

Community Psychology Practice Council

Report completed by: Jasmine Douglas (Secretary/Historian), Olya Glantsman and Kyras Brown (Co-Chairs)

The Practice Council aims to expand the visibility, reach and impact of community psychology practice through opportunities for connection, support and professional development in the Society for Community Research and Action, academic research and action graduate programs, other professional organizations and committees. The Practice Council works to create a legitimate community psychology practice. We do that by helping to:

- Define what it means by practice,
- Designate the required skills and competencies,
- Demonstrate effectiveness of our work,
- Increase opportunities to be seen as legitimate and acknowledged,
- Increase the visibility of Community Psychology practice and
- Provide individual and institutional support.

Leadership

Co-Chairs:

Kyras K. Brown (September 2014- Present)
Sedgwick County Health Department
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Carlos Luis (January – September 2015)
Science and Technology Interactive Center, horno3
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Olya Belyaev-Glantsman (October 2015-Present)
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Executive Council Representative

Olya Belyaev-Glantsman, DePaul University

Secretary/Historian

Jasmine Douglas, Wichita State University

Recruitment Coordinator

Nicole Freund, Wichita State University

Social Media Representative

Alaa Aldoh, American University in Cairo

Activities in 2015

2015 was a very productive year for the Practice Council. This year we hosted a Visioning Session at the 2015 Biennial in Lowell, Massachusetts which attracted over 75 attendees and generated ideas that will guide our activities in the new year. Below, we have organized our activities by the six stated goals of the Practice Council and have underlined areas that describe how these activities/goals are aligned with SCRA's overarching strategic goals.

Key 2015 Highlights

- *SCRA Community Mini-Grants program*
 - o This program is directly connected to the mission and values of our field in that it is the only mini-grant program within the Society solely **dedicated to funding**

projects that directly impact communities in which SCRA members work. With the continued support of the EC, this program has funded work in over 10 countries since its inception. Preliminary evaluation data indicates that not only are **community members actively involved** in the implementation of these projects, this program has **helped continue to make successful small-scale community-level interventions led by community psychologists possible.** The community mini-grants program has also promoted **membership engagement** as evidenced by growing application numbers among SCRA membership and increased numbers (29 in 2015) of volunteer grant reviewers (see *Mini-Grants section in report*)

- *SCRA Summer Institute*
In its first year of implementation, the Summer Institute was a major success in that it attracted students, practitioners and faculty to a set of engaging workshops intended to provide additional training in CP practice competencies
- *Communications Coordinator*
 - Following approval in 2015, the Practice Council has worked collaboratively with the EC on a potentially major development which is the creation of the SCRA Communications Coordinator position intended to increase the Society's public visibility and effectiveness of internal communication.

Practice Council Activities

1) Improving graduate education for Community Psychology Practice

Connect to a Practitioner Guide

The *Connect to a Practitioner* initiative launched in spring 2015. In line with promoting membership growth, professional presence, and educational programs, the goal of this guide is to help bridge the gap between academic programs and practitioners. This bridge can help ensure that practice skills are taught in academic programs and that both Masters and PhD level students are exposed to a wide variety of career paths within Community Psychology. This survey was created and open to all self-identified community psychology practitioners, asking about their current work setting, skills and competencies, and willingness to connect with graduate programs and students. Recently, the Practice Council and the Policy Committee worked together to make sure the guide was cross-posted. Preliminary data for 2015 indicate that the guide has been downloaded a total of 93 unique file downloads for the guide. The guide can be accessed on the [SCRA website](#).

Online Learning initiative

In December 2013 a final document titled "Expanding Online Learning in Community Psychology: an Action Plan" was submitted by the Online Learning Task Group for the Executive Committee's review in their 2014 Mid Winter Meeting. The Task Group was integrated by 17 SCRA members from 8 different countries, 7 of the members being part of the Practice Council. As a result of the MWM funds were allocated to develop (1) a Video on What is Community Psychology (2) a series of Webinars and (3) Online Courses in Community Psychology. A group was integrated from SCRA members of various groups and committees which collaborated for the implementation of 4 Webinars and 1 Video. The activities of this group are much aligned with promoting membership, service and professional presence.

Focus Groups with Masters Students

The 'Connecting Masters students' workgroup consists of members from the Practice Council, the Early Career Group, the Council of Education Programs and several Masters program coordinators. Since, July 2014 this group has been meeting to develop focus group questions and co-facilitate focus groups with Masters students across the United States to understand their professional needs as well as identify the motivators and barriers to engagement within SCRA. The group will be submitting a session proposal for the Biennial based on this initiative. To date, two focus groups have been conducted, and preliminary findings have revealed key information related to how to attract and retain masters students and raise visibility of the field in masters programs. The group presented findings and gathered feedback on action steps at the 2015 Biennial Conference. This initiative supports SCRA's efforts to promote membership growth, educational programs and professional presence.

CEP-CPPC Joint Initiatives

As two active councils of SCRA, the CEP and the CPPC have many shared goals, including but not limited to: improving graduate education for practice, continuing to develop the usefulness of the Practice Competencies, increasing the visibility of our graduate programs, and providing programs with practice-related teaching resources. These joint activities have served to promote organizational effectiveness within SCRA, membership growth and engagement and professional presence.

This year, there have been several ongoing joint initiatives:

- o Planning for the Summer Institutes for community psychology training
- o The presentation of the Connect to a Practitioner Guide at the 2015 Biennial
- o The development and dissemination of materials for competency-focused curriculum mapping/self-evaluation for graduate programs.

2) Enhancing the visibility of Community Psychology Practice within the field by increasing the number of publications and conference presentations focused on Community Psychology Practice and related issues.

SCRA Summer Institute

The purpose of the SCRA Summer Institute is to provide individuals with professional development opportunities that will supplement graduate education, provide additional training in the community psychology practice competencies and provide other topic-specific workshops of interest to SCRA members. The first Summer Institute was held at the 2015 Biennial Conference; and was a great success. A total of 55 people registered for one or more Summer Institute workshops; with more than half of attendees being students. Based on preliminary evaluation findings, the majority of attendees reported that the workshops provided them with new and practical knowledge and skills. The core planning team for the 2017 Summer Institute includes Practice Council members David Julian, Olya Glantsman and Nicole Freund. This group plans to use the evaluation data from the 2015 Biennial Conference to plan for the next meeting. One of the first steps for the group is to seek supplemental funding; and the next meeting is planned for January. These efforts fit within SCRA's strategic goals related to promoting financial sustainability/thrivability, membership engagement and professional presence. The Summer Institute also served as a way to promote membership engagement and value within the Society and promoted the strengthening of community psychology education in professional settings.

The Community Practitioner

This year the Practice Council enjoyed ample opportunities to showcase work by its members and Practice Council efforts in The Community Practitioner and through special feature articles in The Community Psychologist. The Winter 2015 issue, written by Amy Carrillo, Omar Ezzeldin, Seham Kafafi, and Carine Abouseif, formerly at the American University in Cairo both the challenges and the benefits of planning and implementation of the cultural event that focused on brining the community together, while disseminating the story of the Nuba people and sharing cultural traditions with the younger generation. The Spring 2015 issue by Olya Glantsman featured the group's year in review summary with a focus on the needs that were met, the support provided to students, and visibility and outreach. The article closed with the vision for the future. The Summer 2015 issue, written by Tara Gregory from Wichita State, focused on American Evaluation Association's Community Psychology Topical Interest Group, a group for community psychologists interested in evaluation. The Fall 2015 issue, written by Olya Glantsman included a brief history of the Community Psychology Practice Council; from its envisioning until today. The Winter 2016 issue, written by Nicole Freund gave an update on the Visioning Session at the 2015 Biennial in Lowell. The article summarized the seven working groups from the session and provided some action plans that were proposed that day. At the end of 2014 the past editor, Susan Wolfe, stepped down and the new column editor, Olya Glantsman, assumed her role. The Practice Column within the TCP has served to enhance the professional engagement and presence within SCRA.

The Community Psychology Practice Blog

The Practice blog raises awareness about the field and the people who do Community Psychology related work, as well as highlights the usefulness of psychology in improving the lives of individuals and communities. On the 4th year since the Community Psychology Practice Blog started, we continue to facilitate a dialogue and interest around Community Psychology topics among a varied audience. This year we were contacted by Professor Christopher Allen from the University of Massachusetts Lowell to feature the work and writing of his students in the Blog. During the month of October a total of 9 blog posts were uploaded with over 800 views. Since 2012 we have gathered over 87,778 page views from 10 different countries. We successfully posted a total of 22 blog posts in 2015; and had 2,518 page views this year from all around the world! Blogsite: (<http://communitypsychologypractice.blogspot.com/>)

Global Journal of Community Psychology Practice

The GJCPP has deep roots within the Practice Council. Since becoming a standalone project, the Practice Council continues to work collaborative with the journal to promote the visibility of community psychology practice and research. The GJCPP has grown to reach over 1,000 subscribers globally.

- o Since 2011, the GJCPP has partnered with the SCRA Community Mini-Grants program to publish the work of grantees in each issue. This year, a total of four articles based on Mini-Grants projects were published.
- o Recently, Practice Council members (Tom Wolff and colleagues) initiated a special issue for the GJCPP focused on community psychology competencies contributions and controversies. Over 25 submissions were made to special issue call.

Social Media

In an effort to promote member engagement and visibility of SCRA-related activities, the Practice Council appointed a Social Media Representative who serves as the liaison between the CPPC and the SCRA Website and Social Media Committee. The Social Representative has participated in social media efforts by publicizing different blog posts and recent practice council activities; and has reached out to new members joining the practice council to involve them in activities and imitative the pairing process between new members and old members in the practice council.

Community Psychology Student Chapter

The Community Psychology Student Chapter grew out of interest among students within the Practice Council. Their work promotes membership growth and engagement as well as increasing the professional presence of community psychology outside of SCRA.

This group has continued their work on sexual assault prevention at Wichita State University. They conducted focus groups of students and faculty in addition to launching a survey assessing attitudes toward rape myths, evaluation of current campus-wide sexual assault resources, and needs for further resources. Focus groups and transcription were carried out by both undergraduate and graduate students. A total of (blank) students and faculty participated in the focus groups and a total of (277) students, faculty, and staff, participated in the survey. Data from both the focus groups and survey have been submitted for presentation at the Mid-Western Psychological Association Conference, giving undergraduate members the opportunity to both attend and present at the conference. In addition, two journal articles are currently in progress pertaining to the data collected, giving graduate students the opportunity to mentor undergraduate students through the submission process. Future progress will focus on presenting the findings to key stakeholder in the Wichita State University and surrounding community with recommendations for future prevention and victim services. As the current project comes to a close, focus will shift to engaging more membership and developing a new project for future leadership to sustain.

3) Engage in outreach efforts to those outside of SCRA, including members of allied fields, members of other divisions of APA and the general public

THEory into ACTION Bulletin

The Outreach Group of the Council continued to generate monthly bulletins (called THEory into ACTION) on innovative work in community practice during 2015. With a total of 10 current writers, a new volunteer coordinator, Tabitha Underwood, was appointed to manage the editing, review, and distribution of the bulletins. These bulletins were distributed to the SCRA list-serv and other community psychologists, APA media outlets, and some community practitioners in other disciplines. They were also posted to the Community Practice Blog and are now also published in the Global Journal of Community Psychology Practice, which began with the July issue. Plans for the upcoming year include providing opportunities to incorporate new writers and update and improve the distribution list.

Foundations of Community Psychology Practice (Book)

The Community Psychology: Foundations of Practice book was published and released in print on December 15, 2015. Work is underway on a companion website sponsored

by Sage Publications that will include resources for faculty using this book for classes. The book is available in softcover from Sage Publications and Amazon.com and available in Kindle format as well.

http://www.amazon.com/dp/B00QGYIZJM/ref=rdr_kindle_ext_tmb

Outreach Coordinator Initiative

In a potentially major development for the Council and for SCRA, the Practice Council was successful in proposing that SCRA's Executive Council hire an Outreach Coordinator. The E.C. acted favorably upon this proposal at its 2015 Midwinter Meetings, and allocated \$20,000 in provisional initial funding. Following this approval, Practice Council members worked with Executive Committee representatives to develop and finalize a job description, for what we now anticipate will be called a Communications Coordinator. We expect that a posting for the position will occur by the end of 2015. We believe that this position when filled will result in significant steps forward in increasing SCRA's public visibility and the effectiveness of its internal communications.

Practice Council Membership Participation and Involvement

In Spring 2015, we developed a survey to help identify PC member strengths and preferred work groups relative to the goals and tasks prioritized by PC membership. A total of 42 responses were collected and those respondents connected to work group leaders based on their answers. The survey will be refreshed in the spring based on new tasks identified during January's call and goals set at that time.

4) Support the career development of practitioners and the market for community psychology practitioners

Monthly Peer Consultation Calls

Monthly Peer Consultation Calls. The "Peer Consultation Calls" are a monthly call in format created by the Practice Council to provide support to the community work of those engaged in community psychology practice around the globe. Once a month the Practice Council offers an informal chance to share our work with colleagues and get some ideas, help and coaching. We convened monthly in 2015 with between 6-12 joining us for each call. Over the past year we have attracted a broad group of participants, including students, new grads, seasoned professionals and increasingly interested community members. We regularly have participants from outside the U.S. Participants appreciate the chance to share their work and get feedback and learn new skills. It is a wonderful service the SCRA provides to its members and to communities around the globe. Tom Wolff has convened and facilitates the calls.

Support for Early Career Practitioners

Ben Graham (Early Career IG Co-Chair) serves as the liaison between the CPPC and the Early Career Interest Group. The ECIG and CPPC have been working collaboratively to identify ways to support the SCRA membership. For example, working together to ensure that the interests of early career practitioners, recommending practice-related topics and presenters for their online mentoring chats.

5) Positively impact the communities we live and work in through the use of community psychology principles.

SCRA Community Mini-Grants

Community Practice Mini-Grants are an excellent example of what SCRA as an organization and what the field of CP stands for. In 2015, we saw the fifth iteration of the SCRA Community Mini-Grants program. The program was a major success this year, funding a total of 17 impactful, small-scale as 33 applicants and 29 trained reviewers took part in the SCRA Community Mini-Grants program, demonstrating its potential to powerfully brand SCRA in a manner congruent with its core values.

Broad Reach & Impact: This year, SCRA Mini-Grants program funded grant projects in communities within the United States (53%) and in various international communities (47%). Since 2011, the Mini-Grants program has funded projects led by SCRA members and their community partners in and over 10 countries across six continents (see Figure 1). Based on preliminary evaluation data from 40 completed projects (2010-2015), 82% reported that mini-grant funding had a broad impact on the success of their project.

Community-Focused: Consistent with previous years, the majority of 2015 grant projects were community-based interventions that reflected core CP values (55%), followed by projects that integrated research and practice (29%) and research-focused projects (16%). Based on preliminary evaluation data from 40 completed projects (2010-2015), the majority of grantees (95%) indicated that community members were moderately or very involved in the process and that community members were very interested and engaged with the project (82%).

Membership Engagement: As in previous years, the Mini-Grants has awarded grants to quality projects led by students, practitioners and faculty. This year, students represented (25%) of grantees, followed by faculty (20%) and practitioners (16%). In addition, a total of 29 SCRA members comprised of students, faculty and practitioners (including international members) volunteered their time to serve as reviewers for the Community Mini-Grants program.

Visibility/Promotion: Through partnership with the Global Journal for Community Psychology Practice, the Community Mini-Grants program has been able to feature grantees' project outcomes in the journal, which has over 1,000 global subscribers. Based on evaluation data collected from 40 completed projects, 89% promoted the visibility of SCRA or Community psychology, 76% reported that as a result of the project participants/partner's knowledge of community psychology increased, and 100% reported that have talked with others about the Mini-Grants program or findings from their project.

Financial Investment: The SCRA Community mini-grants program provides a unique opportunity for SCRA members including students and practitioners to apply for funding for small-scale impactful projects within the community. This promotes both membership engagement and professional presence in terms of the community psychology work being implemented and published. The Mini-

Grant program is also efficiently managed by two administrators, who have historically been graduate students. The stipend not only reinforces value in the positions, but also serves as a way to support our Society's competent student members in this process. We have seen that a little money in the hands of the community goes a long way, as many grantees reported that their community projects would not have been possible without the Community Mini-Grants program.

Comments from Past Grantees:

"This project would not have progressed to the level of meeting with and interviewing key community members without the initial funding."

"The mini-grant provided funding for the community forum and dissemination of findings which are critical aspects of the photovoice project to make sure findings are moved to action."

"The mini-grants made this project entirely possible. Without the funds, we were only able to provide electronic versions of the manuals to facilities. This would have transferred the burden of costs of printing to the jails. This would have resulted in the manuals being underutilized. This was a tremendous project, as the jails have taken a step forward in their community to improving community reintegration."

"The grant completely funded the project and will be useful in leverage for additional funding from other veteran grantors including the Illinois Department of Veteran Affairs and Disabled American Veterans Charitable Service Trust."

Figure 1. Map displaying each continent the SCRA Community Mini-Grants has reached.



6) Advocate for organizational-level actions within SCRA Division 27

The Biennial Visioning session

The Biennial Visioning Session spanned across multiple strategic areas including operations efficiency, membership engagement, and professional presence. During the 2015 Biennial conference, the Community Psychology Practice Council hosted an intensive interactive visioning session. The major goals of the session were to 1) Revisit the Vision of SCRA on this special anniversary, 2) Generate a 'go-forward', long-term vision for SCRA with shorter term, intermediate action steps, 3) Disseminate the vision widely throughout SCRA utilizing a diversity of platforms including the SCRA list serve, social media, TCP, and community-focused journals (AJCP, Global Journal of Community Psychology Practice), 4) Engage the appropriate SCRA Committees and Councils to accomplish proposed action steps, and 5)

Give voice to various SCRA sub groups that will live the vision such as students, recent graduates, and newer members of SCRA. The visioning session was a successful and productive meeting that met many of the intended outcomes. The design was an interactive, participatory planning process with multiple opportunities for small group discussion.

During the session, participants formed eight workgroups which grew out of the day's discussions:

1. Community Spaces
2. Dissemination
3. Education
4. Intersectoral Partnerships
5. Policy and Systems Change
6. SCRA as an Organization
7. Visibility
8. Open Space

Workgroups were encouraged to develop action steps during the biennial to encourage post-biennial continuation. In addition to the continuation of these workgroup initiatives there also was a production of many great ideas emerging from the session. CPPC plans to embed many of the ideas from the session into its 2016 activities and projects. In addition, a summary of the visioning session will be published in the Winter TCP issue.

Plans for 2016

Practice Council will identify our broad strategic goals during our January 2016 teleconference. During this call, we will identify major strengths, weaknesses, opportunities and threats as it relates to the work of the practice council and identify new initiatives based on ideas generated at the 2015 Biennial Visioning Session. As in the past, these strategic goals will align with SCRA's overarching strategic pillars, mission and vision.

Currently the goals of the Practice Council include:

1. Improve graduate education for Community Psychology Practice.

We plan to accomplish this goal by continuing existing collaborative efforts with the Council on Education Program (CEP), including the CEP-New Programs Sub-Committee.

2. Enhance the visibility of Community Psychology Practice within the field by increasing number of publications and conference presentations focused on Community Psychology Practice and related issues.

In line with SCRA's strategic goals, the Practice Council plans to continue to work towards enhancing the visibility of community psychology practice within the field. To do this, we plan to continue supporting initiatives such as the Summer Institute, and continue publishing work focused on CP practice and related issues in the TCP, GJCPP and other publications.

3. Engage in outreach efforts to those outside of SCRA, including members of allied fields, members of other divisions of APA, and the general public.

The Practice Council plans to engage in and/or support various outreach efforts within and outside of SCRA. We plan to build on systems that we've built (PC Interest Survey/ Recruitment) to engage new members who may not have been previously connected to

SCRA. We also continue to work collaboratively with the EC and other groups to support the development and launch of the Outreach Coordinator position. We believe that this position when filled will result in significant steps forward in increasing SCRA's public visibility and effectiveness of its internal communications.

4. Support the career development of Practitioners and the market for Community Psychology Practitioners.

In 2016, we plan to build on collaborative work with groups such as the Early Career Interest Group to support the career development of community psychology practitioners.

5. Positively impact the communities we live and work in through the use of Community Psychology principles.

As outlined below, we plan to request funding for the existing SCRA Community Mini-Grants program in 2016.

6. Advocate for organizational level actions within Division 27

In 2016, we plan to continue to advocate for organizational level actions which may include supporting SCRA Strategic planning process.

Diversity Issues

In terms of diversity, the Practice Council has a strong history of welcoming and engaging SCRA student members. Within the Practice Council, students are given full rights and responsibilities to participate and actively take on leadership roles. We have also worked to recruit and accommodate international members by ensuring calls are accessible via Skype, and that they understand our mission and vision. Currently, two of our international members hold a leadership position. Our leadership team has reflected significant diversity in terms of geographical location, language, race/ethnicity, gender, age and work setting (i.e., academic institution, organizations, government agency). Additionally, the Practice Council's mission to engage Community Psychology practitioners, and bring them back into the "fold" of division 27, serves to increase the professional diversity of the organization as a whole.

Budget

2015 expenses

In 2015, the SCRA Community Mini-Grants program awarded 17 total grants (*see Excel File attached*). This year, we were able to administer more grants due to several (n=8) submitted grant proposals requesting less than \$1200. Of the budgeted \$18,000, \$18,000 was awarded. The Community Mini-Grant uses an 80%/20% funding mechanism, 20% of each award amount is held until the grantee submits their final paperwork and evaluation forms at the end of their grant year. Additionally, since there is a 'rolling' grant application process, each grantee received funding at a different date in 2015, and therefore has a unique 'grant year' for their project. Therefore, of that \$18,000 that was awarded, only \$14,402 has already been completely paid out. The remaining balance of funds promised \$3,598 but not paid out to 2015 grantees will be paid out in coordination with the SCRA treasurer, when grantees complete their final project report and evaluation forms.

2016 request

In 2016, the only budgetary request from the Practice Council is for the SCRA Executive Committee to fund the existing SCRA Community Mini-Grant Program at 15 grants (\$1200 each) (**see *Excel File attached***). For the past five years, the Mini-Grants program has served as a successful means of supporting small, time-sensitive, community-based projects conducted by SCRA members and their community partners that are in line with SCRA's vision, mission and values. Funding criteria indicate that projects must address a time sensitive community need or opportunity (40%), have the potential for successful implementation and meaningful impact within a one-year period (30%), have significant community involvement and active community partners (15%), and align with SCRA vision, mission, principles and goals. **Not only does the Mini-Grant program invest funds into the communities that we serve, to support the kind of work we are all behind, but it is an effective way of spreading the SCRA visibility (and promoting membership engagement and value).** All grantees are required to include SCRA logos on their project materials, conduct at least one awareness raising activity as a part of their project. Additionally, Mini-Grant awardees are routinely featured in the Global Journal of Community Psychology Practice.

Total funding requested for the SCRA Community Mini-Grants (\$19,000) includes

- 15 grants at \$1200 each = \$18,000
- Annual stipend for student(s) administering grants program = \$1,000

APPENDICES

Appendix A: Active Practice Council Membership based on call attendance/workgroup activity, 2015

1	Al Ratcliffe	23	Gloria Levin	44	Olya Glantsman
2	Alaa AIDoh	23	Hana Shahin	45	Peter Hubbard
3	Amanda McDougall Scott	24	Hiying Ng	46	Randy Johnson
4	Anna Caroline Chinnes	25	Jasmine Douglas	47	Refika Sarionder
5	Ashlee Lien	26	Jeff Sheldon	48	Rukiya Wideman
6	Ashley Anglin	27	Jennifer Edison	49	Sara Jolley
7	Ben Graham	28	Jessica Drum	50	Sarah Small
8	Bill Berkowitz	29	Julie Pelham	51	Sharon Johnson-Hakim
9	Candice M	30	Julia Siwerka	52	Susan M.
10	Carlos Luis	31	J'Vonnah Maryman	53	Susan Wolfe
11	Carol	32	Kelly Hamm-Oscar	54	Suzette Fromm Reed
12	Chris Corbett	33	Kyrah Brown	55	Sylvie Taylor
13	Christina Sun	34	LB Klein	56	Tabitha Underwood
14	Dawn Henderson	35	Linda	57	Tamora Ann Callands
15	Dave Julian	36	Mary Benton	58	Terese Jones
16	Elizabeth Stone	37	Mary Taurus	59	Tom Wolff
17	Emma Ogley-Oliver	38	Matt Barington	60	Victoria Scott
18	Erin Kelly	39	Mazna Patka	61	Vincent Franscisco
19	Edgar	40	Melissa	62	Yura Yasui
20	Gina Cardazone	41	Meeta Banerjee		
21	Glenda Alexander	42	Miriana Garza		
22	Greg Meissen	43	Nicole Freund		

Appendix B: SCRA Community Mini-Grants Recipients for 2015

SCRA Community Mini-Grants- Funded Projects 2015

Total Allocated Budget: \$19,000 Amount Actually Awarded \$18,000
 Projects Funded: 17 (out of 33 applications) Range of Awards: \$600 - \$1,200

Award Number	1
Title	No Label, No Limits PhotoVoice Initiative
Grantee	Elizabeth Stone
Total Awarded	\$1200
Location	United States
Description and Use of Mini Grant Funds	A series of PhotoVoice interventions around the theme “No Labels, No Limits” will be undertaken starting with individuals who identify as having lived experience with mental health challenges. Individuals who also experience addiction challenges, are veterans, or with other forms of self-identified disabilities will participate in later iterations of this project. By varying the criteria for participation, considerations and discussions around cross-disability alliances can begin. A dialog in the greater community that questions stigma and fosters greater inclusion of individuals with diverse disabilities will also be generated through multiple exhibitions.
Award Number	2
Title	Up2UsQSI GirlWise Conference
Grantee	Susan Long
Total Awarded	\$675
Location	United States
Description and Use of Mini Grant Funds	Up2UsQSI will present at the 12th Annual GirlWise Conference on April 18, 2015. Up2UsQSI is a sexual assault and bullying prevention program that helps participants Q-question traditional gender norms, S-support others who question, and I-interrupt gender norms and sexual violence when it is safe to do so. Through an interactive program, participants learn how to be active bystanders and take a stand against harmful language and bullying behavior. The conference participants are all girls living in Lake County, IL, and targets at risk youth and juvenile offenders.

Award Number	3
Title	Resources, strategies and revictimization: The effects of a police second response program on intimate partner violence survivors
Grantee	Rannveig Sigurvinsdottir
Total Awarded	\$870
Location	Iceland
Description and Use of Mini Grant Funds	Short (1 hour) community preparedness presentations by organizations like FEMA and the Red Cross are designed to increase preparedness knowledge and behaviors, with the long term goal of reducing negative consequences after disasters. Our study aims to determine whether such presentations are effective, and to better understand the degree to which participant characteristics (e.g., gender, self-efficacy) influence behavior change (the degree to which participants engage in more preparedness actions). We anticipate that this study will contribute to improvements in the effectiveness of emergency preparedness presentations, especially in reaching subgroups of participants most at risk for negative outcomes during disasters.
Award Number	4
Title	Creating Conversations: Using Community-Based Participatory Action Research to Develop Spaces for Sex Talk in Coast, Kenya
Grantee	Laura Chubb
Total Awarded	\$1200
Location	Kenya
Description and Use of Mini Grant Funds	Analysis of a traditional 'conversational space,' the 'baraza,' will highlight power dynamics in and barriers to sex talk between youth and adults, as well as the elements for a functional space to occur. Our research team will design a strategy, rooted in the needs and wants of the community, to cultivate best practices in communicating about sex. We will collect data through a triangulation of methods: youth photo-journal interviews; adult stakeholders focus groups; personal journals, and video-recorded data from mixed/gender-divided mabaraza. Results have the potential to inform how safe spaces for sex talk can be adapted in communities across Kenya.

Award Number	5
Title	Substance Abusers in Recovery: A Pilot Employment Workshop
Grantee	Sarah Callahan
Total Awarded	\$1200
Location	United States
Description and Use of Mini Grant Funds	This workshop is a pilot for a larger intervention. We will work to increase employment outcomes for people in recovery from substance abuse that live in Oxford House (OH) recovery homes in Chicago. In partnership with OH, we will conduct a six-week employment workshop with their unemployed residents. The workshop will teach job search skills, workplace behavior, and provide job placement with local business partners, among other skills. OH residents are prime targets for this intervention, as their ability to stay in the recovery home is directly associated with their ability to pay rent through employment.
Award Number	6
Title	A Social Network Analysis Needs Assessment of the Frequent User Service Engagement (FUSE) Planning Coalition
Grantee	Danielle Vaclavik
Total Awarded	\$1193
Location	United States
Description and Use of Mini Grant Funds	To perform a needs assessment using social network analysis (SNA) for the new Frequent Users Service Engagement (FUSE) coalition which aims to better integrate systems (SI) accessed by families experiencing homelessness in Chicago. SI interventions like coalition building are essential in fostering interconnected and effective provider networks because they increase collaboration among providers, thereby improving client service. The assessment will create a baseline picture of the coalition network and highlight gaps in collaboration and internal network knowledge. Results from this assessment will be presented to a stakeholder focus group and used to create an action plan for future SI interventions.

Award Number	7
Title	Emergency Preparedness: Do Community Presentations Increase Preparedness Intentions and Behaviors?
Grantee	Meagan Sweeney
Total Awarded	\$1200
Location	United States
Description and Use of Mini Grant Funds	Short (1 hour) community preparedness presentations by organizations like FEMA and the Red Cross are designed to increase preparedness knowledge and behaviors, with the long term goal of reducing negative consequences after disasters. Our study aims to determine whether such presentations are effective, and to better understand the degree to which participant characteristics (e.g., gender, self-efficacy) influence behavior change (the degree to which participants engage in more preparedness actions). We anticipate that this study will contribute to improvements in the effectiveness of emergency preparedness presentations, especially in reaching subgroups of participants most at risk for negative outcomes during disasters.
Award Number	8
Title	A Mixed-Methods Evaluation of the New Britain 2015 Summer Enrichment Experience (SEE) Program
Grantee	Nghi Thai
Total Awarded	\$600
Location	United States
Description and Use of Mini Grant Funds	This project began as a graduate-level community-based evaluation course at UW-Madison during the spring 2015 semester. The evaluation is being conducted in collaboration with "Growing Outdoor Wonder" (GROW) Coalition, which implemented a three year program funded by the Madison Community Foundation (now in its last year). Each year of the intervention, 5 schools were brought into the program to build or enhance school outdoor classroom/garden space. Programming also included school, student and community engagement, garden design, curriculum integration and professional development. The evaluation was designed with the school and GROW partners in order to evaluate educators' knowledge and use of the garden and outdoor classroom, student behavior and engagement with learning, and community engagement through garden-based outdoor education.

Award Number	9
Title	Development of an Evaluation Strategy for Music Haven - an After-School Arts Program Serving Disadvantaged Children and Families.
Grantee	Melissa Whitson
Total Awarded	\$1200
Location	United States
Description and Use of Mini Grant Funds	<p>The aim of this project is to conduct a collaborative evaluation of Music Haven, a rapidly growing after-school arts program in New Haven, CT's most at-risk neighborhoods. Founded in 2006, Music Haven's mission is to build a vibrant urban community through performance and music education that empowers young people, their families, and professional musicians. Despite their continued growth, they have yet to develop a comprehensive program evaluation strategy. Over the past two months, the researcher has met with board members and staff to identify their evaluation needs, description of programs, and relevant stakeholders and outcomes. Music Haven staff will be actively engaged throughout each stage of the project, which includes the formation of a program theory, evaluation plan, and assisting in data collection and analysis. This grant application is seeking funds to support the development and implementation of a comprehensive program evaluation process for Music Haven that they can use now and in the future in order to demonstrate that, and understand how, their programs are having the intended impacts on the children and families they serve.</p>
Award Number	10
Title	GROW ("Growing Outdoor Wonder") School Gardens Community-Based Evaluation.
Grantee	Claire Berezowitz
Total Awarded	\$975
Location	United States
Description and Use of Mini Grant Funds	<p>This project began as a graduate-level community-based evaluation course at UW-Madison during the spring 2015 semester. The evaluation is being conducted in collaboration with "Growing Outdoor Wonder" (GROW) Coalition, which implemented a three year program funded by the Madison Community Foundation (now in its last year). Each year of the intervention, 5 schools were brought into the program to build or enhance school outdoor classroom/garden space. Programming also included school, student and community engagement, garden design, curriculum integration and professional development. The evaluation was designed with the school and GROW partners in order to evaluate</p>

	educators' knowledge and use of the garden and outdoor classroom, student behavior and engagement with learning, and community engagement through garden-based outdoor education.
Award Number	11
Title	PhotoVoice: Exploring the needs of Pakistanis with intellectual disabilities and their family members
Grantee	Mazna Patka
Total Awarded	\$1200
Location	Pakistan
Description and Use of Mini Grant Funds	The Special Olympics, Pakistan (SOP) in collaboration with Mazna Patka intend to conduct a culturally anchored needs assessment to understand the needs of Pakistanis with intellectual disabilities and their families using PhotoVoice. Doing so, will allow us to use empirically based knowledge to tailor, restructure, and develop programming. Data collection through PhotoVoice will allow us to explore, in depth the needs of SOP athletes and family members which will be disseminated internationally through Special Olympics International and locally through a community forum.
Award Number	12
Title	Well-being & Recovery: A Focus on Maternal Vulnerability and Coping in post-Earthquake Nepal
Grantee	Sarah DeYoung
Total Awarded	\$1200
Location	Nepal
Description and Use of Mini Grant Funds	On April 25th, 2015, a magnitude 7.8 earthquake impacted the Kathmandu Valley area of Nepal. Almost 9,000 people were killed and thousands of homes were destroyed or damaged. Nepal is a developing country with complex political and social issues that impact that well-being of both urban and rural people. I traveled to Nepal three weeks after the earthquake for exploratory research on social impacts of the event with a larger research team. Now that I have made more contacts and solidified my research questions, I would like to return to Nepal for data collection during the recovery phase.

Award Number	13
Title	A Family-Based Math Program for Refugee Mothers and their Preschool Children
Grantee	Rachel Caplan
Total Awarded	\$1200
Location	Canada
Description and Use of Mini Grant Funds	A 10-week family-based math program (Family Math Canada) will be offered with mothers and their children aged 3-5 years old at a refugee centre in Toronto. During the program, trained program facilitators (Early Childhood Studies students) will facilitate sessions with mothers and their children. Families will attend sessions together and participate in math activities. By embracing the "funds of knowledge" that families bring with them to the program, sessions will focus on math strategies, games, and activities aimed to foster math skills for children; enhance the confidence/self-efficacy of mothers in engaging with math-based home activities with their children; create opportunities for children and mothers to learn together; enhance views and attitudes about math; and increase awareness about integrating math concepts in daily activities for families.
Award Number	14
Title	Preventing Sexual Assault with the Women's Program: A longitudinal study with sorority women
Grantee	Christine Tirabassi
Total Awarded	\$1200
Location	United States
Description and Use of Mini Grant Funds	The current researchers plan to evaluate the effectiveness of the Women's Program with a longitudinal controlled research design (Foubert, 2010) to promote healthy beliefs about sexual assault, increase bystander prosocial behaviors, and decrease the rates of sexual assault among sorority women at the University of South Dakota. The Women's Program is based on a bystander model of prevention, which emphasizes the importance of providing women with the knowledge and skills to help peers who are at risk or have been sexually assaulted. The program is a one-hour educational and skill-based intervention.

Award Number	15
Title	"Using Propensity Score Analysis for Non-Experimental Data of a Pilot Project to Create Substance Abuse Aftercare Home in Bulgaria"
Grantee	Ronald Harvey
Total Awarded	\$1069
Location	Bulgaria
Description and Use of Mini Grant Funds	This project is to fund my attendance at a 2-Day Seminar on Propensity Score Analysis taught by Shenyang Guo, Ph.D. on May 28-29 in Chicago (which is local). Propensity score analysis is a new and innovative class of statistical methods for estimating the effects of treatments and interventions using non-experimental data, and could prove incredibly useful in community psychology field research. The Fulbright project will be among the first community psychology interventions ever attempted in Bulgaria, so reporting the results as accurately and completely as possible is among the crucial elements for the success of the project.
Award Number	16
Title	"Using Propensity Score Analysis for Non-Experimental Data of a Pilot Project to Create Substance Abuse Aftercare Home in Bulgaria"
Grantee	Yeshim Iqbal
Total Awarded	\$1200
Location	Bangladesh
Description and Use of Mini Grant Funds	This mixed-methods research project evaluates the training provided on Bangladesh's first and only suicide prevention helpline, "Kaan Pete Roi." The helpline has been operational for two years; it follows the telephone support model of Befrienders Worldwide, an international authority on suicide prevention. So far, sixty volunteers (who answer the phones) have been trained and several thousand calls received. However, the training provided has not been evaluated for the extent to which it prepares volunteers to take calls. Limited research exists on the appropriateness of helpline training, much less in the context of helpline in a developing country.

Award Number	17
Title	Experiences of LGBTIQ young people in regional, rural and remote Australia: A participatory approach to improving wellbeing and social connectedness
Grantee	Brona Nic Giolla Easpaig and Rachael Fox
Total Awarded	\$618
Location	Australia
Description and Use of Mini Grant Funds	In rural, regional and remote (RRR) communities of Australia, young people who identify as LGBTIQ negotiate intersecting forms of disadvantage (rurality, sexuality/gender and youth) resulting in poorer health and wellbeing. This participatory project with young LGBTIQ people will collaborate using digital methods (including photovoice) to identify the challenges to and the resources for wellbeing, to potentially be harnessed to support young people. The collaboration is designed to; capture young people's experiences and promote their voices, share knowledge and develop resources, and inform subsequent efforts for a group under-represented in evidence, policy and practice in relation to the impacts of rurality.