

Collaborative Grant Application

Deadline: March 7, 2022

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 no later than January 31, 2022. Concept papers for grants under \$8,000 are not required, but are recommended, as the feedback will be useful in preparing your final grant request. The Concept Paper guide can be found on the BEF website at <https://brooklinefoundation.org/apply-for-collaborative-grants/>.

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. *Please do not use Pages*. 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/shrcWVLaTRTd0e1CP>
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 in April, 2022.

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

COLLABORATIVE GRANT APPLICATION

***APPLICATION DEADLINE: Monday, March 7, 2022 at 5:00 pm**

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2022-2023 Academic Year
Cover Page

*****PLEASE NOTE: CONCEPT PAPER REQUIRED FOR GRANTS OVER \$8,000 DUE: Jan 31, 2022*****

APPLICATION MUST BE TYPED

Project Title	SHAPE National Convention
Who is the Project Leader?	Katie Goldring
Leader's School/Assignment	Heath School
Leader's Home Telephone Number	617-750-2831
Leader's Email Address	kate_goldring@psbma.org
Years teaching in PSB; total years teaching	12 years
Project period	March 28-April 1, 2023
Amount requested	\$9,885

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, 2023. I further understand that only educators employed by the Public Schools of Brookline at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Project Leader:

Date:

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

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2022-2023 Academic Year
Project Description Section

1. Project Summary (1-3 sentences)

This project will focus on improving assessment, integrated curriculum and pedagogical practices in K-12 Wellness programs within the Public Schools of Brookline. A team of three teachers and the K-12 Wellness Coordinator will participate in the Society for Health and Physical Educators (SHAPE) National Convention to gain additional knowledge on authentic assessment practices, integrated curriculum and current pedagogical trends as offered through conference sessions.

2. Need

Building on the leadership of past curriculum coordinators (Teddi Jacobs, Tina Bozeman) and under the current leadership of Carlyn Uyenoyama, the PSB Wellness Department has long recognized the importance and association of wellness education and physical activity during the school day and the value of collaborating with parents, colleagues, and the community to improve learning. Although impacted by COVID-19, the PSB Wellness Education Department has contributed in a multitude of ways to the wellness of our students. Through BOKS, a before school movement program to the implementation of Spark, the impact of exercise on brain function the PSB Wellness Education Department has and continues to support students and classroom teachers in thoughtful and concrete ways to be active within the school day. In response to the pandemic, wellness teachers of 7th and 8th grade health, provided a district wide virtual information session for parents to learn more about *Get Real: sex education that works* curriculum taught in our schools. This information session allowed parents system-wide (and in some cases students) to ask questions and learn about the curriculum being used within the constraints of COVID-19. These and other efforts of the wellness education department exemplify their dedication to providing teachers and students the knowledge and skills needed to support a healthy lifestyle and engage in physical activities for mental, emotional, social, and physical benefits.

The changing landscape of wellness education requires teachers to engage in ongoing professional development to ensure their instruction remains current and effective. We believe that authentic assessments, integrated curricular opportunities and high quality pedagogy increase the quality of wellness education programs and provide more meaningful and long term knowledge leading to better health outcomes for our students.

Our participation in the SHAPE National Convention will afford us the most extensive, valuable, and program specific professional development available. We will have an opportunity to learn from some of the very best wellness education professionals throughout the country. Local opportunities for this type of professional development, while very helpful, cannot match the national convention in scope or opportunity. The networking and learning opportunities available at the national convention are invaluable to our professional commitment to remain current in the changing landscape of wellness education curricula, standards, pedagogy, and assessment.

3. Personnel

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

Scott Newman
Florida Ruffin Ridley School
K-8 PE
scott_newman@psbma.org

Greg Kester
K-8 PE
Pierce
greg_kester@psbma.org

Carlyn Uyenoyama
Wellness Curriculum Coordinator
carlyn_uyenoyama@psbma.org

b. What administrator/principal/headmaster/curriculum coordinator is responsible and accountable for project activities? Carlyn Uyenoyama, Wellness Curriculum Coordinator

c. Will the project require additional personnel or reassignment of current staff? NO

4. Goal Statement

Through our participation in the SHAPE National Convention, we will gain additional knowledge of authentic assessments, integrated curriculum (social justice, climate, equity etc) and pedagogical trends to better prepare wellness education teachers for successful programming. The design of this project will also foster teacher leadership and collaborative opportunities in training and supporting wellness education teachers district-wide.

5. Context

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

Katie: The SHAPE convention is a unique opportunity to learn from and be inspired by teachers from around the country. Oftentimes as educators our time to reflect on our craft and learn from each other is limited. Given these last few years of the pandemic I am feeling depleted, tired, overstretched and isolated. Setting aside time to go to this convention will allow us to reflect, learn, and network which will be an important learning experience for all of us. The SHAPE national convention draws the Teachers of the Year from around the US as

well as all of the best educators from around the country. In my 13 years in Brookline I've never had the opportunity to attend. I am also excited about the opportunity to collaborate with my Wellness Colleagues at the conference. Attending this convention will be a chance to learn and grow together which will definitely bring us closer. I know that when I feel close and connected with people in my department I am able to be more myself and my teaching is better for it.

Carlyn: As the K-12 Wellness Education Coordinator, I am responsible for all facets of both health and physical education. In my 20+ years in Brookline, I have always appreciated our professional approach towards adult learning and the continuation of educator growth. Attending conferences, especially at the National level, provides an experience that directly impacts pedagogy and student learning.

In the past, when I have attended a conference with colleagues, especially with a focus topic, I noticed it was the catalyst for more comprehensive collaboration and sharing of our work that continues to this day.

As the leader of the department now, I am very excited to support other potential teacher leaders and continue the work we have been doing regarding equitable grading practices and inclusivity in Wellness Education.

I plan to focus on the scope and sequencing of curricula with the alignment of assessment practices that will meet the needs of our students equitably. I would like to further my learning around the current data/research regarding student motivation and empowerment in Physical Education and Health Education and discover the best practices for our K-12 programs. I'm particularly interested in Skills-Based Health Education and updating our District-Wide Scope and Sequence with the most effective curriculum and pedagogy.

My other focus will be on attending leadership aspects of the conference with an eye towards equity hiring and supporting educators in the development of culturally responsive teaching practices. I make many of my decisions using an equity lens, and I would like to hear from leaders across the nation how they have had success in diversity hiring, developing culturally responsive educators, and changing curriculum/programming to meet the needs of all learners.

Attending SHAPE with a group of other Brookline educators provides an opportunity for deeper connection and collaboration. Traveling together, staying together and engaging in experiences at the national level affords us a wider glimpse of best practices used across the nation which expands our professional horizons. I look forward to planning with this team the ways in which we will share our work with the rest of the Brookline Wellness department.

As the curriculum coordinator, I feel confident in the ability to support the post-conference "next steps" for this SHAPE conference team by allocating meeting time and collaborative time towards professional development for the rest of the department.

Scott: In 2019 I was fortunate enough to attend the SHAPE National Convention in Nashville, TN. This incredible opportunity allowed me to learn about the best teaching practices and assessment strategies from some of the best PE and Health educators in the world. Since then, there has been a significant shift in how PE is evaluated, with a significantly greater focus on equitable grading practices and SEL learning outcomes. I have seen our department take giant steps forward during my 7 years as a teacher, but one area I know we can continue to push ourselves towards improving is our grading system and assessment implementation. Attending SHAPE and learning about more equitable assessment practices will allow us to create a learning model that is the most beneficial for all of our students. More importantly, I believe that some of the best assessment practices for today's Physical Education model not only focus on the physical skill acquisition element, but on building and assessing social and emotional skills such as responsible decision making, relationship skills, empathy, and self-management. For all of these reasons, I strongly feel that this professional development opportunity can be a game-changer for our department.

Greg: I'd like the opportunity to experience and learn new methodology and teaching habits as it pertains to physical education, health and wellness. I believe a national conference like this allows people, companies and institutions to collaborate on new ideas in our field. I'd like to be a conduit for delivering these new ideas into our learning environment in Brookline. I see this as a unique opportunity to acquire current best practices and turnkey them for our student population. In addition, this conference will provide an opportunity to create a larger network of resources within our curriculum fields, allowing teachers in Brookline to have nation-wide discussions about what we're doing as educators and where we're going moving forward. As an avid promoter of my teaching discipline, I believe I'm positioned to bring the national conversation to Brookline's doorstep.

BROOKLINE EDUCATION FOUNDATION
Collaborative Grant Application for 2022-2023 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.

1. We will meet twice for one hour in preparation for the convention. Since we all work at different schools we will take some time to talk about our personal and department goals for our attendance at the convention. Together we will plan our attendance at the convention and think about all of our goals. We will also plan for how we will collect resources and share those back to our department.
2. We will all attend the SHAPE National Convention in Seattle, WA, for 3 days between March 28-April 1, 2023. Information about the convention can be found at <https://convention.shapeamerica.org/>. Details about the convention in 2022 can be found here and are assumed to be similar to what will be offered in 2023.
3. After the convention, we will meet for 4 hours to plan our presentation to our department to share resources and our learning. We will present new best practices, material and resources to all K-12 physical education teachers during a staff meeting.

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

The project team will collaborate to outline goals of the project before and after the convention, determining session attendance at the convention, compiling resources for K-12 wellness education teachers, and evaluating the impact on the implementation of any new assessment, integrated curriculum and pedagogical practices. We will all attend the conference together.

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?

We expect this project to enhance our relationships with each other and to directly improve our teaching. The project will also afford the project team teachers with opportunities to enhance their leadership and collaborative skills; thus empowering future leaders within the wellness education profession.

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

We expect our colleagues to be open to the ideas of change regarding assessment, integrated curriculum and best practice instruction. We also expect our colleagues will feel supported and prepared throughout the transition. Consequently, we hope our colleagues will feel inspired and more engaged in ownership for their professional growth.

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

We expect improvements in instructional delivery, integrated curriculum and assessment to maximize student engagement and improve learning. We expect that students will demonstrate the knowledge and skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness and exhibit responsible personal and social behavior that respects self and others. We also expect students to recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Ultimately, the knowledge, skills, value, and appreciation students have for physical education can influence their decision to be physically active for a lifetime. Wellness education is on the tip of everyone's tongue nowadays. We feel that by supporting our wellness educators with this amazing professional development opportunity we can improve the quality of wellness education for the students of Brookline.

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

We will evaluate the success of the project through teacher feedback (e.g., surveys, department meeting discussions, one-on-one conversations with teachers), coordinator observations, peer observations, and self-observations.

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?

We will share the resources and learning that we gain at the SHAPE Convention with K-12 wellness education teachers through a department meeting, emails, and Google Drive.

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). Not applicable.

a. Please evaluate the first year of your grant (see the evaluation form [here](https://airtable.com/shrzv6ByC2ZLfOunY)):
<https://airtable.com/shrzv6ByC2ZLfOunY>

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
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Budget and Finances Section

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

Expense	Purpose	Cost
Stipends (\$33 per hour per participant)	2 X 1 hour meeting prior = \$66/hour X 4 educators	\$ 264
	Prepare presentation to staff upon return 4 staff members/4 hours 16 hours \$33 X 16=	\$ 528
Consultant (Include name and location)	N/A	
Materials and Supplies	N/A	
Travel and Accommodations* <i>please include applicable taxes</i>	<p>Flight \$450/per person, per flight \$450 x 4=</p> <p>Hotel: \$250/night per double/triple occupancy = 4 rooms \$1,000 per night x 3 nights</p> <p>Taxes and Fees: 15.7% hotel tax plus \$2 per room per night = \$42/per room</p> <p>\$42 per room X 4 rooms = \$168 \$168 X 3 nights = \$504</p>	<p>\$1,800 travel</p> <p>\$3,504 hotel</p>

	1 checked bag and ground transportation included **Based on 2022 flight prices**	
Conference Fee	Registration is \$465/each \$465 X 4 (this is based on the 2022 registration fee)	\$1,860
Other		
Substitutes **(please indicate days/hours needed--\$110/day)	3 days = \$330 each X 3 teachers =	\$990
TOTAL		\$8,946

*** 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. 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

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? _X_Yes ___No

Please explain: If partial funding is available, I could reduce the number of teachers attending the convention. Single rooms have been requested by participants but if this was a barrier to funding this could be changed. Every teacher receives one "O" day per year to observe a colleague. I haven't used any of mine in the last few years so it may be possible for us to use O days instead of needing funds for a sub.