



City of Hyattsville
2023 Education Enrichment Grant Program

City of Hyattsville
2023-24 Education Enrichment Grant Application
 Due date: January 5, 2023
 Late proposals will not be accepted

SECTION 1 – APPLICANT INFORMATION

Name: Katherine Cooper

Position: Communit School Coordinator

School: Rogers Heights Elementary School

Email Address: 4301 58th Ave., Bladensburg, MD 20710

Phone Numbers: [REDACTED] - [REDACTED]

Amount Requested: \$500

Check Should be Payable To: Rogers Heights Elementary School

Project Start Date: February, 2023 Project End Date: June, 2023
 Not before January 2023 Not after July 1, 2023

Reminder: A final report is due by July 3, 2023

SECTION 2 – SIGNATURES

Principal's Signature: *Duane Edwards* Date: 1/4/2023

Principal's Printed Name: Duane Edwards

Applicant's Signature: *K Cooper* Date: 2/2/2023

Applicant's Printed Name: Katherine Cooper

SECTION 3 – DESCRIPTION OF GRANT REQUEST

Title of Project: Mindfulness Project

Please attach a typed description of the grant request (three-page limit)

Proposal for a “Mindfulness Project” a Rogers Heights Elementary School

Executive Summary: Of the many issues facing students within the Prince George’s County Public Schools, Rogers Heights Elementary School (RHES) focuses on is Social Emotional Learning (SEL). As a Title 1 school, described as, having a high percentage of poverty that required federal funding to help students achieve academic success. Our school is located in a transient area, where new students are constantly being enrolled and withdrawn from school; with limited resources i.e. access to free healthcare services, RHES serves as a hub by providing wraparound services for additional supports to help close the barriers to educational achievement. Some of the additional supports have been afterschool programs, workshops, monthly food market and an annual health/resource fair.

To date, there are 20 students on the master behavioral health, the 2nd most reasons for (see appendix A). In fact, since the pandemic, we have been noticing a trend of high increase of students’ maladaptive behaviors as it relates to their emotional wellbeing. There are many contributed factors to this phenomenon, from being social isolated during distance learning, increase family conflicts due to lack of employment and inflation etc. Most children do not know how to process their feelings of such experiences, whereby manifesting into anxiety, depression, self-harming, aggression etc. Although RHES have partnered with Advance Behavioral Health Inc. with an assigned onsite therapist, the services they provide are limited.

In the State of Maryland, resources for families with children who struggle with mental health conditions overall are limited. In appendix B, there is a chart that showing the results from demography survey about children with mental health issues. The Behavioral Health Administration (BHA) operates one psychiatric forensic facility and two residential facilities for youth known as Regional Institutes for Children and Adolescent (Ricas). The Department of Health 2018/19 report for the Block Grants on Community Mental Health services indicated that they were some identified needs/gaps i.e. need for a model of care for youth/from a youth perspective and increased workforce with a better understanding and training of youth-based disorders; a need for improved relationships in the community between behavioral health providers, social services, hospitals and law enforcement; lack of consistent follow-up care and stabilization services in some jurisdictions.

Proposal: In order to ensure that students in the Rogers Heights have the tools to reduce the barriers associated with accessing mental health resources, we would like to implement a “Mindfulness Project”. The rationale for this project is to induce awareness about mental health to 10 students, grades 3rd to 6th, who were referred to our onsite therapist but had no need for intensive services to be placed on the active caseload. This targeted population only require the inducement of early interventions and coping strategies. It will comprise of 8 weeks, conducted

either virtual or in-person. These afterschool sessions, each lasting for 1 hour, from 3pm until 4pm, Tuesdays and Thursdays. The purpose for those two particular days, are to conduct check-ins on how they are doing and the other is to prepare them for whatever experiences they may encounter over the weekend.

The first and last sessions will for parents and students serving as a parent night with 1st, to be an introduction of the program and last to close-out to decipher what families learned from the program, its efficacy (if any) and continuance of the program. Either the Professional School Counselor (PSC) or onsite therapist will conduct a psycho-educational, “talk circle”, to bring awareness and understanding about what mental illness is and how its impacts an individual overall wellbeing.

The other sessions in between will consist of the either the counselor or therapist conducting psycho-educational “talk circle” and “check-ins” for roughly 15 to 20 minutes. The remaining time will be used to practice of self-calming interventions i.e. teaching techniques such as yoga, tai chi, and meditation to better regulate their emotions and experiences. These techniques are said to have many health benefits i.e. boost self-esteem, induce self-acceptance, reduce stress and anxiety, improve mood and energy, strengthen the immune system, and enhance alertness and focus. Snacks will also be provided for each session courtesy of Prince George’s County Public School.

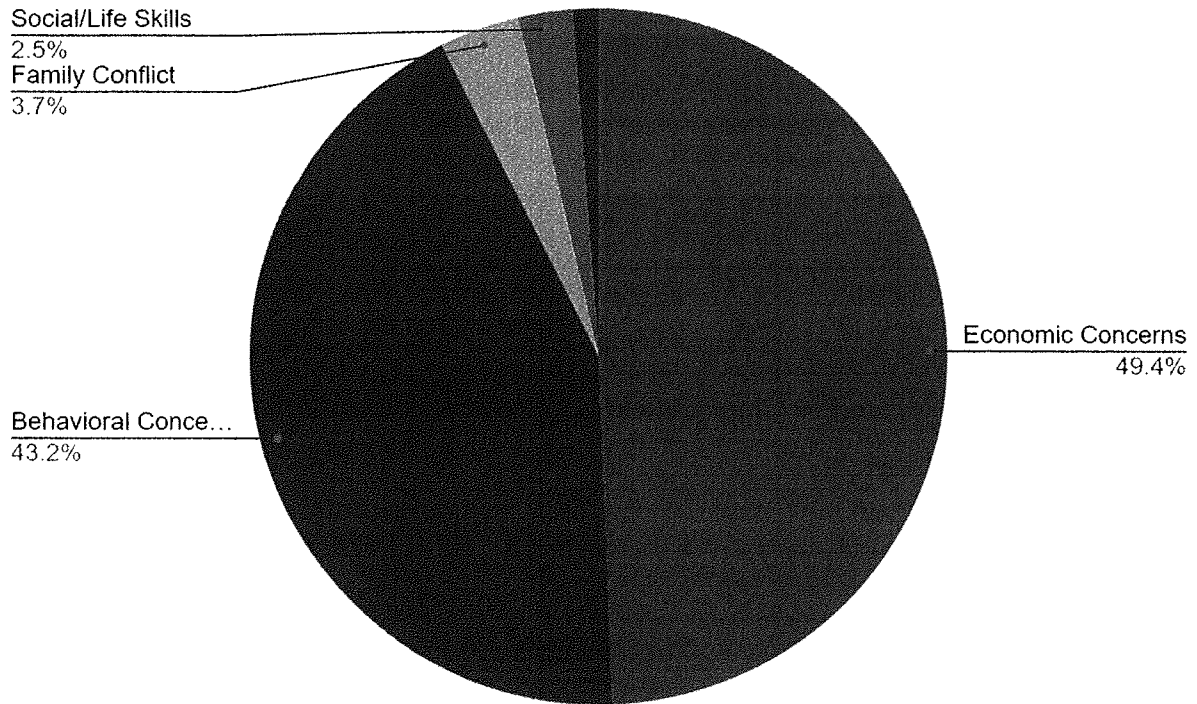
This program will also offer resources about different organizations that provide free or reduced mental health and immigration services within community.

Budget:

| Budget Item | Item Cost | Budget Amount |
|--------------------|-------------------------------------|----------------------|
| Yoga Mat | 10 (students) + 1 (staff) x \$20.99 | \$230.89 |
| Yoga Balls | 10 (students) + 1 (staff) x \$25.18 | \$276.98 |
| | Total \$ | \$507.87 |

Appendix A

Referrals Overview:



Appendix B

| | | Child Mental Health |
|-----------------|------------------|------------------------|
| Age | <10 | 33% |
| | 10-12 | 32% |
| | 13+ | 35% |
| | 16-34 years | |
| | 35-64 years | |
| | 65+ years | |
| Race | African American | 43% |
| | American Indian | 3% |
| | Asian | 4% |
| | Pacific Islander | <1% |
| | White | 52% |
| | Other | 11% |
| Hispanic | Yes | 14% |
| | No | 86% |
| Gender | Male | 57% |
| | Female | 43% |