these discussion groups to “prime the pump” and gain a deeper understanding of where we need additional work and support in these topics and areas before launching our core values and mission work.

**BROOKLINE EDUCATION FOUNDATION**  
Collaborative Grant Application for 2021-2022 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.

**Pework: spring 2021 (happening now)**

Staff will meet in small grade level and job alike discussion groups focused on the following topics: how teacher and student identities impact the work of education, privilege, implicit bias, stereotype threat, systemic racism and other systems of oppression, and whiteness and white supremacy culture. Each discussion group will follow a modified “Making Meaning” protocol and complete an exit ticket following each session. The data from the exit tickets will be used to help guide and inform the speakers/consultants/topics for the 2021 - 2022 school year.

**2021 - 2022 School Year**

During the 2021-2022 school year our community (both educators and families) will engage with 3-4 expert speakers/panels, and/or a consultant, (*see addendum*) on the topics and concepts that are uncovered and identified during our facilitated groups this spring with our core focus being on growing our understanding of our role in social justice and equity work within the school community. After each presentation our staff will break up into facilitation groups that will either be led by SEED facilitators here in the district or other identified members within the consultant group contracted. In parallel, our Equity Parent Advisory Council (PAC) will fundraise with our PTO to cover the speaker fees for presentations to families and identify individuals who can facilitate follow up discussions so that our families are learning alongside our staff. At the same time the administrative team (made up of the principal and 3 vice principals) will work with a separate consultant/coach focusing on the skills and practice that will be necessary to carry and support this work with staff and families.

**2022 - 2023 School Year**

After the full year of presentations and facilitated discussions, during the 2022-2023 school year we will embark on a full year examination and operationalization of our core values and mission statement as a school, ensuring that social justice and equity are at the core of both.

b. Tell us about the collaborative aspect of this grant.

This is a highly collaborative project as it reaches every staff member at the Florida Ruffin Ridley school as well as the families in our community through our partnership with the PTO and FRR Equity PAC. We also hope that this work will serve as a model for all public schools in Brookline who wish to engage in core value and mission work that affirms and operationalizes our commitment to more just and equitable schools and communities.

**7. Impact and Evaluation**

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

- On Yourselfes - How do you expect this project will change you as educators? How might this work impact future professional activities? On Your Colleagues - What impact will your project have on your professional community either directly or indirectly?

This critical work in our community stands to have an enormous impact on the teaching practices within the Florida Ruffin Ridley school as well on the way in which we engage and build relationships with all families.

By engaging in discussions, learning about actionable anti-racist teaching practices, and spending time defining and operationalizing our core values and mission, we have the opportunity to set and act on our intentions to be a more just and equitable school for all students and families. Furthermore by engaging in this highly interpersonal work our team will grow and deepen trusting relationships with each other that will allow for further growth, development, and collaboration. Our school and staff have been in a state of turmoil and change for the past 5 years between the building project, renaming, administration turn over, and the pandemic. We have the opportunity to unite as a staff under a common purpose and emerge as a stronger and more effective team committed to ensuring justice, access, and equity for all our students.

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

Our students at the Florida Ruffin Ridley school stand to gain the most from this grant and subsequent work. With new tools and a clear set of expectations and vision, our educators will be empowered to shift practices and engage with students in ways that lift up the achievement and growth of our historically marginalized and oppressed students while also taking care to build authentic relationships that give students power and agency. Short term, our goal is that our practices and procedures reflect, represent, and empower the diverse identities and experiences in our community. Long term, our goal is that we radically change our ways of thinking and practices so that we are able to dismantle systems of oppression both with our school and the community at large and therefore do not see the historic achievement and opportunity gaps in performance and growth that still remained largely unchanged.

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

Throughout the course of the grant we will conduct feedback surveys of staff, students, and families to assess the effectiveness of our approach on the above stated goals. Additionally we will hold focus groups with staff, students, and families specifically focused on historically marginalized and oppressed groups to give a fuller picture of the effectiveness of our work. Finally when examining our core values and mission statements at the end of the 2022 - 2023 school year, there should be overwhelming evidence of our commitment to social justice and anti-racist practices.

## 7. 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?

Throughout this current school year (2020 - 2021) we have been sharing our intentions and work within staff meetings and PreK-8 online Family Forums via Zoom. We will continue to share our work in these forums, monthly newsletters, as well as present to the senior leadership team and School Committee members to share our work beyond the Florida Ruffin Ridley school community.

## 8. 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).

a. Please evaluate the first year of your grant (see the evaluation form here: [add link])

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

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

**BROOKLINE EDUCATION FOUNDATION**  
 Collaborative Grant Application for 2021-2022 Academic Year  
**Budget and Finances Section**

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

Expense	Purpose	Cost
Stipends (\$33 per hour per participant)	Access and Equity Leadership team (5 members x 18 hours) summer planning work (2021, 2022)	\$5,940 (two summers)
Consultant (Include name and location)	See attached addendum	\$30,000 (estimated over two years with the bulk of the hours spent in the first year)
Materials and Supplies	Printed materials to support consultant/speaker work (TBD by consultant/speaker)	\$7500 (cost estimate) See attached addendum
Travel and Accommodations* <i>please include applicable taxes</i>		N/A
Conference Fee		N/A
Other		
Substitutes **(please indicate days/hours needed--\$110/day)		N/A
<b>TOTAL</b>		<b>\$43,440 (over two years)</b>

\* **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. We will be working with the Florida Ruffin Ridley PTO to fund the speaker series that will happen in parallel to the staff speaker series so that our families have access to and are engaging in the work alongside the school staff.

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. After we complete our core values and mission work we will then use staff meeting times and building based/district resources to continue our discussions and development. This is ongoing work that will never be complete as we can always improve our practices and approaches. We commit to using the Access and Equity team, in its current structure, to keep the work going beyond the life cycle of this grant project so that this critical work doesn't become a "one and done" workshop or initiative but rather lives and breathes as part of our everyday practices here at FRR. We also commit to advocating that Access and Equity teams be fully stipended and funded positions, comparable to Child Study Teams, in the district so that this work can be institutionalized.

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

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

Please explain:

If only partial funding is available we can scale back our speaker list and/or search for speakers/consultants that may be less expensive. We could also explore reducing our printed materials budget and/or seeking additional funding from our PTO for this expense. Additionally we could scale back the number of Access and Equity team members doing the summer planning work and potentially reduce the number of hours spent planning and preparing.

## **Addendum**

List of possible speakers/presenters/consultants: (more to be generated, then narrowed down after this spring's discussion groups and response to data generated from discussion group exit tickets)

Paul Gorski, Equity Literacy Collaborative <https://www.equityliteracy.org/>

Cornelius and Kass Minor, The Minor Collective <https://kassandcorn.com/about-us/>

Shea Wesley Martin <https://www.sheawesleymartin.com/work>

Kelly Wickham Hurst <https://beingblackatschool.org/who-we-are/>

Carney Sandoe and Associates <https://www.carneysandoe.com/consulting-services/dei-consulting>

Dena Simmons <https://www.denasimmons.com/>

One Tilt <https://www.onetilt.org/organization>

Debbie Irving <https://www.debbyirving.com/>

Printed Materials:

Estimated \$50.00/staff member x 150 staff members = \$7500