

Cover Sheet for UWL Margins of Excellence Proposal

Title of proposed project: **Experiential student opportunities to impact trauma-informed schools collaboration between UWL and La Crosse's School District's Northside Elementary**

Place of performance: UWL campus and Northside Elementary School in La Crosse, WI

Programs Proposing: University of Wisconsin Psychology Department and Educational Studies Department

Primary Contacts: Betty DeBoer, Professor, School Psychology, Psychology, 608-785-6891, 1725 State St, La Crosse, WI & Alyssa Boardman, Assistant Professor, Literacy Early Childhood-Middle Childhood, Educational Studies 608-785-8149, 1725 State St, La Crosse, WI

Timeline: Summer 2018 – Summer 2019 (Summer 2018, Fall 2018, Spring 2019, Summer 2019)

Type of Grant: Substantive Grant (over \$4,000).

### Abstract

Dr. Betty DeBoer (Psychology) and Dr. Alyssa Boardman (Educational Studies) have a 2-year collaboration agreement with Northside Elementary School. The goals are to both assist the school in becoming more trauma-informed as well as to provide psychology and education undergraduate students along with school psychology graduate students experiential opportunities to learn about the impact of trauma on children and how to ameliorate the challenges they bring to school. We are in the first year of our 2-year collaboration with Northside Elementary. Alyssa and I have provided training to about 150 education students and engaged over 20 undergraduate and graduate students in activities related directly to the process so far this year. We are completing a needs assessment at Northside Elementary and have provided professional development to teachers at Northside Elementary, Coulee Montessori and Hamilton Schools. Many students have had opportunities for involvement but several undergraduate and graduate students have played key roles. These key players have been able to read about trauma, collect data, summarize data, brainstorm next steps, observe and be note-takers for focus groups/interviews, attend Parent-Teacher conferences and Parent Nights, and assist with professional development training. We are looking to fund graduate and undergraduate students to take on key roles in the collaboration and to make similar opportunities available to more students starting this summer. To be clear, the monies would allow students to take on leadership roles in the UWL-Northside Elementary collaboration or to have paid “internship” positions, depending on interest and need. This financial support will enhance our partnership between UWL and Northside Elementary School and provide students with cutting edge knowledge and skills.

**Narrative:**

Across the country, schools are starting to realize the impact that trauma has on the learning and behavior of students. The La Crosse School District is no exception. Last year (2016-17), Betty DeBoer and Christin Nelson (Chileda) provided and coordinated monthly half-day trainings for all the school counselors, social workers and school psychologists in the district, pro-bono, across the year. Thanks to a Department of Public Instruction mental health grant and later a second grant, Northside Elementary started to focus more on trauma and entered into a 2-year agreement with me, Betty, to buy me out with a 1 course release every semester for 2 years (2017-2019). Alyssa Boardman is assisting by ensuring our efforts reach her undergraduate teacher education students to the maximum extent possible. The goal of the my buyout is to allow me to complete a thorough needs assessment, to make recommendations, to assist with implementation and to provide professional development across the school to make the school more trauma informed. In my efforts to accomplish this, I have already provided both graduate and undergraduate students a myriad of experiences along the way. Students have read on trauma; observed and assisted in aspects of the school; collected, analyzed and summarized data; engaged in problems solving; and assisted in professional development. There are many more opportunities to come. Much of the work completed by undergraduate students was coordinated by my graduate assistant (GA) this year, however there were many aspects that could have been completed by a graduate student and that would have been excellent learning opportunities that either I completed alone or that were simply not completed due to a lack of time. In other words, my GA and I were already spread too thin. There were some lost experiential opportunities.

Teachers and school psychologists who understand trauma informed schools are at a big advantage over those who do not have this base knowledge. Wisconsin is a leader in the US in terms of taking initiative to be trauma informed, thanks largely to our Department of Public Instruction (DPI) establishing a work group that I happen to be a member of. The DPI trauma work group has created resources on their website to guide schools thorough the process of becoming more trauma informed and DPI provides money and training through a mental health grant to assist interested schools. The online resources have been used by other states across the country and by professionals in other countries. Even with this leadership position in the US, most schools in Wisconsin are still in the early to middle stages of simply understanding the need of trauma informed schools. My interest in promoting trauma informed schools, my consultation with DPI and my collaboration agreement with Northside Elementary School provide me with many opportunities to further UWL students' opportunities in this area and to make them potential future leaders in trauma informed schools.

We are looking to increase students' knowledge about trauma informed schools, give students a sense of satisfaction with their participation in their work, provide an internship or research experience that helps undergraduate students enter graduate school, and /or increase the likelihood that students take jobs in high needs schools with this funding.

Essentially, students with funding would participate in weekly trauma informed schools meetings, assist in developing training for teachers and staff at Northside Elementary; assist in activities at Northside Elementary school meant to engage families such as Family Nights; assist in data collection, entry, and summarization; assist in brainstorming and problem solving and possibly assist in preparing materials for a book. (See appendix at end.)

## **Appendix**

### **What funded students will do:**

We are looking to fund a total of 15-hours/week (across 2 summers and 1 full academic year) of graduate student assistance to:

Participate in weekly trauma informed schools meetings

Lead undergraduate teams that are either working on research or an internship under PI supervision

Along with undergraduate students, assist in ongoing training development for teachers and staff at Northside Elementary

Along with undergraduate students, assist in activities at Northside Elementary school meant to engage families such as Family Nights

Along with undergraduate students, assist in data collection, entry, and summarization

Along with undergraduate students, assist in brainstorming and problem solving

Along with undergraduate students, assist in the implementation of recommendations

Assist in preparing materials for a book

We are also looking to fund an additional total 15 hours/ week (across 2 summers and 1 full academic year) to pay 3-5 undergraduate students for their participation. Undergraduate students would assist in the areas noted above. Additionally, they would be paid for completing readings that would prepare them for their tasks. (Additional opportunities would still be made available for no pay to other interested undergraduate and graduate students.)

### **Effectiveness will be assessed by:**

-measuring all students' knowledge about trauma informed care before and after they finish their work on the project

-measuring student satisfaction using a satisfaction survey

-assessing what percentage of undergraduate students enter graduate school within 2 years post-graduation

-assessing what percentage of graduate students take a job in a high needs school.

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**Proposed Budget:**

Graduate student assistance during '18-19 academic year (to be divided by 2-3 UWL students) (15 hours/week X 30 weeks)	450 hours
Graduate student assistance during summer '18 (15 hours/week X 4 weeks)	60 hours
Graduate student assistance during summer '19 (15 hours/week X 4 weeks)	<u>60 hours</u>
	<b>570 hours</b>
	<b>\$7,410 (\$13.00/hr)</b>

Undergraduate student assistance during 18-19 academic year (15 hours/week X 30 weeks)	450 hours
Undergraduate student assistance during summer '18 (15 hours/week X 4 weeks)	60 hours
Undergraduate student assistance during summer '19 (15 hours/week X 4 weeks)	<u>60 hours</u>
	<b>570 hours</b>
	<b>\$6,270 (\$11.00/hr)</b>

**\$13,680 Total Request**