

Collaborative Grant Application

Deadline: March 6, 2023

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, 2023. 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/shrvVDofJC7ftCsae>
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 by email in April, 2023.

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.

Thank you for applying for a BEF Collaborative Grant!

Collaborative Grant Application for 2023-2024 Academic Year
APPLICATION DEADLINE: **Monday, March 6, 2023 at 5:00 pm**
Cover Page

*****PLEASE NOTE: CONCEPT PAPER REQUIRED FOR GRANTS OVER \$8,000 DUE:
Jan 31, 2023*****

APPLICATION MUST BE TYPED

Project Title	Improving District Wide School Psychological Services and Practices
Who is the Project Leader?	Robert Babigian, CAGS, NCSP
Leader's School/Assignment	Florida Ruffin Ridley, K-8 th
Leader's Home Telephone Number	508-662-8932
Leader's Email Address	Bob_babigian@psbma.org
Years teaching in PSB; total years teaching	School Psychologist 16 years in Brookline, 18 years practicing in total.
Project period	February 14th-17th, 2024
Amount requested	\$18,150

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, 2024. 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: 2/28/2023

Collaborative Grant Application for 2023-2024 Academic Year
Project Description Section

1. Project Summary (1-3 sentences)

The onset of the pandemic through now has resulted in unprecedented changes in the needs of students within schools given that they were impacted, socially, emotionally, and academically in ways that have not been experienced before. Moreover, the number of students who are presenting with a wide range of challenges, has not only tested school psychologists skillset, but also our capacity to support students in an effective and comprehensive manner. This in turn has also resulted in exceptionally high levels of burnout and stress for those who are tasked with supporting our growing population of vulnerable students.

2. Need

Why is this project needed?

We are seeking funding to allow ten (10) district school psychologists along with one PreK-8 Director of Special Education (and supervisor of district school psychologists) to attend the National Association of School Psychologists yearly convention. This opportunity will serve as a chance for us to grow as a group of psychologists through collaboration with professionals from

around the nation to learn what is working in their schools. It will also provide us ample time to collaborate as a group, alongside a district administrator, around how to best leverage and integrate this new knowledge back into our practices in Brookline to impact both building and systems level changes. Attending this conference also allows the group to access a wide variety of resources that we can take back to Brookline and incorporate into our daily work with students, staff, and families.

3. Personnel

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

- *Robin Toback, School Psychologist, Brookline High School; Robin_Toback@psbma.org*
- *Lindsay Bastable, School Psychologist, Pierce School; lindsay_bastable@psbma.org*
- *Samantha Melaragno, School Psychologist, Brookline High School; samantha_melaragno13@gmail.com*
- *Grace Morrell, School Psychologist, Lincoln School; gracia_morrell@psbma.org;*
- *Marissa Sloane, School Psychologist, Driscoll School; marissa_sloane@psbma.org;*
- *Bernadette Russomano, School Psychologist, Baker School; bernadette_russomano@psbma.org*
- *Jennifer Watkins, School Psychologist, Heath School; jennifer_watkins@psbma.org*
- *Sydney Gillis, School Psychologist, Lawrence School; sydney_gillis@psbma.org*
- *Judy Atanasov, School Psychologist, District Wide; judy_atanasov@psbma.org*
- *Dr. Nadene Moll, Director of Special Education, PreK-8 nadene_moll@psbma.org*

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

Dr. Nadene Moll, Director of Special Education PreK-8

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

No. School Psychologists do not require substitutes when we are absent or away from school. Given that each school is staffed with a combination of other school psychologists who may not be attending, guidance counselors, and school based social workers, the short term needs of students in our absence can be planned for and covered by this extra personnel. Additionally, in the event of a larger situation or crisis, our affiliation with the Brookline Community Mental Health Center would allow us to contact them for support and/or resources should the need arise while these participants are at the national conference.

4. Goal Statement

What are the explicit goals for the project?

Our goal in attending this conference is to ensure that our district psychologists are gaining comprehensive learning experiences in the identified 10 domains of professional learning as set out by the National Association of School Psychologists, therefore keeping our skills well rounded and effective in supporting various needs within our buildings and the district.

By attending the conference, we will bring new and effective knowledge and resources to the district to best support the social, emotional, and behavioral needs of students through various levels of support (school, classroom, small group, and individually).

Moreover, attending the conference will strengthen our skills as special education evaluators, and allow us to hone our ability to assess for educational disabilities such as Specific Learning Disabilities and Emotional Disabilities. School psychologists often train building-based special education teams to recognize educational disabilities in evaluation profiles. Accurately identifying students who have these disabilities, and avoiding overidentification, will support the district in reducing the disproportionate identification of students of color and ensure we are providing ample support in the least restrictive manner possible.

5. Context

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

In our daily roles, we experience the direct impact that the pandemic continues to have on the mental health of our students as we pivot and respond to the ever-changing needs of our students and families. The Panorama survey that the district is using also highlights how important and imperative our work is. This grant will allow us to stay up to date with best practices as we continue to support the social/emotional needs of our students.

In our roles, we are trained to teach students social/emotional skills, to support teachers in creating social/emotional structures and daily practices for their classrooms, and to partner with families and community resources. As many of us are the only psychologists in the building we have minimal chances to collaborate as a group. It is important that we stay up to date with best practices across these domains, and this grant allows us the opportunity to collaborate with each other to strengthen our skills.

Collaborative Grant Application for 2023-2024 Academic Year
Project Description Section, continued

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.

Dates of Conference: February 14th-17th, 2024

Location: New Orleans, Louisiana Marriott & Sheraton New Orleans

Upon the finalization of the conference program, the group of psychologists and our district administrator, Dr. Moll, will review the program offerings and work together to select a variety of lectures, symposiums, and workshops that will target both our own professional growth as well as attending learning experiences that are aligned with the district's goal of growing our social and emotional learning opportunities in a variety of ways. Additionally, the group will meet to further identify our collective learning needs across the district (i.e., supporting executive functioning, increasing effectiveness in teacher collaboration, learning new assessment measures, etc.) and break into small groups to attend a wide cross section of these talks to then come back and collaborate and share learned information to the larger district wide school psychology group.

While the brochure for the conference is not yet available, information from the last National Convention that recently took place in Denver Colorado this February is as follows:

“The National Association of School Psychologists (NASP) empowers school psychologists by advancing effective practices to improve students’ learning, behavior, and mental health. Join us for the NASP Annual Convention where you’ll hear cutting edge research on improving children’s emotional well-being. The convention offers a unique opportunity to connect with your peers, profession experts, and school psychology legends. You’ll get in-depth, in person training and practical, field-tested strategies. Top-notch content paired with cost-conscious options make this year’s convention one you won’t want to miss! Explore more than 50,000 square feet of exhibits at the largest, most comprehensive trade show for school psychologists. You can try different products and services, preview new tests and publications, and get samples to take home. The convention will include more than 1,000 educational presentations and special events related to education and mental health issues affecting children and youth. Nearly 6,000 convention attendees will have the opportunity to focus on learning about the latest and most effective products, services, training, and best practices to improve their skills.

Examples of workshops from this past years conference can be found [here](#):

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

Sharing research and new developments related to the demographics of our district with colleagues (clinicians, guidance counselors, administration, teachers, support staff, etc.).

Collaboration is encouraged at the conference - the plethora of sessions will allow us to “divide and conquer” - we can attend different presentations and regroup at the end of the day. Ultimately, when we are back together for our monthly district wide psychologist meetings, we can share resources with one another and make plans for how this directly impacts our work, and how we can grow our practice to enhance support throughout our buildings and the district.

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?

Our attendance at the conference will enable us to further our knowledge and bring back tools and resources to support students and staff within our building across all tiers of support. There will be learning opportunities about best practices in identifying learning disabilities, which directly relates to the district’s work on disproportionality in special education. Moreover, our attendance will help further our district's SEL efforts (across all three tiers of support) while also enabling us to utilize best practices in various areas such as disability identification, crisis intervention and prevention, and growing our capacity for supporting academic and behavioral interventions amongst others. By engaging in these learning experiences as a group of district psychologists, we will work together to bring this knowledge not just back to our buildings, but to the district as a whole, and will enable us to have more consistent practices across schools for supporting students and staff.

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

Attending this conference will allow us to obtain the most up to date information from our colleagues nationwide. By engaging in these learning experiences as a group of district psychologists, we will work together to bring this knowledge not just back to our buildings, but to the district as a whole, and will enable us to have more consistent practices across schools for supporting students and staff. Additionally, the knowledge we bring back from this conference will help us ensure that teachers have the tools needed to continue creating safe environments for our ever changing student population.

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

This knowledge will have a positive impact on students in both general and special education, and will also bolster our consultation work with staff throughout our buildings (especially as it pertains to our Child Study Teams/Student Intervention Teams). We know that in order for students to do their best learning, they must be present in the classroom. This means they have the skills or are engaged in learning skills to regulate their emotions. Another catalyst to student learning is their ability to feel a sense of safety within their classroom/school.

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

Utilization of data such as the number of school psychologists on Child Study Team (CST)/ Student Intervention Team (SIT), and the percentage of referrals made to special education can be collected. Other measures such as monitoring the implementation of various Social-Emotional Learning (SEL) initiatives within the district and any changes to be made to global practices for working with students can also be collected and analyzed. Analysis of the district's Panorama Survey can assess the level of school belonging, student's emotional regulation, and the identification of safe adults. This survey is given three times per year, thus enabling built-in progress monitoring in the aforementioned areas not only throughout the course of a school year, but also across years.

An additional method for evaluating the project's effectiveness on our own professional learning is through the utilization of the National Association of School Psychologists self-evaluation tool to gauge our own growth and development as practicing school psychologists.

7. Dissemination

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

School psychologists participate on many teams within school buildings and across the district. Our participation in these groups allows us to regularly interact with parents, classroom teachers, building administrators, and district wide staff/administrators. Using these channels we can share our newly learned knowledge in an effective, timely, and targeted manner to groups large and small. This can happen both via "on the spot" dissemination of information and through more formal conversations and presentations.

Some examples of how we will share our learning with our school and district community include:

At school-based clinical, child study, faculty, and special education department meetings, we will use our learning to:

- Plan tiered social-emotional interventions and/or make interventions that are in place more efficient and effective
- Provide teachers and staff with additional information and resources on topics which are critical to supporting students within their classrooms
- Provide support to school based Child Study Teams (CST), which work to provide suggestions and resources for struggling students in a supportive, yet least restrictive manner.

At our monthly psychologist department meetings, we will work together to plan and implement new initiatives and interventions across the district, and will plan professional development sessions for interested staff throughout the school year.

New information and resources will be shared with families through collaboration with the guidance department by adding resources to their webpage, and through collaboration with Dr. Matthew Dubois in providing information and resources to his weekly Social Emotional Learning Newsletter to staff and families.

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).

This application is not part of a multi-year project.

a. Please evaluate the first year of your grant (see the [evaluation form here](https://airtable.com/shr8TG7hfflN2A4yA):
<https://airtable.com/shr8TG7hfflN2A4yA>)

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

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

Collaborative Grant Application for 2023-2024 Academic Year
Budget and Finances Section

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

Expense	Purpose	Cost
Stipends	N/A	
Materials and Supplies	N/A	
Travel and Accommodations* <i>please include applicable taxes</i>	<p>To allow for travel to and from Boston to the location of the conference in New Orleans, LA as well as ground transport to the hotel location.</p> <p>Hotel accommodations at the convention hotel to allow attendees to have quick and easy access to the day's events and maximize time on learning.</p>	<p>These are estimates based upon this past years convention</p> <p>Hotel: \$250/night/person x 3 nights = \$8,250</p> <p>Flight: \$550/person roundtrip = \$6,050</p> <p>Transportation: \$50 per person = \$550</p> <p>Total Travel Expense = \$14,850</p>
Conference Fee	To cover the basic conference registration for attendee's (based off of last year's price).	\$300/person x 11 individual = \$3,300
Other		
TOTAL:		\$18,150

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

If only partial funding is provided, we will redesign by first seeing if attendee's would be willing to share rooms, and secondly would possibly consider sending less personnel to the conference.