

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Elementary and Secondary School Counseling Program**

**CFDA # 84.215E**

**PR/Award # S215E140166**

**Grants.gov Tracking#: GRANT11636469**

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1236-GEPA 427)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1235-Abstract)</i>	e13
<b>7. Project Narrative Form</b>	e14
<i>Attachment - 1 (1240-GrantNarrative)</i>	e15
<i>Attachment - 2 (1241-References)</i>	e40
<i>Attachment - 3 (1242-LetterofSupportDH)</i>	e41
<i>Attachment - 4 (1243-LetterofSupportJS)</i>	e43
<i>Attachment - 5 (1244-ProjectDirectorRes)</i>	e44
<i>Attachment - 6 (1245-Table of Contents)</i>	e45
<b>8. Other Narrative Form</b>	e46
<i>Attachment - 1 (1237-SignaturePages)</i>	e47
<i>Attachment - 2 (1238-SinglePointofContact)</i>	e52
<i>Attachment - 3 (1239-Indirect.Cost)</i>	e53
<b>9. Budget Narrative Form</b>	e54
<i>Attachment - 1 (1234-BudgetNarrativeFinal)</i>	e55
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e58
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e60

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/25/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-6002329"/>	* c. Organizational DUNS: <input type="text" value="1348471770000"/>
--	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Green Bay Area Public Schools"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="920-272-7478"/>	Fax Number: <input type="text" value="920-272-7051"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC). Program CFDA Number 84.215E

**13. Competition Identification Number:**

84-215E2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Green Bay~College, Community, and Career Ready (GB~CCCR)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="375,140.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="375,140.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Angela Buchenauer</p>	<p>TITLE</p> <p>Superintendent of Schools and Learning</p>
<p>APPLICANT ORGANIZATION</p> <p>Green Bay Area Public Schools</p>	<p>DATE SUBMITTED</p> <p>04/25/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Green Bay Area Public Schools

\* Street 1: 200 S. Broadway    \* Street 2:

\* City: Green Bay    \* State: WI: Wisconsin    \* Zip: 54313

Congressional District, if known: 8

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Dept. of Ed./Office of Elem. and Sec. Ed	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:

\* Street 1:    \* Street 2:

\* City:    \* State:    \* Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:

\* Street 1:    \* Street 2:

\* City:    \* State:    \* Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Angela Buchenauer

\* Name: Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:

Title:    Telephone No.:    Date: 04/25/2014

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140166

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA\_427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA 427

In planning for this project, the project development team reviewed the GEPA requirements and determined that there is one area where potential barriers to equitable access exist. Many students and families at the targeted schools are English Language Learners. GBAPS works to provide all information and resources to these families in their first language. Key materials for this project will be translated into Spanish and/or Hmong as needed. Teachers and staff at each of the schools also provide translation services within the classroom and for family events. District level translators will also be available to ensure that any face-to-face or phone communications will be done in the family's first language. The district has an active policy of providing equitable access for all students to our entire scope of educational, enrichment and recreational activities. Our standard is to make all reasonable accommodations to ensure equitable access on a continual basis.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Green Bay Area Public Schools

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

\* First Name: Michelle

Middle Name: S

\* Last Name: Langenfeld

Suffix:

\* Title: Superintendent of Schools and Learning

\* SIGNATURE: Angela Buchenauer

\* DATE: 04/25/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Abstract

**Background:** The Green Bay Area Public School District (GBAPS) is the 5<sup>th</sup> largest public school district in the state of Wisconsin. GBAPS consists of 40 schools which serve over 20,000 students from diverse ethnic, economic and racial populations. There are 5 high schools, 6 middle schools and 27 elementary school sites that combined have a 60% free and reduced lunch rate. The 27 elementary schools have a total of 14 school counselors serving over 10,000 students, providing a school counselor to student ratio of 1/750 (recommended ratios are 1/250).

**Need:** Due to the high ratio of school counselors to students at the Elementary level, the grant proposal focuses on 7 schools: Baird, Eisenhower, Fort Howard, Howe, Lincoln, Nicolet and Tank, serving 2,703 students. Selected was based on state academic performance, behavior referrals, economics and the population's transiency. GBAPS has seen a decrease in funding due to cuts in Title funding. This has impacted our pupil services staff and there will be cuts in school counselor time at the elementary level, increasing the counselor/student ratio for the 2014-15 school year.

**Basis for Proposal:** Research indicates that elementary counseling services can increase academic performance and improve student behaviors. Green Bay~ College, Career and Community Ready (GB~CCCR) has created a proposal that will allow our targeted elementary schools to implement and expand a comprehensive school counseling program that implements pro-social teaching and works with identified students to increase positive behaviors and grow both academically and socially. As part of this program GB~CCCR will increase staffing at the elementary level providing a stronger pupil services team at the targeted sites. GB~CCCR will provide pupil services staff and all school staff at targeted sites the necessary training and collaboration time to understand the needs of our diverse population. Mental health will be another focus of this program, as GB~CCCR focuses on creating partnerships with our community resources, developing strategies to positively impact mental health in the schools and creating a system to better identify students in need of services. This proposal will allow our elementary schools to fully implement district initiated programs including PBIS, Restorative Justice Practices and Cultural Competency which will improve school engagement with both students and their families, improve school climate and increase school safety.

**Expected Outcomes:** Student outcomes for this project will include: 1.) improved academic performance as shown on district and state-mandated testing, 2.) improved social emotional skills as shown through a decrease in discipline referrals and a positive outcome in Tier 2 PBIS Initiatives, 3.) a decrease in the school counselor to student ratio bringing the ratio in line with the recommended ratio of 1/250 as put forth by the American School Counselor Association.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

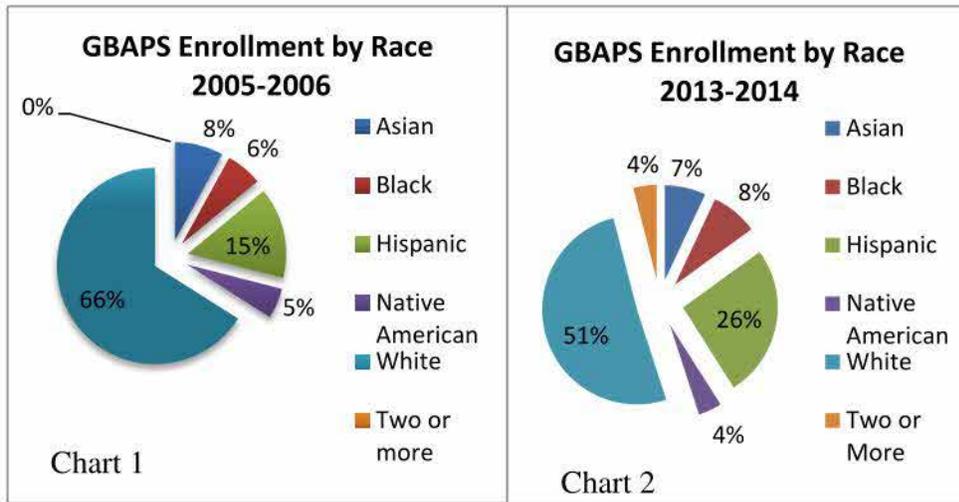
[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## 1. NEED FOR PROJECT

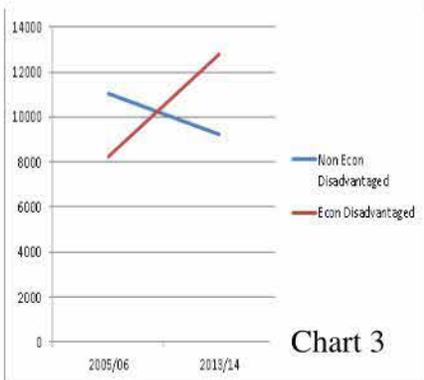
**A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (20 points)**

The Green Bay Area Public School District (GBAPS) is the 5th largest public school district in Wisconsin. It consists of 40 schools, serves 20,826 students and covers 93 square miles in a primarily urban region of Brown County. GBAPS is seeing a rapid change, racially, ethnically and economically, in the students and families it serves. Changes in race can be seen by



comparing the data provided in Chart 1 and Chart 2. In less than 10 years, the Hispanic population being served by

GBAPS has almost doubled and there has been a slight increase in the number of Black students. These students and families provide challenges as staff lack the cultural awareness to address their needs. “Educators’ lack of cultural competence or lack of cultural sensitivity can negatively impact achievement of students” (Holcomb-McCoy, 2007, pg. 8). GBAPS is also being impacted



by a rapid increase in the number of families who are economically disadvantaged- currently 60% of the student body. As can be seen in chart 3, As this population continues to grow and it is becoming imperative that educators truly understand the economically-related academic implications students face academi-

cally related to their economic status. “One missing link, however, is that many school counselors are not trained to assist students to overcome societal, familial and educational barriers” (Holcomb-McCoy, 2007, pg. 3). GBAPS also sees challenges in addressing the needs of homeless students, transiency and a growing population of special education students and students requiring 504 plans for mental health concerns.

Green Bay~ College, Career and Community Ready (GB~CCCR) targets children, staff and parents at seven GBAPS elementary schools serving 2,703 students: Baird, Eisenhower, Fort Howard, Howe, Lincoln, Nicolet and Tank. GB~CCCR focuses on building a structure that will support social and emotional behavior needs to increase academic growth for students. Our targeted schools currently implement Positive Behavior Interventions and Supports (PBIS) universal systems and practices. Figure 1 below illustrates that when cultural responsive practices are being implemented the needs of 80-90 percent of students are met through universal practices (Tier 1), 5-15% of students are in need of additional support (Tier 2) and 1 – 5% of students require specific individualized intervention (Tier 3).

Tier 1 interventions are crucial for the success of college, career, and community ready students. Even though our universal instruction is implemented with fidelity, there are significant gaps in services. There is a lack of school counselors and

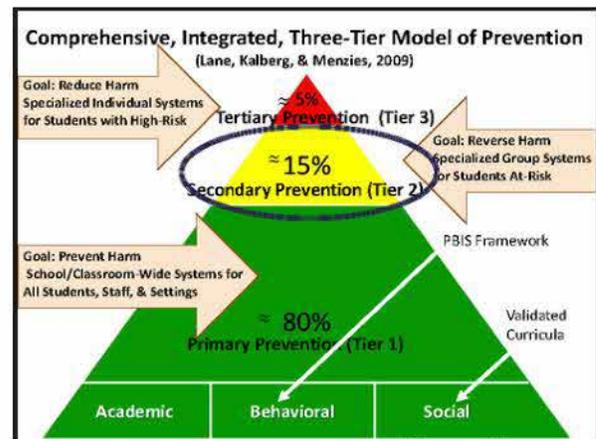


Figure 1

other pupil services staff to address students who have social emotional needs, are impacted by low socioeconomic status, diagnosed or undiagnosed mental health and/or come from ethnic and diverse populations. The students in the target schools will benefit tremendously from having increased, knowledgeable student services support to assist with their academic, behavioral and

social needs.

**A. GAPS AND WEAKNESSES IN SERVICES AND INFRASTRUCTURE**

**A1.** *School counselor ratios are beyond The American School Counselor Association (ASCA) recommended ratios.*

According to ASCA (2005), the recommended ratio for school counselors to students is 1:250. At the elementary level in GBAPS the current ratio is one school counselor to 750 students. The American School Health Association also provides recommendations for school social workers- 1:800, and school psychologists- 1:1000. Lack of consistent student services staffing at the elementary level creates gaps in services and creates challenges when implementing a comprehensive school counseling program and in establishing a vibrant Tier 2 PBIS structure. Table 1 shows the ratios and gaps in services in our targeted schools. There are two schools where full time counselors are currently listed. Staffing for the 2014-2015 school year, however, reduces the school counselor at Eisenhower to a .8 position. School counselor funds for the full

(Table 1) **Professional Ratios at Targeted Schools  
2013-2014**

School	Enrollment	Counselor FTE	Counselor Ratio	Social Worker FTE	Social Worker Ratio	Psych FTE	Psych Ratio
<b>Baird</b>	413	.5	826:1	.5	826:1	.2	2,065:1
<b>Eisenhower</b>	530	1.0	530:1	1.0	530:1	.4	1,325:1
<b>Fort Howard</b>	273	1.0	273:1	.9	303:1	.4	683:1
<b>Howe</b>	479	.5	958:1	.6	798:1	.3	1,597:1
<b>Lincoln</b>	227	.3	757:1	.4	568:1	.2	1,135:1
<b>Nicolet</b>	459	.6	765:1	1.0	459:1	.4	1,148:1
<b>Tank</b>	222	.6	370:1	.5	444:1	.4	555:1

time employment at Fort Howard are provided by the state because it is as a priority school. The funding for this expires after the 2015-2016 school year. GBAPS budgets this position as a .5

counselor. **(GPRA 1)**

**A2.** *Seven GBAPS schools are at high risk based on current data.*

When considering which schools to target, the GB~CCCR team looked at ten different data points to ensure the schools with the greatest need would receive the targeted services. Of these seven schools, three schools failed to meet expectations on the state report card, three met few expectations and one met expectations. The state report card looks at the following indicators to reach its score: student achievement, student growth, closing gaps, on track/post secondary readiness, and student engagement. The GB~CCCR team also looked at free and reduced lunch rates, transiency, student demographics, behavior and student services ratios. Studies provided strong empirical evidence that interventions meant to strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement (Fleming, Haggerty, Brown, Catalano, et al., 2005). Green Bay schools needs to improve student and family engagement to positively impact student academic outcomes, school climate and overall school success.

**A3.** *GBAPS lacks in the understanding of mental health intervention strategies. The district also has a need to improve the partnerships with community agencies.*

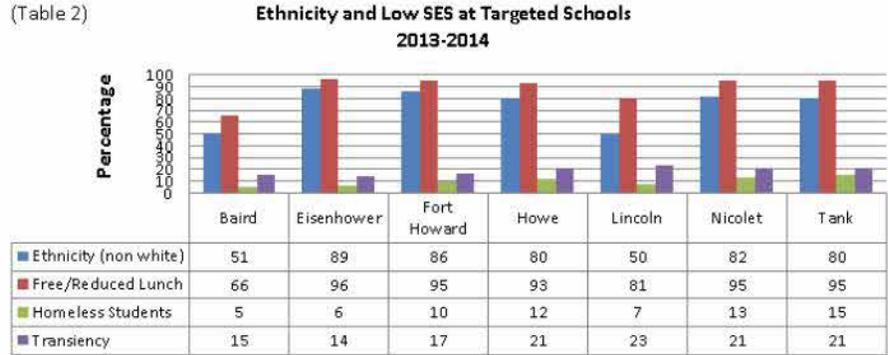
School mental health programs improve educational outcomes by decreasing absences and discipline referrals and improving test scores (Jennings, Pearson, & Harris, 2000). GBAPS pupil services staff report feeling inadequately trained to deal with the increasing mental health needs of the student population. Staff also report being frustrated when families ask what resources are available, as there is not a community referral document that lists agencies and the services available. School staff does not have a background in understanding the diverse needs that occur with the rapidly changing face of students. This gap in mental health understanding and services negatively impacts students and families as they progress through the educational system.

**B. MAGNITUDE OF NEED**

**B1. STUDENT DEMOGRAPHICS:** As shown in the introduction, GBAPS has a rapidly changing student demographic. The targeted schools have high percentages of students in the following categories: free and reduced lunch, minority students, special education, homeless, and students in alternative programs, and students with behavior referrals and achievement

gaps. Table 2 shows targeted schools have high numbers of students in poverty, with five schools having over 90% of their students

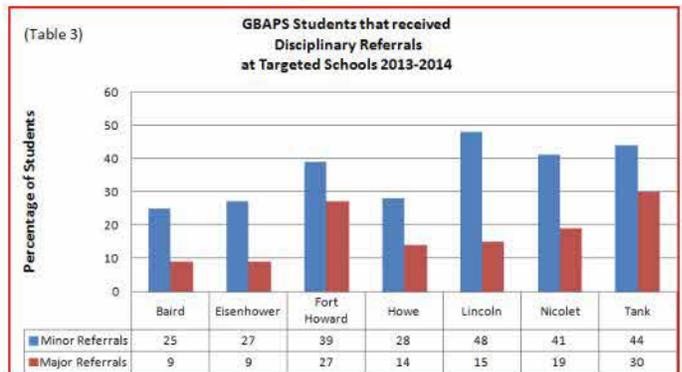
(Table 2)



on either free or reduced lunch, over 50% of the student population are students of color, and there is a significant numbers of students who are either homeless or transient. These demographics create gaps in educator understanding of student motivation and behavior leading to lower academic achievement and an increase in behavior referrals.

**B2. PROBLEMS WITH BEHAVIOR:** The targeted seven elementary schools are currently using PBIS framework to promote positive behaviors. GBAPS is training schools to use

CHAMPS as the school wide management system at the universal level. Nicolet, Howe and Lincoln are operating at Tier 1; Baird Eisenhower, Fort Howard, and Tank have been working to provide Tier 2



tions. Schools lacking in adequate student services staffing are struggling to implement a consistent Tier 2 system. Student Services staff are not at the schools daily, causing issues in team-

ing and in creating a seamless flow of services. Additional counselor time will ensure all seven schools implement PBIS tier two interventions with fidelity. Table 3 shows the number of students who have received behavior referrals at the targeted schools during this school year. Table 4 shows the total number of referrals received by all students during the previous school year (GPRA 2). Data has also been broken down to show that Black students are overrepresented in

the referral data. As required by the GBAPS, all schools have a system in place to document disciplinary referrals as either a minor or major event. All documents are recorded for data collec-

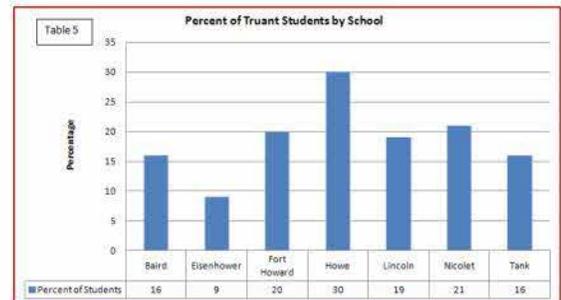
2012-2013 Disciplinary Referrals (GPRA 2)

(Table 4)	Enrollment	Total # of discipline referrals	Minor referrals	Major referrals	Black student enrollment	Minor Referrals assigned to Black Students	Major Referrals assigned to Black Students
Baird	412	1402	1184	214	35	165	11
Eisenhower	463	531	445	86	46	91	89
Fort Howard	340	526	262	264	46	79	97
Howe	476	730	521	209	113	372	104
Lincoln	208	461	379	82	23	17	29
Nicolet	539	1417	1070	347	73	66	123
Tank	234	643	327	316	65	289	235

2012-2013 Data

tion purposes in Infinite Campus, GBAPS’s student management system. Additional student services staff are needed to provide necessary services to students at the seven identified schools.

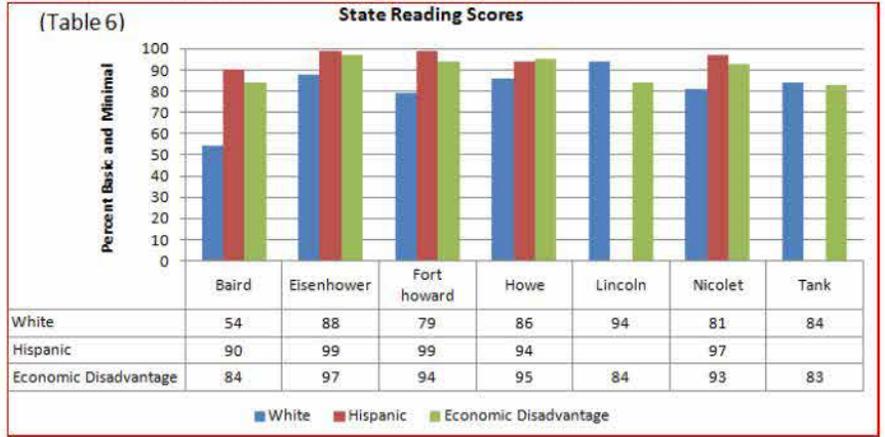
**B3. ATTENDANCE ISSUES** According to the Wisconsin Information System, the average truancy rate for schools in 2012-2013 was 9 percent. As seen in Table 5, all seven schools are either at or above the state average. The affects of poor attendance are particularly pronounced among low-income children who are less likely to have access to resources outside of school and are less likely to score proficient on their 3<sup>rd</sup> grade reading test, 41% compared to 64% of students who attended regularly (Attendance Works, 2014). This gap in engagement leads to behavior and academic is-



sues. Increasing family and student engagement will positively impact student absence rates, an achievement-related data source. Attendance improves when parents believe schools are safe, trust the teachers and feel connected (Attendance Works, 2014).

**B4. ACADEMIC NEEDS** The vision of the Green Bay Area Public Schools, School Board is for 60% of all students to score advanced or proficient on state reading tests. As can be seen in table 6 the students at the target schools are far from reaching this goal. This is especially true for Hispanic students and students that are economically disadvantaged. (Areas left blank did not

have a large enough group for averages to be reported.) The goal of GB~CCCR is to improve student achievement by decreasing time out of class due to behavior, increase student attend-



ance to impact learning and help teachers better understand the needs of their diverse student population. By impacting these achievement-related factors, GB~CCCR will see increased achievement data in the targeted schools.

**2. Quality of the Project Design (30 Points)**

Foundation: “The ASCA National Model: A Framework for School Counseling Programs” (2005) outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement. According to the Wisconsin Department of Public Instruction (DPI), “The ultimate goal of school counseling programs is student learning and achievement....The three domains which school counseling programs embrace-academic development, personal/social growth, and career development - cannot be addressed without learning taking place....The school counseling curriculum, individual student planning, respon-

sive services and system support are the vehicles through which this is accomplished” (2014). goal of improving academic achievement, personal and social development and career readiness fits perfectly with the School District of Green Bay’s College, Career and Community Ready (GB~CCCR) project.

**A. The extent of which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.**

The Green Bay Public Area School District (GBAPS) has built numerous partnerships with non-profit agencies, support groups, law enforcement, human services and governmental agencies (Table 1). These agencies and organizations will collaborate with us around professional development and provide support for integrating trauma-informed practices, consultation on analysis of data, increasing cultural competence, coordinating community mental health services with school supports, and teaming with schools/parents around mental health services and interventions. Several partners employ African American, Latino and bilingual therapists or staff members to expand our ability in offering culturally and linguistically appropriate interventions and referrals.

<b><u>Table 1--GB~CCCR Partners and Roles</u></b>	
<b><i>Gary Howard</i></b>	Gary Howard is a nationally recognized public speaker who will assist our staff in becoming more culturally competent to support culturally competent practices in the classroom. All of the schools in the district will be trained on the seven principles for culturally responsive teaching. The teams will come back to the schools to train the rest of the staff on the principles. In doing so, our students/families will be more connected to our schools, which in turn will help increase student engagement/achievement. The training is being funded by the GBAPS and is a district-wide initiative.
<b><i>Dr. Trish Hatch</i></b>	Dr. Trish Hatch is the author of the “Use of Data in School Counseling” and a nationally recommended trainer. She will be invited to come to GBAPS to train all 55 school counselors in how to use and analyze the data needed to show accountability and implement a strong Comprehensive School Counseling Program.

<b><i>Randy Sprick</i></b>	Randy Sprick, author of the Safe and Civil Schools series, will return to GBAPS to train student services personnel on implementing a strong Tier 2 PBIS system with thoughtful interventions intended to improve student behaviors and increase student motivation and achievement.
<b><i>Smart Relationships/Arketype</i></b>	This school year, GBAPS elementary school counselors partnered with Smart Relationships, a non-profit organization that focuses on emotional intelligence, and Arketype, a socially conscious marketing firm, to create a classroom guidance lesson on empathy. This empathy lesson was delivered to all elementary students. It is recognized that many of our students lack the social skills and emotional intelligence to successfully manage their behavior. Continued partnerships have been planned to develop and deliver universal classroom guidance lessons focused on personal awareness as it relates to relationship development.
<b><i>Willow Tree Cornerstone Child Advocacy Center</i></b>	The partnership maintained with this new community agency benefits the student population that has suffered from domestic abuse and neglect. Willow Tree aids in protecting and fostering healing for abused children in our district. Along with providing immediate assistance to child abuse victims and their families, they also assist our Student Services staff in understanding the student needs. This non-profit agency also provides prevention education to all GBAPS elementary students in collaboration with school counselors around safe/unsafe touches.
<b><i>Golden House, Domestic Abuse Program and Shelter</i></b>	Golden House is a secure place where victims of domestic abuse find compassionate, knowledgeable advocates offering confidential individualized help. In addition to crisis intervention, this non-profit agency provides prevention education in partnership with GBAPS school counselors concerning domestic violence/abuse, cyberbullying/bullying and healthy relationships.
<b><i>Northwest Technical College (NWTC)</i></b>	NWTC is a two year technical college that provides a cutting-edge, life-long learning environment that transforms, strengthens and inspires students in our community. The college's passion for lifelong learners benefits GBAPS students with their career planning services for elementary students. In partnership with GBAPS counselors, they deliver career interest surveys and career exploration plans to all elementary students.
<b><i>Family Services of Northeast Wisconsin (Crisis Center, Day Treatment, Family Counseling, Open Door Youth Services)</i></b>	This non-profit human services agency protects, heals and cares for children and families. The most beneficial aspect of Family Services is that they provide crisis services available 24 hours a day, short-term crisis counseling and referrals for GBAPS students. When Student Services staff are faced with students that have severe mental health issues, Family Services is a valuable partner in helping provide appropriate services to our students and families.
<b><i>Boys and Girls Club</i></b>	The Club's motto is "Invest in a child, inspire a future." All young people, regardless of background or circumstance, should be equipped to reach their full potential. The Boys and Girls Club provides programs and services promoting and enhancing the development of GBAPS students by instilling a sense of competence, usefulness, belonging and in-

	fluence. Many of our students lack a supportive home environment and The Boys and Girls Club helps the GBAPS Student Services staff provide stable life experiences to those students in need.
<b><i>Wisconsin Department of Public Instruction</i></b>	The Wisconsin DPI has a wealth of information available on trauma-informed practices and comprehensive school counseling programs. They will support implementation of practices, consult on training and provide evidence-based information as needed. GBAPS will continue to utilize their support in strengthening professional development.
<b><i>Salvation Army</i></b>	Promotes the well-being of all including those who are unable to meet their basic needs or be self sufficient. They coordinate a comprehensive array of services to meet human needs as their resources allow. The GBAPS Student Services staff collaborates with Salvation Army to help those students who lack the basic necessities of life.
<b><i>Freedom House</i></b>	This community agency serves Brown County area families who find themselves in dire need of emergency housing. GBAPS Student Services staff supports a rapidly growing number of homeless students. In collaboration with the Freedom House, we help to stabilize a student's living environment. When students don't have to worry about where they are going to sleep or where their next meal is going to come from, they are able to focus in on their education and be successful.

The GB~CCCR Supervisor will be making more connections throughout the three years of the grant, with area mental health agencies to provide Student Services staff an extensive mental health resource list to ensure the students/families are being referred for appropriate mental health services. Current partnerships will also be strengthened and a clear understanding of all services will be created.

**B. The extent to which the design of the proposed project is appropriate to and will successfully address, the needs of the target population or other identified needs.**

The design of this project will meet the needs of the target population by providing both the quality of services and the appropriate quantity of services. Adding three school counselors at the elementary level will decrease student to counselor ratios and allow us to successfully implement a Comprehensive School Counseling Program that is driven by data, accountable for student results and is culturally relevant. The GB~CCCR project will add highly qualified school counseling staff in sufficient numbers to create staffing patterns at the targeted schools to

ensure full pupil services staff at recommended ratios. To provide high-quality specialized services, a school would need a cohesive student services team (School Social Worker, School Psychologist and School Counselor).

The full team of professionals will increase the quantity of the services and in addition, the project will improve the quality of services. The additional counselors hired will allow the elementary Student Services teams to better meet the needs of their entire student population through a comprehensive school counseling program and the implementation of the PBIS framework. According to the American School Counselor Association (ASCA), a model comprehensive school counseling program includes four components: school guidance curriculum, individual student planning, responsive services and system support (2012). In order to meet the four components of the delivery system, a comprehensive program must also meet the needs of those who provide services. School counselors will receive training on the ASCA model from nationally recommended trainers and attend a monthly counselor accountability meeting to support program implementation. With the increase in staff a universal guidance curriculum, Act Now! a research based bully prevention curriculum created by Children's Hospital of Wisconsin, will be provided to all third-fifth grade classrooms. This curriculum will help students understand the impact of bullying and how they can prevent it; creating a safer school environment.

The Wisconsin Comprehensive School Counseling Model states "The purpose of the comprehensive school counseling program is to help students develop specific skills by providing learning opportunities in a proactive, preventive manner that ensures all students can achieve school success through academic, career, and personal/social developmental experiences" (Spear, G., Dahir, C., & White, D., 2007, p. 12). A school counseling curriculum is delivered to all students at the universal level. However, due to the current low staffing ratios, Student Ser-

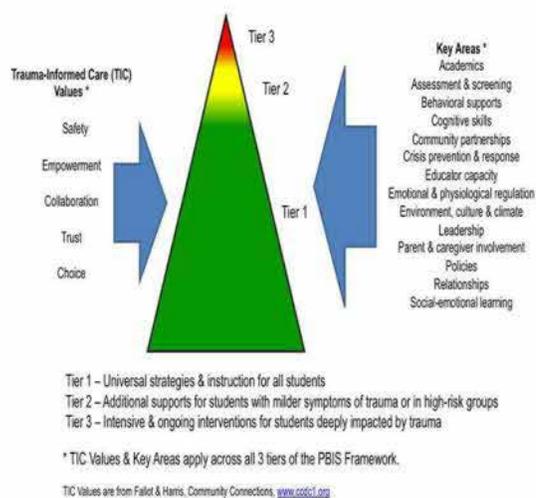
services teams at the elementary schools are often reactive, providing services only after a student has experienced significant problems. Students who are not succeeding in the regular school setting at the universal level are often referred to as “at-risk.” There is great need in this district to identify needs early and support students at risk of school and personal failure. The implementation of Positive Behavioral Intervention and Supports (PBIS) utilizes data to identify students in need of services so staff are able to intervene early. Focus will be placed on decreasing discipline referrals covering a wide range of behavior which may interfere with student learning and achievement, particularly for student groups that are overrepresented in the disciplinary data.

Student Services teams will be trained in PBIS, trauma informed care and cultural competency. They will implement strategies that provide intervention services at the universal, targeted (secondary), and individual (tertiary) levels for all students per the School-Wide Systems

for Student Success: A Response to Intervention (RtI) Model. Counselors will participate in Tier 2 training and learn how to implement PBIS Tier 2 behavioral interventions with the goal of increasing targeted student performance to a proficient or advanced level on state testing. Student Services teams will be established leaders in facilitating collaboration between schools, families and community mental-health care providers.

GB~CCCR will integrate trauma-informed practices and mental health supports by using the PBIS Framework Response to Intervention Model (RtI). To ensure we create a universal understanding of how trauma impacts students, all school staff will receive training on how trauma

Using the PBIS Framework to Support the Learning of Students Affected by Trauma



impacts behavior and performance. These practices will increase the effectiveness of teachers' universal classroom management strategies and provide guidance in creating behavior and academic interventions at both the universal and secondary levels.

Student Services staff and teachers will attend a Mental Illness in Children and Adolescents training sponsored by the National Alliance on Mental Illness (NAMI) to increase staff knowledge and improve strategies when working with students and families impacted by mental health issues. In summarizing studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning and those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, R. W., Eccles, J. S., & Strobel, K. R. 1998).

Through this project, elementary schools will build school capacity to implement a culturally competent, effective system of behavioral supports and interventions. The GB~CCCR model will support culturally competent practices by incorporating the seven principles of cultural relevance. In response to the disproportionate numbers of Black students who receive disciplinary referrals, staff development is needed to better understand and meet the needs of this population. School-wide events and activities will affirm student and family cultural connections to school. "Changing a school's climate and connectedness for the better is associated with increases in reading, writing, and mathematics (regardless of whether a school starts with high or low school climate and connectedness or high or low achievement scores) (Spier, E., Cai, C., & Osher, D. 2007)

**C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**

The GB~CCCR project was designed using the ASCA National Model as a framework and aligning the project's components with the requirements and recommendations outlined in the Wisconsin Comprehensive School Counseling Model (WCSCM) program. Both models encourage a team approach to data-driven systematic change within the district's overall goals for greater achievement and healthy development for students. The National Model was developed by leading school-counseling professionals from across the country. It has been widely reviewed and well-received by groups such as the American Counseling Association. The model has four components: foundation (mission, philosophy, and standards), delivery system (curriculum, individual student planning, responsiveness, and support), management (teaming, advisory council, use of data, plans and protected time on task) and accountability (standards, reports, and auditing). It defines the role and training of school counselors, as well (ASCA, 2012). Using this model and the WCSCM as a framework has given the GB~CCCR confidence its program is comprehensive in scope, preventive in design, developmental in nature and grounded in research (Spear, G., Dahir, C., & White, D., 2007).

Studies estimate 3.3 – 10 million children in the United States witness violence in their own homes each year. There is growing research on the psychological, emotional and neurobiological impact of trauma and highly stressful events. Trauma impacts all aspects of a child's development, including emotional regulation, memory, cognitive processing, social skills, and physical health. Trauma can undermine children's ability to learn, form relationships, and function appropriately in the classroom, including their development of language and communication skills, organization of narrative material, ability to understand cause and effect relationships and

to take another person's perspective, attentiveness to classroom tasks and executive functions (e.g., goal setting and planning, anticipating consequences), and ability to engage the classroom curriculum and instruction (Wisconsin Department of Public Instruction). These limitations make it challenging for these children to meet classroom learning expectations. The GB~CCCR will address trauma using the framework of PBIS (Positive Behavioral Intervention and Supports) Response to Intervention (RtI) Model for students affected by trauma.

Many school districts are making significant gains in boosting high school graduation rates and more students are on a solid path to college and a successful career. "To ensure progress for all students, the nation must turn its attention to closing the graduation gap by accelerating progress for student subgroups most affected by the dropout crisis" (Balfanz, R., Bridgeland, J., Bruce, M., & Hornig Fox, J. 2013).

Research shows proficient reading by the end of third grade is an important predictor of school success and high school graduation. Chronic absence is an early warning indicator of potential dropout and affects a student's ability to master reading, pass courses and gain credits. Practitioners and policymakers must coordinate their efforts to target policy, evidence based interventions and additional resources to enable low-income students, students of color, students with disabilities and limited English proficiency students to graduate at rates equal to more advantaged students (Balfanz, R., Bridgeland, J., Bruce, M., & Hornig Fox, J. 2013).

In conclusion, a summary of the No Child Left Behind Act reads: "Research shows that high-quality counseling services can have long-term effects on a child's well being and can prevent a student from turning to violence and drug or alcohol abuse.....have shown positive effects on students' grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively....and can help address students' mental health needs" ("US De-

partment of Education.” 2014)

<p><b>Goal 1: Increase the number of School Counselors at the elementary level in order to decrease student to counselor ratios and implement a Comprehensive School Counseling Program that is driven by data, accountable for student results and is culturally relevant.</b></p>		
Objectives	Intervention Strategies	Outcome Measures
<p>1. Hire 3 highly qualified elementary counselors to bring GBAPS’s ratio of counselor to student closer to the national recommendations of 1:250. <b>(GPRA-1)</b></p> <p>2. Implement a comprehensive school counseling program to create systems of counselor accountability in all components of their program.</p> <p>3. Implement to fidelity Tier 1 and Tier 2 of the Positive Behavioral Interventions and Supports (PBIS) framework and demonstrate data based decision making practices to ensure accurate measurement of student outcomes and the implementation of a strong PBIS school system</p> <p>4. Become more culturally competent as a staff and support culturally competent practice.</p>	<p>1a. GBAPS will recruit and hire 3 highly qualified school counselors.</p> <p>1b. GBAPS will create staffing patterns at the targeted schools to ensure full pupil services teams at recommended ratios.</p> <p>2a. School counselors will receive training on the ASCA Model from nationally recommended trainers.</p> <p>2b. Monthly counselor accountability meeting to support program implementation.</p> <p>3a. Pupil services staff will work with school staff to create PBIS system tools to ensure positive consultations, teacher awareness and equitable services.</p> <p>3b. GB~CCCR Supervisor will meet monthly with school counselors and PBIS Team Leaders.</p> <p>3c. Tier 2 intervention training</p> <p>4a. Incorporate the seven principles of cultural relevance.</p> <p>4b. School wide events and activities that affirm student/family cultural connections to school</p>	<p>1a. Record of new hires</p> <p>1b. Ratio data at target schools and overall Elementary level</p> <p>2a. Assessments and measurement tools created to analyze learning and school counseling program impact.</p> <p>2b. ASCA Program Assessment</p> <p>2c. Agendas and Goals</p> <p>3a. Tier 1 PBIS fidelity tools including Team Implementation Checklist (TIC), Benchmarks of Quality (BoQ), and Self-Assessment Survey (SAS)</p> <p>3b. Benchmark at Advanced Tiers (BAT) survey-Tier 2</p> <p>3c. Tier 2 strategies are formalized and in place.</p> <p>4a. Student, parent and staff School Climate assessment</p> <p>4b. Event flyers</p>

<b>Goal 2: Improve student learning outcomes and achievement.</b>		
Objectives	Intervention Strategies	Outcome Measures
<p>1. 10% yearly decrease in discipline referrals (GPRA-2)</p> <p>2. 10% increase in targeted students performing at the proficient or advanced level on state testing.</p> <p>3. Identify student/family and staff perceptions of school climate and increase overall school engagement.</p>	<p>1a. PBIS implementation at fidelity</p> <p>1b. ACT Now! Curriculum at grade 3 and booster lessons at 4th and 5th grades.</p> <p>1c. Restorative Justice Practices</p> <p>2a. Attendance consultation meetings and student/family connections.</p> <p>2b. Targeted Tier 2 behavior interventions</p> <p>3a. Student, parent and staff School Climate assessment</p> <p>3b. Identify areas of disparity and create building level strategies to address the concern.</p>	<p>1a. Behavior referral data</p> <p>1b. ACT Now pre/post test data</p> <p>2a Attendance flow charts.</p> <p>2b. State testing data</p> <p>3a. Survey Results</p> <p>3b. Survey Results</p>
<b>Goal 3: Improve mental health understanding and services in order to better serve the growing mental health needs in the school.</b>		
Objectives	Intervention Strategies	Outcome Measures
<p>1. Increase staff knowledge and improve strategies when working with students and families impacted by mental health issues.</p> <p>2. Create universal understanding of how trauma impacts students and provide strategies for</p>	<p>1a. Pupil Services staff attend Mental Illness in Children and Adolescents training sponsored by NAMI</p> <p>1b. Formalize Tier 3 intensive interventions based on training</p> <p>1c. Train school staff</p> <p>2a. School staff will receive training on how trauma impacts behavior and performance.</p>	<p>1a. Training participation list</p> <p>1b. School specific mental health interventions</p> <p>1c. In-service presentation and participation list</p> <p>2a. Record of staff training including staff train-</p>

<p>teachers, school counselors and other Pupil services staff to support students in their social emotional development</p> <p>3. Demonstration of increased and effective community collaborations</p>	<p>2b. Schools will create school wide and individual strategies for working with students and parents of trauma.</p> <p>3a. GB~CCCR Supervisor will connect to community mental health providers</p> <p>3b. Assess current need and formalize interventions with mental health agencies.</p>	<p>ing evaluations</p> <p>2b. School Trauma Interventions</p> <p>3a. Documentation of school-community partnerships for mental health and referral of students to community services</p> <p>3b. Completed Mental Health resource list</p>
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**3. Quality of Management Plan:**

**A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

**Defined Responsibilities**

Project Director: The Project Director for Green Bay~ College, Career and Community Ready (GB~CCCR) will be the current School Counselor Coordinator for GBAPS. She will provide administrative oversight of the project, ensure all project activities comply with regulations and guidelines and coordinate with the Project Supervisor. She will work in collaboration with the Project Evaluator to develop conclusions with input from school and community partners and prepare the annual report. She will also support the implementation of comprehensive school counseling programs at all target sites and will be responsible for establishing an Advisory Committee. (This salary will not be paid with grant funds, see resume in additional documents.)

GB~CCCR Supervisor: The Project Supervisor will hold a master’s degree; have experience working with youth, have training in cultural competency, be knowledgeable in trauma informed practices and will have a background working with PBIS. The Project supervisor will:

- supervise school GB~CCCR teams
- facilitate project activities including trainings
- participate in and support targeted schools bi-monthly consultation team meetings
- collaborate with district level leaders within PBIS, School Counseling and Technology Integration
- assist in the development of strong Tier 2 and Tier 3 interventions
- coordinate school climate survey and collect data
- establish and lead the GB~CCCR advisory committee.
- support the pupil services team as they build strong data collection processes
- attend national and regional meetings to support grant implementation
- develop partnerships with school personnel and community mental health providers
- monitor budget expenditures to ensure the project stays within budget limits

Project Evaluator: The Evaluator for GB~CCCR will be the current Director of Research and Program Evaluation for GBAPS. She will provide guidance and support for all data collection and survey administration. She will also work with the team to evaluate the implementation and effectiveness of GB~CCCR objectives and outcomes.

GB~CCCR School Counselors: Grant funding will provide three additional full time school counseling positions. These positions will be used to establish full time placements for counselors at the targeted schools. All staff will hold master's degrees, have experience working with youth and be familiar with implementing a comprehensive school counseling program.

GB~CCCR Counselors will:

- provide direct services to students in Tier 1, Tier 2 and Tier 3 interventions
- participate in the school's consultation team
- consult with principals, teachers, other student services staff and parents
- reinforce the implementation of universal PBIS strategies such as teaching behavioral expectations for all students
- assist in the development common standards and a process for behavioral referrals
- collect data concerning student academic, behavioral and social-emotional needs to facilitate the implementation of a comprehensive school counseling program
- provide individual and group interventions for identified students based on collected data
- consult with community mental health providers when appropriate
- serve as internal coaches for PBIS school wide implementation
- provide input to the GB~CCCR advisory committee

External PBIS Coach: PBIS implementation at each school will be supported by a GBAPS district level external coach. This coach will work with the school PBIS leadership teams to collect and analyze data, create implementation plans and support PBIS practices. (This position will not be funded by the grant.)

The Project Director, Project Supervisor and all Project Student Services personnel will attend trainings on implementing a comprehensive school counseling program using evidenced based accountability practices, trauma informed care, restorative justice practices and cultural competency.

**Timelines and Milestones**

<b>Goal 1: Increase the number of School Counselors at the elementary level in order to decrease student to counselor ratios and implement a Comprehensive School Counseling Program that is driven by data, accountable for student results and is culturally relevant.</b>		
<b>Milestone</b>	<b>Timeframe</b>	<b>Person Responsible</b>
Decrease school counselor to student ratios at the elementary level	<ul style="list-style-type: none"> <li>• Post within 30 days of grant award notification</li> <li>• Hire within 60 days of grant award notification</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director in conjunction with Pupil Services Executive Director</li> </ul>
Implementation of a comprehensive school counseling program <ul style="list-style-type: none"> <li>• Set up trainings</li> <li>• Hold trainings each year of grant cycle</li> <li>• Counselor accountability meetings</li> <li>• Completion of ASCA Program Audit</li> </ul>	<ul style="list-style-type: none"> <li>• Within 30 days of grant award notification</li> <li>• 6 days during each school year starting in 2014-2015</li> <li>• Starting October 2014 and continuing monthly</li> <li>• Initial completion within 30 days then May of each year</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Supervisor</li> <li>• All GBAPS Counselors</li> <li>• Project Director and GB~CCCR Supervisor</li> <li>• GB~CCCR Counselors</li> </ul>
Implement PBIS Tier 1 and Tier 2 <ul style="list-style-type: none"> <li>• PBIS District training</li> <li>• Tier 2 Intervention Training</li> </ul>	<ul style="list-style-type: none"> <li>• 3 trainings per year</li> <li>• PBIS Fidelity Checklists completed yearly</li> <li>• Calendared by Feb. 2015</li> <li>• Hold training by Nov. 2015</li> <li>• Tier 2 interventions established by Feb 2016</li> </ul>	<ul style="list-style-type: none"> <li>• District PBIS Coordinator/ GB~CCCR Supervisor</li> <li>• PBIS Leadership Teams</li> <li>• GB~CCCR Supervisor</li> <li>• GBAPS School Counselors</li> <li>• GB~CCCR School Counselor and PBIS Leadership</li> </ul>

<ul style="list-style-type: none"> <li>• Accountability and support meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly starting November 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Teams</li> <li>• GB~CCCR Supervisor</li> </ul>
<p>Culturally Competent practices are being implemented</p> <ul style="list-style-type: none"> <li>• Cultural Competency Team Trainings</li> <li>• Staff teams implementing strategies at school and instructing staff</li> <li>• Family Engagement events being held</li> <li>• School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>• 3 times per year</li> <li>• Minimum of 3 per year</li> <li>• Minimum of 2 per year</li> <li>• Yearly prior to Nov. 1</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR in coordination with Equity Coordinator</li> <li>• GB~CCCR Counselor</li> <li>• GB~CCCR Counselor</li> <li>• GB~CCCR Counselor</li> </ul>
<b>Goal 2: Improve student learning outcomes and achievement.</b>		
<b>Milestone</b>	<b>Timeframe</b>	<b>Person Responsible</b>
<p>Decrease in discipline referrals</p> <ul style="list-style-type: none"> <li>• PBIS Implementation</li> <li>• ACT Now! Bullying prevention lessons including pre/posttest.</li> <li>• Restorative Justice trainings and school implementation</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> <li>• 3<sup>rd</sup> grade starting 2014-15 school year</li> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade boosters in subsequent years</li> <li>• Contact trainer within 30 days of grant notification</li> <li>• 2 trainings per year</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> <li>• GB~CCCR Counselors</li> <li>• GB~CCCR Supervisor</li> <li>• GB~CCCR Counselors</li> </ul>
<p>Increase number of students performing advanced and proficient on state testing</p> <ul style="list-style-type: none"> <li>• Attendance consultation meetings</li> <li>• Formalized Tier 2 interventions to support academic improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly starting in October 2014</li> <li>• Purchase I Pads within 90 days</li> <li>• Establish Student Assistant Groups by Sept. 2015.</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Counselors</li> <li>• GB~CCCR Supervisor</li> <li>• GB~CCCR Counselors</li> </ul>
<p>Increased school engagement with students and parents</p> <ul style="list-style-type: none"> <li>• Survey students, parents and staff about school climate</li> <li>• Analyze results and note areas of disparity</li> <li>• Create building strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Initial within 30 days, then yearly prior to Nov. 1</li> <li>• Within 60 days and then yearly prior to Dec. 1</li> <li>• Minimum of one strategy implemented yearly</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Counselor</li> <li>• GB~CCCR Counselor in collaboration with building teams</li> </ul>
<b>Goal 3: Improve mental health understanding and services in order to better serve the growing mental health needs in the school.</b>		

<b>Milestone</b>	<b>Timeframe</b>	<b>Person Responsible</b>
Increased understanding of mental health issues and strategies <ul style="list-style-type: none"> <li>• Mental Illness in Children and Adolescents training</li> <li>• Tier 3 interventions and processes formalized</li> <li>• School Staff training</li> </ul>	<ul style="list-style-type: none"> <li>• June or October 2016</li> <li>• By December 1, 2016</li> <li>• By March 1, 2017</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Supervisor</li> <li>• GB~CCCR Counselors and PBIS team</li> <li>• GB~CCCR Counselor</li> </ul>
Staff trained in trauma informed practices. <ul style="list-style-type: none"> <li>• Contact WI DPI to set up Trauma-Informed Care Training</li> <li>• Hold training for targeted school staff</li> <li>• Create and implement trauma informed school wide strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Within 90 days of grant award notification</li> <li>• During the 2015-16 school year</li> <li>• Completed and ready to implement by September 1, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Supervisor</li> <li>• Staff at targeted schools</li> <li>• GB~CCCR Counselors in collaboration with school staff</li> </ul>
Effective community partnerships and resources <ul style="list-style-type: none"> <li>• Connect with community mental health providers</li> <li>• Create resource map</li> </ul>	<ul style="list-style-type: none"> <li>• Begin within 90 days of grant award notification</li> <li>• Complete by May 2015</li> </ul>	<ul style="list-style-type: none"> <li>• GB~CCCR Supervisor in collaboration with team</li> <li>• GB~CCCR Supervisor</li> </ul>
Advisory Committee	<ul style="list-style-type: none"> <li>• In place by Dec. 15, 2014</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director</li> </ul>

**B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (15 points)**

Data tools used for outcome measures throughout the grant, including the ASCA Program assessment, PBIS framework surveys and the school climate survey will allow schools to gather data that can be used to provide feedback and allow for improvement goals. The Project Director, GB~CCCR Supervisor and other team members will work with the schools to collect and analyze the data gathered and create goals for further growth. Monthly accountability meetings will provide time and opportunity for counselors to discuss progress and brainstorm ideas. See the management timeline above for documentation of outcome measures and expected milestones.

School Leadership Teams will meet monthly with their External PBIS Coach to discuss implementation of the PBIS framework and to verify that all components of Tier 1 and Tier 2 are being implemented to fidelity. Teams will be able to problem-solve and discuss further school needs as they look at school behavior data to recognize trends and areas of concern. The management of this project will follow the PBIS recommended strategies for review of data and assurance that PBIS is implemented with fidelity.

Creation of an Advisory Committee will ensure that the grant team is receiving feedback from multiple perspectives, including community, parents, students and school staff. This feedback will inform decisions made by the Project Director and GB~CCCR Supervisor. The Advisory Committee will meet at the end of each semester to review program progress and outcome data including behavior referrals, achievement data and other grant outcomes. The Project Director will report feedback from the Advisory Committee to all GB~CCCR team members and the School Board for Green Bay Area Public Schools.

#### **4. Quality of the Project Evaluation (20 points)**

**A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)**

Objective outcome measures (see Goals and Objectives) have been established for all initiatives in the grant. These measures will be consistent across target sites and will provide clear evidence regarding the outcome of the project. Data collected will fall into three areas: process, perception and results.

**Process Data:** Who, What, When, Where---Staff implementing Green Bay~ College, Career and Community Ready (GB~CCCR) will collect process data to show evidence that trainings, lessons and interventions are taking place and to document the number of students, teachers, counselors, parents etc. being impacted by programming. This information will help to in-

form project evaluators as they look to determine if the interventions and programs are working and if the results are being impacted by the number of individuals receiving services. This data will also verify that staff are meeting the projected timelines and influence future program implementation. The location of activities will be tracked to determine if targeted sites are implementing all intervention strategies and to verify community partnerships. Process data will also allow the Program Director and GB~CCCR Supervisor to evaluate intervention efficiency, best practices and to determine if size of group/intervention is appropriate. Collecting data on the ratios of mental health professionals and students being served (**GPRA1**) will verify that GB~CCCR is indeed closing the gap with its initiatives.

**Perception Data:** Outcome measures have been created to identify if there has been a change in attitudes, if skills have been developed or if knowledge has increased. “By assessing the ASK, the school counselor can determine where additional motivation, skills development, or education is needed. When all three are improved, the likelihood of behavior change is much greater (Hatch, 2014. pg. 79). Creating measurement tools to evaluate core curriculum, groups and intentional guidance, parent events and targeted trainings will provide data to inform interventions and program implementation. This qualitative data will provide insight into our outcome measures and allow school teams to develop proactive interventions and activities.

**Results Data:** Results are the proof that the activity or intervention either has or has not positively influenced the students’ ability to utilize attitudes, skills and knowledge to change their behavior. Quantitative data will be collected in regards to behavior, academic success and attendance to determine if the interventions established are actually changing student behavior and impacting their achievement in school. Student behavior data (**GPRA 2**) will be tracked through the student management system and the average will be monitored by semester to identi-

fy if numbers are decreasing at each of the targeted sites. School Counselors will also use I-Pad applications to efficiently track student intervention data, such as check in/check out and small group results.

**B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)**

Methods have been established to provide regular feedback (See Goals and Objectives) on the progress of the project and determine the success of initiatives. Using the ASCA Program Assessment and the PBIS fidelity implementation surveys will allow GB~CCCR counselors and school staff to regularly evaluate the implementation of programs and set goals for full implementation.

Targeted schools will be using a climate survey based on the research from the Cultural Competency training. This survey will be used at all schools to survey staff, students and parents about their perceptions of school climate and engagement. Results gathered from this survey will provide consistent information across the targeted schools and will give direction for schools as they implement activities to bring them closer to the intended outcomes of the grant.

GB~CCCR counselors will also create formative and summative assessments for curriculum and program events to determine outcomes and monitor progress.

Schools will use the Wisconsin State Report Card to evaluate annual progress in regard to academics and school engagement factors. Data will also be generated and monitored for Tier 2 students at the targeted sites in regard to their academic and behavioral growth. This data will be evaluated quarterly by the GB~CCCR Counselor and the School Leadership Teams and reviewed by the GB~CCCR Supervisor.

## References

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- Balfanz, R., Bridgeland, J., Bruce, M., & Hornig Fox, J. (2013). *Building a grad nation: Progress and challenge in ending the high school dropout epidemic*. Retrieved from <http://www.americaspromise.org/sites/default/files/legacy/bodyfiles/BuildingAGradNation2013Full.pdf>.
- Fleming, C.B., Haggerty, K.P., Brown, E.C., Catalano, R. F., Harachi, T.W., Mazza, J. J., & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health*, 75, 342-349
- Hatch, Trish. (2014). *The use of data in school counseling: Hatching results for students, programs and the profession*. Thousand Oaks, CA: Corwin Press.
- Holcomb-McCoy, Cheryl. *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.
- Jennings, J., Pearson, G., & Harris, M. (2000). Implementing and maintaining school based mental health services in a large, urban school district. *Journal of School Health*, 70, 201-205.
- Roeser, R. W., Eccles, J. S., & Strobel, K. R. (1998). Linking the study of schooling and mental health: Selected issues and empirical illustrations at the level of the individual. *Educational Research Journal*, 38, 437-460
- Spear, G., Dahir, C., & White, D. (2007). *The Wisconsin comprehensive school counseling model: A resource and planning guide*. Milwaukee, WI: Wisconsin Department of Public Instruction.
- Spier, E., Cai, C., & Osher, D. (2007, December). *School climate and connectedness and student achievement in the Anchorage School District*. Unpublished report, American Institutes for Research.
- US Department of Education Accessed at: [http://www2.ed.gov/admins/lead/account/nclbreference/page\\_pg40.html](http://www2.ed.gov/admins/lead/account/nclbreference/page_pg40.html) 15 Apr. 2014
- Wisconsin Department of Public Instruction. (2014) *Using positive behavioral interventions and supports (PBIS) to help schools become more trauma-sensitive*. Retrieved from: [http://sspwi.dpi.wi.gov/sspwi\\_mhtrauma](http://sspwi.dpi.wi.gov/sspwi_mhtrauma) 17 April 2014.





WISCONSIN STATE SENATE  
**DAVE HANSEN**  
SENATOR – 30TH DISTRICT

State Capitol P.O. Box 7882 Madison, Wisconsin 53707-7882 Phone: (608) 266-5670

April 17, 2014

The Honorable Arne Duncan, Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-0008

Dear Secretary Duncan

*Arne,*

I am writing to express my support for Green Bay Area Public Schools application for the Elementary and Secondary School Counseling Grant provided by the Federal Department of Education.

Green Bay Area Public School District (GBAPS) is the 5<sup>th</sup> largest public school district in the state of Wisconsin. The district consists of 40 schools which serve over 20,000 students from a diverse ethnic, economic and racial population. It has five high schools, 6 middle schools and 27 elementary schools that have a combined total of 60% free and reduced lunch rates.

The district currently has only 14 school counselors serving over 10,000 elementary students. This is a ratio of 1/750 when the recommended ratio is 1/250. GBAPS is seeking the grant to allow them to increase staffing at this level. Research indicates that elementary counseling services can increase academic performance and student behaviors. Green Bay-College, Career and Community Ready has created a proposal that will allow the targeted elementary schools to implement a comprehensive school counseling program that implements pro-social teaching and works with identified students to increase positive behaviors.

I urge you to review the GBAPS application and give it full and fair consideration. They definitely have a need and just as importantly a plan to use the grant wisely.

Sincerely,

*Dave*  
Dave Hansen  
State Senator

DH/jcm

cc: [redacted]



Office of the Mayor

James J. Schmitt  
Mayor

April 17<sup>th</sup>, 2014

To Whom It May Concern,

It is my extreme privilege and pleasure to write this letter of support for the Green Bay Area Public School District and their grant application for the Elementary and Secondary School Counseling Program through the U.S. Department of Education.

With only 14 school counselors serving over 10,000 elementary school students, the implementation of the Green Bay Area Public School District's program outlined in their grant application will have a tremendous impact on their students. Increasing the number of mental health professionals in Green Bay schools, whether school counselors, social workers, or psychologists, will allow the district to implement a comprehensive school counseling program. This program will not only help bring the current counselor to student ratio of 1:750 closer to the recommended level, but it will also focus on mental health by developing strategies to improve mental health and creating systems to better identify the students in need of services. Training will be offered to all staff at the targeted elementary schools so that they are better suited to deal with the diverse needs of the students.

After reviewing the details outlined in the Green Bay Area Public School District's application, I believe this proposed program meets the grant program goal of developing innovative approaches for expanding counseling programs.

I fully support the Green Bay Area Public School District's application for the Elementary and Secondary School Counseling Program. I would appreciate if you carefully review the application submitted. Again, thank you for your careful consideration of this request.

Sincerely,

Jim Schmitt  
Mayor, City of Green Bay

(b)(6)

**PROFESSIONAL OBJECTIVES:**

- Promote learning and growth for all students in a safe and caring environment.
- Develop programming that reflects that standards and expectations of the State and National Models for School Counseling.
- Continue to improve as a counselor through advanced education and professional outreach.

**EDUCATION:**

**National Board Certified Teacher** November 2008  
 School Counseling/Early Childhood -Young Adulthood

**University of Wisconsin, Platteville** May 2001 Graduate  
 Master of Science in Education  
 Educational Counseling  
 Certification: PK-12

**SCHOOL COUNSELING EXPERIENCE:**

Wisconsin School Counselor Association

**President** July 2010-June 2013  
**Education and Professional Development Committee Chair** July 2008-June 2010  
**Secretary** July 2004-June 2006

Green Bay Area Public Schools  
Green Bay, WI

**School Counselor and Work Base Learning Coordinator** August 2013-present  
 Support school counselors across the district in the implementation of a Comprehensive School Counseling Program. Facilitate the use of accountability practices and support counselors in data collection and analysis. Coordinate the Youth Apprenticeship program for all five area high schools. Active member of the Pupil Services Leadership team. Provide school counseling services for the Charter School.

School District of Bonduel  
Bonduel, WI

**School Counselor (5-8)** August 2002-July 2013  
 Provided preventive individual and group services to all students. Provided proactive classroom guidance lessons to student's grades 5-8. Coordinated a 6<sup>th</sup> grade transition program, WEB (Where Everybody Belongs). Directed and facilitated programming for the high and low ropes course. Developed data driven intervention plans to meet the needs of at-risk students. Mentored new School Counselors in the district.

School District of New Richmond  
New Richmond, WI

**School Counselor (9-12)** August 2001- May 2002  
 Coordinated and implemented an integrated guidance curriculum for students 9-12. Taught classroom guidance, facilitated positive-focus support groups and provided individual counseling.

## Table of Contents

### Abstract

<b>Need of Project</b>	<b>1</b>
<b>Gaps and Weaknesses in Services and Infrastructure</b>	<b>3</b>
<b>Magnitude of Need</b>	<b>5</b>
<b>Quality of the Project Design</b>	<b>7</b>
<b>Establish Linkages</b>	<b>8</b>
<b>Appropriate to Needs</b>	<b>10</b>
<b>Up to Date Knowledge/Research</b>	<b>14</b>
<b>Goals and Objectives</b>	<b>16</b>
<b>Quality of Management Plan</b>	<b>18</b>
<b>Defined Responsibilities</b>	<b>18</b>
<b>Timelines and Milestones</b>	<b>20</b>
<b>Feedback and Continuous Improvement</b>	<b>22</b>
<b>Quality of the Project Evaluation</b>	<b>23</b>
<b>Evaluation Data</b>	<b>23</b>
<b>Performance Feedback</b>	<b>25</b>

### Other Documents:

**Letter of Support State Senator Hansen**  
**Letter of Support Mayor Jim Schmidt**  
**Resume-Project Director**

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="375,140.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="375,140.00"/>

\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:  \* First Name:   
 Middle Name:   
 \* Last Name:   
 Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

*Michelle A Langenfeld*  
 PR/Award # S215E140166  
 Page e47

4/28/14

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Michelle A. Langerfeld</i>		TITLE Superintendent of Schools
APPLICANT ORGANIZATION Green Bay Area Public Schools		DATE SUBMITTED 4/25/2014

Standard Form 424B (Rev. 7-97) Back

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
Green Bay Area Public Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Michelle"/> Middle Name: <input style="width: 100px;" type="text" value="S"/>
* Last Name: <input style="width: 200px;" type="text" value="Langenfeld"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 300px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Michelle Langenfeld"/>	* DATE: <input style="width: 100px;" type="text" value="4/25/2014"/>

## Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**As the duly authorized representative of the applicant, I certify that the applicant shall assure that:**

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

D. Michelle Hanger  
Signature of Authorized Certifying Official

Superintendent of Schools  
Title

Green Bay Area Public Schools  
Applicant Organization

4/25/14  
Date Submitted



### Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or

2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:

- Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
- Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
- State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
- Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
- Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
- Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
- William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
- Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
- Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
- Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
- Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
- Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
- Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
- Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
- Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
- Law Enforcement Education Program (42 U.S.C. 3775);
- Indian Fellowship Program (29 U.S.C. 774(b));
- Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Michelle Langenfeld ED  
(Signature)

4/25/2014

(Date)

Michelle Langenfeld  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: Elementary and Secondary School Counseling Programs

Intergovernmental Review of Federal Programs

The State of Wisconsin does not participate in the State Single Point of Contact (SPOC) process as listed on the [http://www.whitehouse.gov/omb/grants\\_spoc](http://www.whitehouse.gov/omb/grants_spoc) website.



January 29, 2014

Michelle Langenfeld  
District Administrator  
Green Bay Area Public Sch Dist  
PO Box 23387  
Green Bay WI 54305-3387

Dear Ms. Langenfeld:

This letter confirms receipt of form PI-1161 (indirect cost rate adjustments-schools) and establishes your 2013-2014 indirect cost rates as noted below:

	7/1/13 to 6/30/14
Restricted Indirect Cost Rate	4.02
Unrestricted Indirect Cost Rate	12.48

Unless expressly prohibited by law, the above indirect cost rates can be applied against the total direct cost base of federal grants exclusive of capital object and major sub-contracts. Funds received by the grantee and subsequently passed through to another agency, which actually performs the program for which the funds are provided, cannot be included in the direct cost base when computing the amount of the indirect cost reimbursement.

Use the restricted indirect cost rate on grants that prohibit supplanting. Elementary and secondary educational grants commonly have non-supplanting legislation.

If you have any questions, please call me at (608) 267-7882.

Sincerely,

(b)(6)

Gene Fornecker, CPA  
School Finance Auditor

GF/ds

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative  
Project Costs- Year One**

Item	Cost	Goal
<b>Personnel</b>		
FTE 1.0 Elementary School Counselor	\$50,992	All
FTE 1.0 Elementary School Counselor	\$50,992	All
FTE 1.0 Elementary School Counselor	\$50,992	All
FTE .3 Grant Coordinator	\$15,298	All
<b>Fringe Benefits</b>		
FTE 1.0 Elementary School Counselor	\$27,688	All
FTE 1.0 Elementary School Counselor	\$27,688	All
FTE 1.0 Elementary School Counselor	\$27,688	All
FTE .3 Grant Coordinator	\$8,306	All
<b>Travel</b>		
Office of Safe and Healthy Schools National Conference		
Transportation 2 people x 2tickets	\$1,200	Grant
Lodging \$200/night x 2 rooms x 2 nights	\$800	Grant
Per Diem Costs \$100/day x 2 people x 3 days	\$600	Grant
Project Director's Meeting (year one only)		
Transportation 1 person x 1 ticket	\$600	Grant
Lodging \$200/night x 1 room x 2 nights	\$400	Grant
Per Diem Costs \$100/day x 1 person x 3 days	\$300	Grant
<b>Equipment</b>		
School Counselor I-Pad Air (data collection) 23 x \$500	\$11,500	Goal 1, 2
I-Pads for student use 7 Targeted schools x 6 per school x \$500 (Tier 2 Interventions)	\$21,000	
Apps for I-Pads (for data collection and Tier 2 interventions)	\$1,000	Goal 1, 2
I-Pad Cases	\$840	Goal 1, 2
Keyboards 23 x 57.59	1,324	Goal 1,2
<b>Supplies</b>		
Restorative Practice Handbook-Staff at 2 schools x 40/school x \$16 per book	\$1,280	Goal 2
Restorative Circles in Schools-Staff at 2 schools x 40/school x \$10 a book	\$800	Goal 2
The Use of Data in School Counseling- 25 staff x 27.25	\$682	Goal 1
<b>Contractual</b>		
Trish Hatch training for all School Counselors x 6 days	\$30,000	Goal 1
Transportation 1 person x 1 ticket x 3 trips	\$2,700	Goal 1
Lodging \$100/night x 1 room x 6 nights	\$600	Goal1
Per Diem \$300/day x1 person x 6 days	\$1,800	Goal 1
<b>Other</b>		
Family Engagement Activities \$100/ School x 7 Schools	\$700	Goal 2, 3
<b>Training Stipends</b>		
Restorative Justice 2 schools x 40 staff x 8 hours x 2 days x \$25.25/hour	\$32,320	Goal 2
Mental Health Training NAMI- 2 schools x 50 Teachers x 2 hours x \$25.25/hour	\$5,050	Goal 2
<b>Total Costs-Year One</b>	<b>\$375,140</b>	

**Budget Narrative  
Project Costs- Year Two**

Item	Cost	Goal
<b>Personnel</b>		
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE .3 Grant Coordinator	\$15,757	All
<b>Fringe Benefits</b>		
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE .3 Grant Coordinator	\$8,555	All
<b>Travel</b>		
Office of Safe and Healthy Schools National Conference		
Transportation 2 people x 2tickets	\$1,200	Grant
Lodging \$200/night x 2 rooms x 2 nights	\$800	Grant
Per Diem Costs \$100/day x 2 people x 3 days	\$600	Grant
<b>Equipment</b>		
I-Pad Apps for Tier 2 Interventions	\$1,000	Goal 1, 2
<b>Supplies</b>		
Interventions: Evidence-Based Behavioral Strategies for Individual Students, Sprick, R. \$89.97 x 100 (all counselors and social workers for sustainability)	\$8,997	Goal 1, 2
Restorative Practice Handbook-Staff at 2 schools x 40/school x \$16 per book	\$1,280	Goal 2
Restorative Circles in Schools-Staff at 2 schools x 40/school x \$10 a book	\$800	Goal 2
<b>Contractual</b>		
Safe and Civil Schools PBIS <b>Level 2</b> Training training for all School Counselors and School Social Workers x 2 days	\$6,000	Goal 1, 2
Transportation 1 person x 1 ticket x 1 trips	\$900	Goal 1, 2
Lodging \$100/night x 1 room x 2 nights	\$200	Goal1
Per Diem \$300/day x1 person x 2 days	\$600	Goal 1
Trish Hatch training for all School Counselors x 6 days	\$30,000	Goal 1
Transportation 1 person x 1 ticket x 3 trips	\$2,700	Goal 1
Lodging \$100/night x 1 room x 6 nights	\$600	Goal1
Per Diem \$300/day x1 person x 6 days	\$1,800	Goal 1
<b>Other</b>		
Family Engagement Activities \$100/ School x 7 Schools	\$1,400	Goal 2, 3
<b>Training Stipends</b>		
Restorative Justice 2 schools x 40 staff x 8 hours x 2 days x \$25.25/hour	\$32,320	Goal 2
Mental Health Training NAMI- 2 schools x 50 Teachers x 2 hours x \$25.25/hour	\$5,050	Goal 2
Trauma Informed Care for Teachers	\$10,300	All
<b>Total Costs-Year Two</b>	<b>\$373, 982</b>	

**Budget Narrative  
Project Costs- Year Three**

Item	Cost	Goal
<b>Personnel</b>		
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE 1.0 Elementary School Counselor	\$52,522	All
FTE .3 Grant Coordinator	\$15,757	All
<b>Fringe Benefits</b>		
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE 1.0 Elementary School Counselor	\$28,519	All
FTE .3 Grant Coordinator	\$8,555	All
<b>Travel</b>		
Office of Safe and Healthy Schools National Conference		
Transportation 2 people x 2tickets	\$1,200	Grant
Lodging \$200/night x 2 rooms x 2 nights	\$800	Grant
Per Diem Costs \$100/day x 2 people x 3 days	\$600	Grant
<b>Equipment</b>		
I-Pad Apps for Tier 2 Interventions	\$1,000	Goal 1, 2
<b>Supplies</b>		
Tough Kids Book and Tool Kit (Tier 3 Interventions) 60 books for all School Counselors and School Social Workers x \$84.50	\$5,070	Goal 1, 2
Restorative Practice Handbook-Staff at 2 schools x 40/school x \$16 per book	\$1,280	Goal 2
Restorative Circles in Schools-Staff at 2 schools x 40/school x \$10 a book	\$800	Goal 2
<b>Contractual</b>		
Safe and Civil Schools PBIS <b>Level 3</b> Training training for all School Counselors and School Social Workers x 2 days	\$6,000	Goal 1, 2
Transportation 1 person x 1 ticket x 1 trips	\$900	Goal 1, 2
Lodging \$100/night x 1 room x 2 nights	\$200	Goal1
Per Diem \$300/day x1 person x 2 days	\$600	Goal 1
Trish Hatch training for all School Counselors x 6 days	\$30,000	Goal 1
Transportation 1 person x 1 ticket x 3 trips	\$2,700	Goal 1
Lodging \$100/night x 1 room x 6 nights	\$600	Goal1
Per Diem \$300/day x1 person x 6 days	\$1,800	Goal 1
<b>Other</b>		
Family Engagement Activities \$100/ School x 7 Schools	\$1,400	Goal 2, 3
<b>Training Stipends</b>		
Restorative Justice 2 schools x 40 staff x 8 hours x 2 days x \$25.25/hour	\$32,320	Goal 2
Mental Health Training NAMI- 3 schools x 50 Teachers x 2 hours x \$25.25/hour	\$7,575	Goal 2
<b>Total Costs-Year Three</b>	<b>\$362,280</b>	

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Green Bay Area Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	168,274.00	173,323.00	173,323.00			514,920.00
2. Fringe Benefits	91,370.00	94,112.00	94,112.00			279,594.00
3. Travel	3,900.00	2,600.00	2,600.00			9,100.00
4. Equipment	35,664.00	1,000.00	1,000.00			37,664.00
5. Supplies	2,762.00	11,077.00	7,150.00			20,989.00
6. Contractual	35,100.00	42,800.00	42,800.00			120,700.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	700.00	1,400.00	1,400.00			3,500.00
9. Total Direct Costs (lines 1-8)	337,770.00	326,312.00	322,385.00			986,467.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	37,370.00	47,670.00	39,895.00			124,935.00
12. Total Costs (lines 9-11)	375,140.00	373,982.00	362,280.00			1,111,402.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Green Bay Area Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Mrs.	First Name: Angela	Middle Name: L	Last Name: Buchenauer	Suffix:
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Address:

Street1:	200 S. Broadway
Street2:	
City:	Green Bay
County:	
State:	WI: Wisconsin
Zip Code:	54303
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
920-272-7478	920-272-7051

Email Address:  
albuchenauer@gbaps.org

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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