



## 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](mailto: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](mailto:jennie@brooklineeducation.org) or [elizabeth\\_ascoli@brooklineeducation.org](mailto: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	<b>Collaborative Grant for Speech and Language ASHA National Conference 2023</b>
Who is the Project Leader?	Audra Francisco, Lisa Anne Guerra, Julie Dananberg, Carolyn Ketterer, Andrea Schuettler
Leader's School/Assignment	Audra Francisco - Lincoln SLP Carolyn Ketterer - Lincoln SLP Lisa Anne Guerra - Heath SLP Julie Dananberg - Pierce SLP Andrea Schuettler - BEEP SLP
Leader's Home Telephone Number	Audra Francisco (617-921-2700) Lisa Anne Guerra (401-965-6209) Julie Dananberg ( 202-270-7019) Carolyn Ketterer (347-426-7621) Andrea Schuettler (781-336-6272)
Leader's Email Address	audra_francisco@psbma.org lisa_guerra@psbma.org julie_dananberg@psbma.org carolyn_ketterer@psbma.org andrea_schuettler@psbma.org
Years teaching in PSB; total years teaching	Audra Francisco 16 PSB years, Lisa Anne Guerra 15 PSB years, Julie Dananberg 16 PSB years, Carolyn Ketterer 6 PSB years, Andrea Schuettler 26 PSB years
Project period	2023-2024 School Year ASHA Convention November 16-18 2023 Follow-up with SLP group during scheduled monthly meetings
Amount requested	The convention lasts for 3 days and is \$450 per person for 25 speech and language pathologists and \$550 per person for 3 non-member related providers (Nadene Moll, special education director, Paul Auger, assistive technology specialist, Cassandra Lanni, Teacher of the Deaf/Hard of Hearing) for a total of \$12,900 by August 1, 2023 for early registration rate. This cost per person is based on rates for the 2022 ASHA conference, costs may vary this year.

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: Audra Francisco, Carolyn Ketterer, Lisa Anne Guerra, Julie Dananberg, Andrea Schuettler Date: 2/15/2023



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

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

This year, we are fortunate enough to have the American Speech Language and Hearing Association (ASHA) host their annual convention in Boston from November 16-18, 2023. The ASHA Convention is hosted in a different location within the United States each year, making this an unusual opportunity for speech-language pathologists and related professionals from the Public Schools of Brookline to attend locally. The ASHA Convention provides the opportunity for 25 speech-language pathologists, the district-wide Teacher of the Deaf (TOD), one assistive technology specialist, and one special education director (Nadene Moll) to learn about the latest evidence-based practice, further develop our clinical skills, and learn about the latest developments in our field in order to best serve our students. Additionally, the ASHA convention gives our department the chance to collaborate with other professionals and leaders from our field. The knowledge and expertise gained during this conference will be directly applied during speech and language evaluations and therapy, whole class instruction, collaboration with other professionals, and work with families and their outside providers.

**2. Need**

Why is this project needed?

This conference offers over 2,500 Continuing Education Sessions related to the complete spectrum of challenges that speech and language pathologists in the schools face including those related to: social communication, language use during play, articulation, stuttering, language-based learning disabilities, voice, autism, feeding and swallowing, augmentative and alternative communication (AAC), assistive technology, complex communication needs with medically fragile individuals, developmental language delay, receptive and expressive language, phonology, cognitive, reading and writing, narrative language, early intervention, post-high school career and academic transition, etc. This conference also includes sessions designed to discuss best practices in cultural, linguistic and racial diversity, as well as ethical practice, service delivery models and cross-disciplinary instruction. This is a rare opportunity for Brookline's SLPs to collaborate with professional peers during and after the conference, and will directly impact the nearly 800 students that Brookline's SLPs serve each year. The training offered at this conference directly connects to the district's goal to have every educator growing professionally through inquiry, reflection, collaboration, and innovation in an effort to "improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline." Finally, the opportunities to attend lectures and sessions that directly align with our district's core values of high achievement for all, excellence in teaching, collaboration, respect for human difference, and educational equity for all are invaluable.

After attending the conference, we will have multiple opportunities to collaborate with each other and with our school-based colleagues as follows:

- a. This conference offers so many courses that a single SLP cannot possibly attend all relevant sessions. As a department, we can deliberately plan to cover a wider range of topics in a systematic way. Using Google Drive, we will create a folder to share our course notes and handouts with our entire department.
- b. Many sessions are explicitly focused on promoting collaboration and cross-disciplinary work. Previous years' sessions have targeted working with special education and general education administrators to help our schools promote language development for all learners. Sessions on working with hearing-impaired individuals promote SLPs' ability and confidence in training classroom teachers and special education teams about accommodations, data collection, and instruction of children with hearing

loss and allow us to work more closely with our audiologist and Teacher of the Deaf. Additionally, the conference provides opportunities for SLPs to learn and practice methods to collaborate and train school based professionals in areas including, but not limited to, social communication, academic vocabulary, scaffolding written/oral expression, and the use of Augmentative and Assistive Communication. Having this knowledge will allow for more meaningful, evidence-based, and consistent collaboration across all Brookline schools.

- c. After the conference, we will devote several of our speech and language meetings and much of our professional development day in March 2024 to share any new practices that have resulted from attending the conference, and to pursue advancing our knowledge in some of the newest practices that we are learning and using.
- d. We also will share new best practices and materials when collaborating and co-teaching with educators in our schools. This collaboration will be an ongoing process with great benefits for all students in our schools whether on IEPs or not.

### 3. Personnel

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

Name	School	Assignment	Email
Martha Paul	Driscoll	SLP	marty_paul@psbma.org
Laura Vish	Runkle	SLP	laura_vish@psbma.org
Kathy Righi	BEEP	SLP, early childhood	kathy_white_righi@psbma.org
Russ Morin	Lawrence	SLP	russell_morin@psbma.org
Audra Francisco	Lincoln	SLP	audra_francisco@psbma.org
Andrea Schuettler	BEEP	SLP, early childhood	andrea_schuettler@psbma.org
Susan Flegenheimer	Lawrence	SLP	susan_flegenheimer@psbma.org
Holly Polgreen	BEEP	SLP, early childhood	holly_polgreen@psbma.org
Julie Dananberg	Pierce	SLP	julie_dananberg@psbma.org
Lisa Anne Guerra	Heath	SLP	lisa_guerra@psbma.org
Lauren Tavares	Runkle	SLP	lauren_tavares@psbma.org
Erica Melmed	Baker	SLP, K-3	erica_melmed@psbma.org
Jill Arnold	Pierce	SLP, K-4	jill_arnold@psbma.org
Jillian Raffle	BEEP	SLP, early childhood	Jillian_raffle@psbma.org
Alison Pomper	Ridley	SLP	alison_pomper@psbma.org

Erica Mahoney	Ridley	SLP, K-3	erica_mahoney@psbma.org
Alissa Parker	BHS	SLP 9-12	alissa_parker@psbma.org
Carolyn Ketterer	Lincoln	SLP, 2-8	carolyn_ketterer@psbma.org
Rebecca Lember	BEEP	SLP, early childhood	rebecca_lember@psbma.org
Caroline Shea	Runkle	SLP, K-8	caroline_shea@psbma.org
Analisa DeRubeis	Runkle, Driscoll, BHS	SLP	analisa_derubeis@psbma.org
Denise London	Baker	SLP, 4-8	denise_london@psbma.org
Tatyana Kolesnikova	Heath	SLP, K-8	tatyana_kolesnikova@psbma.org
Cassandra Lanni (TOD)	Teacher of Deaf	District wide	cassandra_lanni@psbma.org
Ilaria Monteleone	BHS	SLP 9-10, Bridge Alliance Program	ilaria_monteleone@psbma.org
Laura Kessel (SLP/AAC)	District Wide	District wide	laura_kessel@psbma.org
Paul Auger (AT)	District Wide	District wide	paul_auger@psbma.org
Nadene Moll (administrator)	District Wide	Director of Special Education, PreK-8	nadene_moll@psbma.org

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

Nadene Moll, Psy., D  
 Director of Special Education, PreK-8  
 (617) 730-2799  
 nadene\_moll@psbma.org

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

#### 4. Goal Statement

What are the explicit goals for the project?

By attending this national conference we will be learning about cutting edge research and strategies to build our own teaching expertise. Additionally, we will be able to support both our special education students and general education students in achieving their greatest learning potential by improving communication skills. An updated program guide is published by ASHA prior to the conference, allowing each attendee to strategically plan three days of sessions and learning opportunities to support their professional and individual goals to address student needs. Each participant will be responsible to gather a minimum of three learning experiences from the conference to comment on/share with the SLP department. At least one of these will be targeted towards sharing information or techniques with parents, IEP teams, or colleagues in other disciplines.

Following the conference, the SLP department will plan time during their monthly meetings to share information with other colleagues. During the conference, there will be opportunities for participants to attend sessions together and actively share notes and handouts utilizing the shared Google Drive.

The ASHA convention directly links to the core values of the Public Schools of Brookline:

- High achievement for all
- Excellence in teaching
- Collaboration
- Respect for human difference
- Educational equity

## 5. Context

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

The ASHA Convention is the premier educational program for speech-language pathologists, audiologists, speech and hearing scientists, and related professionals. Those of us who have previously attended ASHA conventions understand what a rare opportunity this is for us to learn about current theory, trends, and techniques directly related to our field of practice within the public schools. With the information we collected at previous conventions, we have been able to apply what we learned to our practice and collaborate with our entire department at our monthly meetings. Additionally, we were able to share new ideas with educators within our own schools to maximize the impact of our new learning on the students on our caseloads, as well as those in the general education population. We expect that the upcoming convention will be equally as valuable to our work with students.

## 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.

Approximately 28 speech and language pathologists, including our special education director, the AT specialist, and the teacher of the deaf, from across the entire district would like to attend our national conference, the American Speech Language and Hearing Association (ASHA) from November 16-18, 2023. Grant participants will be attending a variety of different master classes, oral seminars, technical research and technical clinical sessions, and poster presentations during the three day conference. There will be opportunities to view and/or purchase new materials and obtain journal articles published by presenters. Our speech and language department will meet as a group before the conference (once the schedule of classes and sessions is published) to discuss plans for attending a variety of sessions. Following the conference, we will apply our learning and experiences to our professional practice. We will collaborate as an entire department at our monthly meetings and our Professional Day of Learning in the spring of 2024. We will also collaborate with educators from other disciplines within our own schools during our grade-level and district program consultation meetings, our RISE, ALC and other district wide team meetings, our Pupil Support Services meetings, and while sharing information with caregivers and outside providers.

We have provided a link below to see the most recent ASHA conference information:

[2022 ASHA Convention information](#)

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

Before, during, and after attending the conference, we will have multiple opportunities to collaborate with each other and with our school-based colleagues as follows:

- During the conference, there are so many courses offered that no individual can possibly attend all sessions of interest. As a department, we will deliberately plan to cover a wider range of topics in a systematic way. Using Google Drive, we will create a folder to share our course notes and handouts with our entire department to promote collaboration within the SLP department.
- After the conference, we will devote several of our speech and language meetings and much of our professional development day in March 2024 to share any new practices that have resulted from attending the conference, and to pursue advancing our knowledge in some of the newest practices that we are learning and using.
- We also will share new best practices and materials when collaborating and co-teaching with educators in our schools. This collaboration will be an ongoing process with great benefits for all students in our schools whether on IEPs or not. Built into our jobs is ongoing and consistent consultation and collaboration with other team members (e.g., special and general educators, psychologists, social workers, and guidance). During regular school-based meetings (consultations, school-based special education department meetings, and staff meetings) we will carve out time to share our learning with colleagues.
- Each year the ASHA convention offers several courses that are explicitly designed to promote collaboration with other professionals. For example, previous sessions have provided suggestions for co-treat models (e.g. with Occupational Therapist, clinical staff, English Learner teachers). Other sessions have addressed working with students with hearing loss and collaborating with educational and medical SLPs, Teacher of the Deaf, auditory-verbal therapists, Audiologists, etc. Many sessions are focused on evidence-based literacy interventions and the role of SLPs within literacy teams. By attending these sessions, we will learn strategies, interventions, and assessments that we can bring back to work more effectively with our colleagues in other departments.

## 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?

The ASHA Conference is an opportunity to acquire the most up to date evidence-based knowledge that is required to practice and teach within the Public Schools of Brookline. The opportunity to learn from experts in our field and then collaborate with our colleagues provides an invaluable opportunity for professional and personal growth. This work will impact our future professional activities individually as we will be able to share our knowledge and learn from our colleagues within meetings. Additionally, future study groups could be created in order to further our learning on a specific, individualized topic(s) of interest.

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

This conference will impact our future professional activities directly as we will be able to share our knowledge within peer collaboration meetings, monthly speech and language meetings, team meetings, and to support paraprofessionals. Additionally, future study groups could be created in order to further our learning on a specific, individualized topic(s) of interest. It will also directly and indirectly support our students as new strategies and supports are utilized within classrooms.

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

As a Speech and Language department, we provide services to more than 800 students with severe and complex communication needs. In the short term, individual speech-language pathologists will be able to apply newly acquired skills directly in our daily work with students. The long term benefits for our students include providing them with research based interventions and strategies that will help each individual be as independent and successful as possible. Students will benefit from the peer collaboration and integration of strategies in classrooms and/or other settings.

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



As Speech and Language Pathologists we are often one of only a few professionals within the field of speech and language pathology in our school buildings. Attending ASHA provides us with the rare opportunity to connect with other SLPs, researchers, and leaders from our field in order to further develop our clinical expertise and understanding of the latest evidence-based practice. Having dedicated time and space to develop professionally will allow each of us to return to our students and colleagues with fresh ideas and a deeper understanding of the latest developments in the field. We will work to create a survey that grant participants can complete to rate overall feelings about the conference and a rubric that we can complete around the utility of particular conference sessions. This rubric will help members to decide which techniques and ideas to share at our future department meetings. Most importantly, we will be able to evaluate the success of this project by applying our newly learned skills and tools in our daily work with students and families.

### **8. Dissemination**

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

Built into our roles as Speech-Language Pathologists is our work collaborating and consulting with colleagues on a regular basis including general and special educators, psychologists, social workers and guidance counselors.

Following the conference, we will collaborate with our entire department at our monthly meetings, as well as with educators within our own schools during consultations and meetings. Each speech and language pathologist will be expected to bring back a minimum of three tools/strategies learned from the conference to share out as a group during our monthly department meetings, possible Pupil Support Services (PSS) team meetings, and educators with whom we directly collaborate on a regular basis. The course handouts will be available to all Brookline staff via a shared Google folder. Each SLP will be responsible for distributing the information to colleagues in his/her school-based department.

### **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).

N/A

# Brookline Education Foundation

## 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 (\$33 per hour per participant)	N/A	N/A
Consultant (Include name and location)	N/A	N/A
Materials and Supplies	N/A	N/A
Travel and Accommodations* <i>please include applicable taxes</i>	N/A	N/A
Conference Fee	To attend the conference for 3 days	ASHA member advanced rate: \$450/person Non-member: \$550/person
Other	N/A	N/A
Substitutes **(please indicate days/hours needed--\$110/day)	N/A	N/A
<b>TOTAL</b>		\$12,900

**\* 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, the collaboration and work following the conference will be done as part of the school day.

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: