



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!

Brookline Education Foundation

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	Therapeutic Approaches in Art Education
Who is the Project Leader?	Donna Sartanowicz, K12 Curriculum Coordinator for Visual Art Sarah Ladner-Apollo, Program Director for Winthrop House
Leader's School/Assignment	Brookline High School
Leader's Home Telephone Number	Donna - (781) 493-2724 Sarah - (207) 890-0845
Leader's Email Address	donna_sartanowicz@psbma.org sarah_ladner_apollo@psbma.org
Years teaching in PSB; total years teaching	Donna Sartanowicz – 19 years in Brookline, 26 overall Sarah Ladner- Apollo – 13 years in Brookline, 13 overall
Project period	Summer 2023 through Spring 2024
Amount requested	Books and Self Study Course Modules Launching events (4 hrs./participant in Summer followed by 2-hour afterschool sessions once a month Sept. – March) Art materials for sessions

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: _____ *Donna Sartanowicz* _____ Date: 3/6/23 _____



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

1. Project Summary (1-3 sentences)

This grant would fund a cross-departmental collaborative learning experience for teachers in the visual arts, special education, and alternative education at the high school. We aim to use visual art materials and methods to provide therapeutic learning opportunities for all students and most particularly for those with a background of trauma.

2. Need

In recent years educators have experienced a growing number of students whose educational experience has been significantly impacted by trauma – physical, emotional, racial, economic, and gender identity related trauma. Working visually, with visual art tools and materials, is a powerful way for students to investigate those experiences that are inexpressible by other means. The recent move bringing Winthrop House to the main campus of the high school has given the Visual Arts program the opportunity to build a stronger connection with that program and has prompted us to deepen our work with students in all the sheltered, therapeutic, and alternative learning programs at the High School.

This collaborative cross-departmental learning opportunity would help teachers in Visual Arts, Winthrop House and beyond, to recognize and leverage the therapeutic benefits that working visually provides so that students are able to build skills in self-reflection, resiliency, identity, creativity, mindfulness, self-expression, and self-care. Our work together will give us the opportunity to share expertise from our different educational lenses and viewpoints in service of our shared students. This learning experience will also be about supporting teachers to engage in artistic making processes themselves in order to mitigate the heavy burden of secondary trauma and compassion fatigue that can result from this work.

3. Personnel

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

Sabine Strauch, BHS, sabine_strauch@psbma.org

Anamary Levasseur, BHS, anamary_levasseur@psbma.org

Elizabeth Brennan, BHS, elizabeth_brennan@psbma.org

Andrew Maglathlin, BHS, andrew_maglathlin@psbma.org

Lori Lynn, BHS, lori_lynn@psbma.org

Eric Latimer, BHS, eric_latimer@psbma.org

Devon Oberle, Winthrop House math teacher, devon_oberle@psbma.org

Elsbeth Leslie, Winthrop House science teacher, elsbeth_leslie@psbma.org

Nicole Muldowney, BHS special education, nicole_muldowney@psbma.org

Kelly de Oliveira, Winthrop House English teacher, kelly_deoliveira@psbma.org

Additional Teachers Participants TBD for a total of 12 teachers and 2 project leaders

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

Donna Sartanowicz, K12 Curriculum Coordinator for the Visual Arts

Sarah Ladner-Apollo, Director for Winthrop House

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

No

4. Goal Statement

What are the explicit goals for the project?

The goal for this project is to help teachers to be able to provide opportunities for students to explore the more difficult aspects of their identity and life experiences in a safe and supportive classroom environment. This project will help teachers to know how to support students through the creation of the work and to help them get students the support they need for further processing as necessary. It is our intention that educational professionals will share their expertise and support one another to handle the secondary trauma and compassion fatigue that can arise when working with students who have experienced significant trauma.

5. Context

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

Visual Arts - In the visual arts department, we are in the second year of a process of coming to understand how we are serving the needs of all students here at BHS. We discovered that some populations of students have had trouble accessing our courses for a variety of reasons both systemic and perceptual and we did significant work last year removing some of those barriers to better serve all students and help them find their place in the UAB. As our enrollment increased and we were incorporating even more students with challenging educational profiles to our classes we initiated a series of cross departmental conversations with other programs to share expertise in service of our shared students. One of our most generative collaborations has been with the teachers of Winthrop House who moved to the main campus only last year. We discovered that many of the teachers in other programs like Winthrop House were interested in leveraging art learning to help their students connect and learn in their settings while we appreciated their depth of knowledge in supporting students whose education is impacted by experiences of significant trauma. We see this project as an extension of our ongoing collaborative work.

Winthrop House - Many of our students are extremely talented artists, but struggle to participate in visual arts programming at BHS due to the larger environment. With a lot of support from our staff and visual arts teachers we are seeing more students find success in the UAB to fully recognize their talents, and we would like to see more students be able to be included in those classes. Simultaneously, Winthrop House teachers teach in-house elective options for students who are not yet able to access classes outside of our environment, and would like to build visual arts skills for incorporating into those elective options. Our partnership with the Visual Arts department began in earnest this fall with staff collaboration for exploring art as therapeutic work, and we are interested in strengthening this partnership through shared professional learning. The additional goal of developing artistic processes of our own to cope with secondary trauma and to minimize burnout will fill a necessary role in providing strategies for staff self-care and shared support to continue to bring our best selves to this work.

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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.

This grant would be used to purchase books for participants and set of self-paced modules on [Therapeutic Approaches to Art Education](#) by Dr. Lisa Kay. We intend to launch this project with a 4 hour in-person event to establish the learning community, frame our agenda, and create visual journals that will be used as a tool for artistic self-reflection throughout the project. Thereafter teachers will work for a total of 4 hours on the self-paced modules. Once school resumes in September we will meet after school once a month (Sept.-March) to share expertise, offer support, and make visual work to help us process experiences.

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

Because we are working cross-departmentally we have a very wide range of professional skills and perspectives to offer one another by learning together. When working with students who have experienced significant trauma in their lives it can be difficult to avoid becoming secondarily traumatized yourself by having to hold space for that level of that emotion, and anxiety. Part of the learning in these modules centers around using artistic processes for your own self-care and reflection. This kind of work is always best done in community with others who know where you have been and can challenge the stories you tell yourself about your experiences.

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?

This project will hone our skill in trauma-informed teaching practices that engage students and teach them skills for self-reflection and resilience. It will break through siloed barriers between departments and programs and help us to see our fellow educators as collaborators in our shared responsibility for teaching students. Further, it will encourage teachers to be mindful of the supports, techniques, and resilience they themselves possess when holding space for students who struggle with difficult issues.

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

This project is an extension of a model of being in our practice together. We want to encourage our faculty to see others as resources and partners who share teaching responsibilities in service of all our students and particularly those who are most vulnerable. It is our intention that the learning in this project might expand from this initial offering into a wider faculty experience at the high school and beyond.

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

Following the pandemic, we have seen a significant increase in the number of students struggling to belong at Brookline High School and an increase of students struggling with their mental health. We know that visual arts

classes can help students cope with their experiences and tap into creativity and passions that opens doors for students after high school, but historically students facing challenges have struggled to participate in and succeed in BHS visual arts classes. This professional learning will help all students at BHS through developing teachers' trauma-informed practices and by helping teachers across departments create visual arts-based self-care techniques that help those teachers do their best work in the classroom.

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

This project will be successful if it helps teachers to draw out the creativity and voice of students who otherwise might not engage. We will evaluate this project as successful if it empowers teachers of all kinds to have the confidence to use art materials and methods in their classrooms and in their own lives to express their ideas and connect with others. It will be considered successful if it encourages teachers to care for their own well-being as well as their students' through a process, artistic or otherwise, of self-reflection and leaning on the support of others in the educational community. This project will also be seen as successful if more students with social-emotional struggles are able to remain enrolled and successful in BHS visual arts classes in future years.

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?

It is our hope and intention that participants will share their experiences with colleagues who were not a part of the project. This sharing can be informal in conversations and also formal in department meetings. If this project is successful and the learning model is effective it may spread to other teachers and departments at the high school as well as having relevance for the art teachers and others at the K8 schools.

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](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?

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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 (\$35 per hour per participant; \$40.50/ facilitator)	12 Participants, 22hrs/ @\$35.00 \$9,240.00 2 Leaders, 22/hrs @\$40.50 \$1782.00	\$11,022.00
Consultant (Include name and location)	Davis Publications self-paced instruction and accompanying text for Therapeutic Approaches to Art Education @ \$54.95/ 14 participants	\$769.30
Materials and Supplies	Art materials for live sessions (\$15.00/participant)	\$210.00
Travel and Accommodations* <i>please include applicable taxes</i>		
Conference Fee		
Other		
Substitutes **(please indicate days/hours needed--\$110/day)		
TOTAL		\$12,001.00

* **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.**

Finances

a. Additional Funding

Additional art materials will be provided by the Visual Arts Department

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 additional funds will be required for implementation.

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 we did not receive the full amount requested, we could reduce the number of participants and/or the time meeting during the year. We could look to include other interested teachers the following year.