

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 # S215E140183

Grants.gov Tracking#: GRANT11636612

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

Closing Date: Apr 28, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-Peekskill PSCI GEPA)</i>	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1235-Peekskill PSCI Abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1239-Peekskill PSCI Narrative final)</i>	e16
<i>Attachment - 2 (1240-Peekskill PSCI linkage letters)</i>	e42
<i>Attachment - 3 (1241-Peekskill PSCI Joseph Mosey-Resume April 2014)</i>	e47
<i>Attachment - 4 (1242-PSCI Asst Supt for Elementary Mary Keenan Foster resume-1)</i>	e51
<i>Attachment - 5 (1243-Peekskill PSCI Project Director Lisa Hammel bio)</i>	e57
<i>Attachment - 6 (1244-Peekskill PSCI Program Specific Assurances)</i>	e58
8. Other Narrative Form	e59
<i>Attachment - 1 (1238-Peekskill PSCI Budget Narrative)</i>	e60
9. Budget Narrative Form	e61
<i>Attachment - 1 (1234-Peekskill PSCI Budget Narrative)</i>	e62
10. Form ED_524_Budget_1_2-V1.2.pdf	e63
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e65
<i>Attachment - 1237-Peekskill PSCI Non-Exempt.pdf</i>	e66

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: 04/25/2014	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: Peekskill City School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 13-6007163	* c. Organizational DUNS: 0727075160000	
d. Address:		
* Street1: 1031 Elm Street	<input type="text"/>	
Street2:	<input type="text"/>	
* City: Peekskill	<input type="text"/>	
County/Parish:	<input type="text"/>	
* State: NY: New York	<input type="text"/>	
Province:	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 10566-3401	<input type="text"/>	
e. Organizational Unit:		
Department Name: Curriculum and Instruction	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Dr.	* First Name: Joseph	<input type="text"/>
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Mosey	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Assistant Superintendent	<input type="text"/>	
Organizational Affiliation: Peekskill City School District		
* Telephone Number: 914-737-3300	Fax Number: 914-737-3912	
* Email: jmosey@peekskillcsd.org		

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:**

Peekskill School Counseling Initiative: A comprehensive counseling and school engagement program that promotes student learning in a safe and nurturing elementary school environment.

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="275,978.00"/>
* 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="275,978.00"/>

*** 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>Joseph Mosey</p>	<p>TITLE</p> <p>Assistant Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Peekskill City School District</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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Peekskill City School District * Street 1: 1031 Elm Street Street 2: * City: Peekskill State: NY: New York Zip: 10566-3401 Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name N/A Middle Name * Last Name N/A 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: Joseph Mosey * Name: Prefix * First Name N/A Middle Name * Last Name N/A Suffix Title: Telephone No.: Date: 04/25/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Peekskill PSCI GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA

Peekskill Student Counseling Initiative (PSCI) includes measures for the active involvement of students' parents and families, many of whom are recent immigrants. Steps that are taken to facilitate communication include:

- 1) All materials will be in English and Spanish (or other parental language as necessary). The District will provide a qualified interpreter for meetings and workshops, as well as for student/parent conferences.
- 2) The grant includes collaboration with Family Ties, a non-profit organization that works with families, including families of students with mental health disabilities. Family Ties will work with the District to assure that the families are fully involved in decisions affecting their child. Family Ties has bi-lingual, culturally sensitive and culturally competent staff members to work with families and children.
- 3) The grant includes funding for "promotores," supervised by Family Ties, who are trained community members who serve as facilitators for District/parent communication. Promotores are bi-lingual and culturally sensitive and culturally competent.
- 4) Oakside and Hillcrest schools are disability accessible.
- 5) The grant is designed to create welcoming environments for all students, and seeks to eliminate bullying and harassment on any grounds, including gender, race, national origin, sexual orientation or perceived sexual orientation, color, disability or age. Specifically, school counselors will be trained to create environments free of bullying or harassment. The PBIS program and The 4Rs Program will educate and provide skills to teachers and students in order to reduce or eliminate bullying and harassment. The District will utilize professional development on implementation of the Dignity for All Act, offered by Putnam-Northern Westchester BOCES.

- 6) A focus of the grant is to eliminate disproportionate suspension of African-American students with disabilities, an issue especially impacting on males. The District will designate grant-related staff to attend workshops offered by the Metropolitan Center on Urban Education's Technical Assistance Center on Disproportionality and will apply to New York State Education Department to be selected as a district to receive intensive TAC-D services.

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

Peekskill City School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

* First Name: Joseph

Middle Name:

* Last Name: Mosey

Suffix:

* Title: Assistant Superintendent

* SIGNATURE: Joseph Mosey

* 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

The goal of the Peekskill School Counseling Initiative (PSCI) is: to enable all students to achieve academic success and social emotional health through support from a comprehensive counseling and school engagement program that promotes student learning in a safe and nurturing school environment.

PSCI will bring two guidance counselors each to Oakside and Hillcrest schools, raising the mental health professionals' ratios up to or exceeding nationally recommended standards. Both schools will implement Positive Behavioral Intervention Supports (PBIS) and SWIS, the associated data management system. Oakside will also implement The 4Rs Program, a social emotional learning (SEL) and literacy program. Family Ties, Inc. will facilitate parent-school communication, assist parents to support their children in the counseling and referral processes, and run two SEL programs, one for girls and one for boys.

The project will address both priority areas of Competitive Preference Priority 1, Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement: (a) Improving the school environment, which may include improving the school setting related to student learning, safety, and health; and b) Improving school safety, which may include decreasing the incidence of harassment, bullying, violence, and substance use.

Anticipated outcomes include: Reduction in disruptive and violent incidents and suspensions; elimination of disproportional suspension of African-American special education students; increases in academic performance; development of consistent, fair, behavior management strategies; increase in non-mandated counseling; improved, culturally-sensitive facilitation, advocacy, and referral system for children/families needing services.

The project will serve the entire school populations of Oakside School (2nd-3rd grades) and Hillcrest School (3rd-4th grades) in Peekskill, NY. In 2013-14, Oakside has 497 students and Hillcrest has 516, for a total of 1013 students.

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](#)

TABLE OF CONTENTS

Need for Project	1
Quality of Project Design	6
Quality of Management Plan	16
Quality of Project Evaluation	19

APPLICATION NARRATIVE

I. NEED FOR PROJECT

A. Needs, Gaps, Weaknesses, Opportunities: The Peekskill Student Counseling Initiative (PSCI) will serve low-income/high needs elementary students who live in a culturally diverse and economically distressed community with little industrial or high technology employment and many special needs. Peekskill, with a population of 23,583, has been characterized by rapid demographic change over the past fifteen years. While the city's population increased by 5% from 2000-2010, the Latino population rose to 8,713, an increase of 77% (2010 Census). Thirty-four percent (34%) of the population is foreign-born, mainly from Latin America (ACS, 2005-2009).

The City of Peekskill meets the federal economic distress criteria with a sustained unemployment rate (13.2% in 2011) that is 4.5% more than the national average. Peekskill's median family income is only 64% of the Westchester County average (ACS, 2005-2009). Peekskill is a High Need/Resource Capacity Urban/Suburban District.

Within the city, there are sharp income differences by race and ethnicity. Latin@ median family incomes of \$39,527 are about \$19,000 lower on average than Black family incomes and \$23,000 lower than whites' (www.city-date.com, 2009).

PSCI will serve Oakside and Hillcrest Elementary Schools, high-needs schools that serve all of Peekskill City School District's (PCSD) second and third graders (Oakside) and fourth and fifth graders (Hillside). Table 1 provides an overview of Oakside and Hillcrest students based on 2013-14 statistics (except as noted):

Table 1: Demographic overview of Oakside and Hillcrest, 2013-14

	Oakside Gr. 2-3	Hillcrest Gr. 4-5
Number/enrollment	497	516
% Latino	65%	65%
% Black	22%	24%
% White	10%	10%

% Asian-American	.01%	1%
% English Language Learners (ELLs)	29%	17%
% Former ELLs	N/A	7%
% Recent immigrants*	4%	4%
% Students with Disabilities	16%	13%
% Homeless students*	10%	10%
% Free lunch eligible	65%	63%
% Reduced price lunch eligible	11%	14%
Attendance rate	95%	95%
Suspension rate (suspensions per 100 students) (2012-13)	3.6%	3.8%

*Calculated proportionally based on district-wide figures

As Table 1 indicates, about 65% of the students at each school are Latin@, about 22-24% are Black, and 10% are white. Twenty-nine percent (29%) of Oakside and 17% of Hillcrest students are English Language Learners (ELLs). Between 13-16% of students have disabilities. About 66-67% are eligible for free or reduced-price lunch. Attendance averages 95%; there are about 15-25 students who are chronically absent (Hillcrest) (Oakside?).

Oakside and Hillcrest students and families have a wide range of health, mental health, and social service needs, often related to and exacerbated by low income/unemployment; food insecurity; homelessness; social isolation; family separation; limited parenting skills; domestic violence; and language, immigration status, and cultural barriers to accessing services.

Many families are deeply financially stressed. Sixteen percent of Peekskill residents are poor. Eligibility for free lunch requires an income no higher than \$30,615 for a family of four in a city in which an income of \$57,920 is needed to rent a two-bedroom apartment, at the generally recommended maximum of 30% of income (Westchester Residential Opportunities). About 10% of Oakside and Hillcrest students are homeless, in most cases living in doubled up situations.

Through the “Backpack” program, the Food Bank of Westchester delivers bags of food to the schools, to provide each participating student a weekend’s worth of food every other week. About 65 Oakside students and 50 Hillcrest students are served regularly. Many students are impacted by family transitions, separations, and uncertainties: a parent in an immigrant family

may still be in a country of origin; children whose parents are undocumented face multiple stressors; in other cases, a parent or close relative may be incarcerated or just re-entering the community.

Many children are exposed to child abuse and/or to witnessing adult intimate partner violence. My Sister's Place, which serves domestic violence survivors, reports that from September 2012-August 2013, there were 195 Child Protective Service cases of domestic violence, involving 243 children. Of the children, 144 were in the age range of 5-15 years.

Many young single parents lack effective parenting skills or support systems; other caregivers are grandmothers. Many caregivers encounter obstacles to supporting their children because of language barriers, limited education, and lack of familiarity with school expectations. Of Peekskill residents five years old and up, 43% live in homes where a language other than English is spoken. Twenty-three percent (23%) of adults and 33% of mothers lack a high school diploma. Peekskill is 42nd of 43 Westchester municipalities in the percentage of adults with bachelor's degrees.

Oakside and Hillcrest have been selected as PSCI target schools for the following reasons, based on weaknesses and service gaps and on opportunities:

Weaknesses:

Suspension rates: Oakside had Peekskill's highest elementary special education suspension rates in 2012-13; PCSD has been cited as a district by New York State (NYS) for disproportional suspension of African-American special education students.

Violence: Hillcrest was classified as a "persistently dangerous school" in 2012-13 based on "violent and disruptive incident" levels in 2010-11 and 2011-12, although assertive leadership brought incidents down in 2013-14.

Low academic performance: Oakside and Hillcrest have both been identified as "Local Assistance Plan" schools, based on repeated failure of the special education subgroup to make Adequate Yearly Progress (AYP) and PCSD's failure to meet Title III Annual Measurable Achievement Objectives (AMAO) for ELLs on the NYSESLAT Assessment Test.

On the most recent NYS Accountability Reports (2011-12), “all students” and the majority of NCLB subgroups failed to make ELA and Math AYP in both schools.

Table 2 shows the percentages of Oakside and Hillcrest students scoring at or above proficiency (Levels 3 and 4) on the 2013 NYS Common Core ELA and Math tests:

Table 2: Students Scoring Proficiently, 2013 ELA & Math Tests, Oakside & Hillcrest

School	ELA	Math
Oakside (3 rd gr.)	17%	17%
Hillcrest (4 th and 5 th gr.)	12%	11%

Gaps:

No comprehensive developmental school counseling program/guidance counselors:

Oakside and Hillcrest have no guidance counselors. The schools lack a comprehensive counseling program to provide education, prevention, and intervention services.

Lack of consistent, effective, and fair behavior management strategies: Over time, the schools’ Positive Behavioral Intervention and Supports (PBIS) programs have deteriorated. Teachers’ expectations and discipline strategies are currently inconsistent and idiosyncratic; all too often they are negative. Many teachers respond to and record student rule infractions, but fail to promote, acknowledge, and reinforce positive behaviors. As noted above, African-American students—especially boys--are suspended disproportionately.

Limited effectiveness of non-mandated social work and psychologist services:

Although Oakside and Hillcrest have statistically adequate social work and psychologist services, the absence of an effective tiered behavioral management system limits their non-mandated effectiveness. They are largely engaged in mandated special education classification and management duties and in reactive responses to problem behaviors with few resources available to focus on prevention.

Inadequate facilitation, advocacy, and referral system for children/families needing services: Culturally and linguistically sensitive resources are inadequate to link parents to

resources, and guide parents through interactions with education, health/mental health, and social service agencies.

Inadequate capacity to deal with impact of violence on students and staff: Beyond mandated reporter training, few staff members know how to help students who are exposed to verbal and physical domestic violence as well as community violence. Further, they are not adequately supported in dealing with their own stress arising from supporting students exposed to violence.

Weak data collection, analysis and utilization systems: Cross-school PBIS data collection systems are lacking. Both Oakside and Hillcrest have identified effective sharing of data with parents as an area needing improvement.

Opportunities:

District initiatives: PCSD has embarked on an intensive effort to improve academic and social-emotional learning, with a particular focus on elementary schools and to move from “a system of schools to a school system.” PCSD has expanded all-day pre-K with a priority for ELLs and children with disabilities. It has created career ladders and is initiating district-wide Danielson Framework training. As part of PCSD’s literacy initiative, elementary school career ladder participants are enrolling in Lesley College’s Literacy Collaborative Program and/or obtaining bilingual extensions. PCSD has applied, in company with Center for Applied Linguistics, for an i3 Development grant to implement Sheltered Instruction Observation Protocol (SIOP) in Grades preK-2.

In recognition of PCSD’s initiatives, as described below, the Lower Hudson Regional Special Education Technical Assistance & Support Center (RSE-TASC) will make Peekskill a priority district for special education and PBIS support. Peekskill will participate in the regional workshops of the Metropolitan Center for Urban Education’s Technical Assistance Center on Disproportionality (TAC-D), and with the support of the RSE-TASC is applying to the State Education Department to be selected for intensive TAC-D support in 2014-15. PCSD will utilize support from the PNW BOCES in its implementation of the Dignity for All Students Act.

II. QUALITY OF PROJECT DESIGN

PSCI's goal is to enable all students to achieve academic success and social- emotional health through support from a comprehensive counseling and school engagement program that promotes student learning in a safe and nurturing school environment. To achieve this goal, PCSD will strengthen internal resources and utilize its community linkages to design and carry out a program based on up-to-date research and practice.

A. Linkages: PSCI links PCSD to a broad array of community resources through the non-profit Family Ties of Westchester, and the Westchester Community Network of which it is an integral part. Family Ties' mission is to provide lasting and effective support services to families of children with social, emotional and behavioral challenges. Its goals are to strengthen and nurture families; provide information and training to families of children with difficulties; and empower parents and youth to advocate for services and assistance.

Family Ties implements a "System of Care" for children and adults with social, emotional and behavioral challenges that is family driven, child-centered, and culturally competent and focused on the strengths of the children and families involved. Family Ties employs staff members who are themselves family members of youngsters with high-end needs, in partnership with professional staff who are veterans of the child serving systems.

Family Ties is an entry point to the Westchester Community Network, composed of approximately 40 organizations, agencies, and individuals. The Network is the organizational form of Westchester's System of Care, an approach to collaboration and coordination across systems, communities, agencies, families and youth that promotes the physical, emotional, intellectual and social wellness of children and youth across the lifespan. The Network service model is driven by the following core principles: Families must be viewed as equal partners and colleagues; children are best serviced in their own homes, schools, and communities; the supports required by children with severe emotional disturbances should be found in the community; child-serving systems and agencies must collaborate to create a seamless system; service must be individualized to meet the needs of each child and family; service must focus on

strengths and competencies rather than on deficiencies; service and care must be unconditional; interventions and supports must be available to “wrap services around” the child and family; service must be culturally competent and respect differences of ethnicity, class, gender, and sexual orientation.

RSE-TASC, Putnam-Northern Westchester (PNW) BOCES and TAC-D will provide key in-kind project support. The RSE-TASC Special Education School Improvement Specialist will transfer his focus from the high school to the elementary schools, adding critical professional development skills and expertise in support of the redevelopment and implementation of PBIS. He will provide in-district professional development support for staff in the PBIS framework, classroom management strategies, and targeted behavioral supports for students with challenging behaviors. The RSE-TASC provides research-based technical assistance and professional development on instructional systems and strategies that have been proven to improve outcomes for students with disabilities. It will prioritize Peekskill, holding seats for Peekskill staff at its trainings, including SWIS Facilitator training, Alternatives To Suspension training, PBIS Coaches’ Forums, and PBIS Secondary and Tertiary Supports Training. Its input will provide key assistance in reducing suspension rates.

As noted above, Peekskill staff will attend regional workshops of the Metropolitan Center for Urban Education’s Technical Assistance Center on Disproportionality (TAC-D), addressing the issue of disproportional suspension of African-American students, especially boys. With support from RSE-TASC, PCSD is applying to New York State Education Department to be selected as a district for intensive TAC-D support in 2014-15, in which case TAC-D will work closely with PSCI in 2014-15 and 2015-16. Oakside and Hillcrest staff will also attend BOCES professional development workshops at the Hudson River Teacher Center.

B. Addressing Needs: Table 3 outlines the project design, including PSCI’s goal, objectives, activities, performance indicators of success, and measurement instruments:

Table 3: PSCI Goal, Objectives, Performance Indicators, Measurement

<p>Goal: <i>PSCI will enable all students to achieve academic success and social emotional health through support from a comprehensive counseling and school engagement program that promotes student learning in a safe and nurturing school environment.</i></p>		
<p>Objective 1: A comprehensive school counseling program will provide effective prevention, detection, intervention, and treatment of students’ mental health needs, using a developmental approach to counseling.</p>		
<p>Activities to Support This Program Objective</p>	<p>Performance Indicator(s) of Success</p>	<p>How/When It Will Be Measured and Reported</p>
<p>1.1 PSCI will <i>meet or exceed national professional standards for ratios of students to mental health professionals.</i></p>	<p>a. 100% of school mental health staff will be certified for their roles b. Yr. 1, 1 counselor will be hired for each school; 1 social worker and 1 psychologist will be maintained at each school; Yr. 3, 1 counselor will be added to each school, meeting/exceeding national standards for each profession</p>	<p>a. Files in HR/collected in September/Reported annually b. Files in HR/collected in September/Reported annually</p>
<p>1.2 The counselors, social workers, psychologists (mental health support team, “MHST”) will <i>provide increased non-mandated counseling services to students, including anti-bullying and harassment education and counseling.</i></p>	<p>a. Using a baseline of 2013-14, there will be yearly increases in services- Yr. 1, 33% increase in services; Yr. 2, 33% increase; Year 3, 33% increase. b. Yr. 1-3, Counselors will spend at least 80% of their time on counseling and related activities that directly benefit students. c. Yr. 1, School leaders, staff members, and teachers will rate all areas of the school counseling program as “development in progress;” Yr. 2, rated as “partly implemented;” Yr. 3 as “fully implemented.”</p>	<p>a. Log of activities/collected monthly/Reported mid-year and end-of yr. b. Log of activities/Collected monthly/Reported mid-year and end-of yr. c. Ratings on School Counseling Program Implementation Survey (SCPIS: Eisner & Carey) based on the ASCA National Model/Collected and reported mid-year and end-of yr.</p>
<p>1.3 Faculty, school leaders, and members of the MHST will receive 5 training sessions on collecting, maintaining, analyzing, and sharing data from multiple sources and <i>apply data to improve instructional practices, policies, and student</i></p>	<p>a. By the end of Yr. 1, 100% of participants will be trained b. By the end of Year 1, at least 90% of participants will increase their use of data in planning, modifying, and assessing programs and interventions; (Yr. 2, 100%)</p>	<p>a. Training attendance/collected each session/ Reported end-of yr. b. School Wide Information System (SWIS) data login and usage information and Local Assistance Plan (LAP) self-evaluations/ Collected and</p>

<i>outcomes</i> using the SWIS data management system.		reported end-of yr.
1.4 The MHST will work with Family Ties to <i>assure effective parent participation in the counseling process, coordinate external referrals, and provide appropriate community-based resources for families.</i>	a. The MHST regularly reviews the referral process and makes suggestions as necessary. b. 90% of parents responding to a survey will report avg. ratings of 4/5 regarding the resources and activities provided by Family Ties.	a. Log of referrals and meeting activities/ Collected monthly/Reported mid- and end-of yr. b. Family Perception and Satisfaction Survey (Family Ties)/Collected and reported mid-year and end-of yr.
1.5 MHST members will provide 2 professional development sessions to school staff to <i>increase awareness of issues related to domestic violence and provide support after these events have occurred</i> to students witnessing or surviving domestic and other violence and to school personnel whose students are impacted by these events.	a. Yr.1, 100% of participants will attend 2 yearly sessions b. Yr. 1-3, 100% of participants will report will report avg. ratings of 4/5 regarding the resources and activities. c. School personnel will receive support from members of the MHST when a student is impacted by an event.	a. Attendance log/Collected each session/Reported end-of yr. b. Family Perception and Satisfaction Survey (Family Ties)/Collected at end of service/Reported end-of yr. c. Log of referrals and follow-up procedures/ Collected at end of service/Reported end-of yr.
1.6 The MHST, parents, and Family Ties will <i>participate collaboratively in the planning and implementation process of PSCI.</i>	a. Yr. 1-3, 100% of school, parent, and community partners will participate in quarterly meetings and comply with responsibilities in the planning and implementation process. b. Yr. 1-3, Participants will indicate average ratings of at least Satisfactory (3 of 4) for Parent/Family/ Community Partnerships. c. Family Ties will provide technical assistance to assure parent participation and collaboration in the planning process.	a. Minutes/Collected quarterly partnership meetings/ Reported mid-yr. and end-of yr. a. NYSAN Program Quality Self-Assessment Tool, Element 8/ Collected and reported mid-yr. and end-of yr. c. Minutes of meetings (Family Ties)/Collected and reported mid-yr. and end-of yr.
Objective 2: Oakside and Hillcrest will systemically provide protective factors for all students' social-emotional wellbeing.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How/When It Will Be Measured and Reported
2.1 All Oakside and Hillcrest faculty members, school leaders, MHST members and other staff	a. 100% will participate in training b. Yr. 1-3, 100% of	a. Attendance/Collected each session/Reported end-of yr. b. PBIS Strategy Survey

will receive 10 hrs. of training on the PBIS model to <i>improve their capacity to engage in positive behavior management interventions and to build protective factors for students as the behavioral component of RTI.</i>	participants will rate their knowledge and use of PBIS strategies as at least Satisfactory (3/4).	(BOCES)/Collected at end of sessions/Reported end-of yr.
2.2 Counselors, in conjunction with principals and project director, will meet monthly to <i>coordinate PBIS within each school and between schools to ensure fidelity to the model in implementation.</i>	a. In Yrs. 1-3, monthly meetings b. By end of Yr. 2, 75% of participating staff will score 3/3 “the implementation/maintenance phase” for using strategies; Yr. 2, 90%; Yr. 3, 100%.	a. Meeting minutes/Collected monthly/Reported end-of yr. b. Observations and interview of each faculty member by school administrator/Collected and reported end-of yr., (School-wide Evaluation Tool (SET) Sugai, Lewis-Palmer, Todd, & Horner, 2005)
2.3 In Yr. 2, all Oakside faculty members, school leaders, MHST members, and other staff will receive 25 hrs. of training and 18 days of teacher coaching in the Reading, Writing, Respect, and Resolution (4Rs) program to <i>incorporate social-emotional learning into the language arts program.</i> Yr. 3:10 hrs. of training plus 9 days coaching	a. 100% will participate in training b. In yrs. 2 and 3, 100% of participants will rate their knowledge of 4Rs strategies as at least Satisfactory (3/4).	a. Attendance/Collected each session/Reported end-of yr. b. 4Rs Program Teacher Survey (Morningside Center for Teaching Social Responsibility, 2011)/ Collected and reported end-of yr.
2.4 Oakside principal and counselors will meet monthly in years 2-3 to <i>coordinate 4Rs to ensure fidelity to the model and its integration with RTI and PBIS.</i>	a. In yrs. 2 and 3, monthly meetings a. By end of Yr. 2, 75% of participating staff will use strategies; Yr. 3, 100%	a. Meeting minutes/Collected monthly/Reported end-of yr. b. Observations and interview of each faculty member by school administrator/Collected and reported end-of yr.
2.5 The Promotores of Family Ties will work with MHST to <i>coordinate and support family counseling activities to be culturally and linguistically appropriate.</i>	a. Participants will provide average ratings of at least 4/5 for the services of the program.	a. Family Perception and Satisfaction Survey (Family Ties)/ Collected at end of service/Reported end-of yr.
Objective 3: Students will demonstrate growth in academic achievement.		
Activities to Support This Program Objective	Performance Indicator(s) of Success	How/When It Will Be Measured and Reported
3.1 In Yrs. 1-3, teachers at Oakside and Hillcrest will <i>integrate positive behavioral</i>	a. Each year 5% of participants will increase test scores in language arts by at least 5	a. ELA test/Collected June/Reported end-of yr. b. Grades in language

<p><i>intervention strategies into all classes, increasing student time-on-task, supporting academic instruction and complementing academic RTI interventions; in Yrs. 2-3, teachers at Oakside will implement the 4Rs into the language arts program, developing social-emotional learning.</i></p>	<p>points. b. The number of students who will improve their language arts grades will increase (5 pts. or 1 level) by 5%/yr. c. Each year 5% of participants will increase test scores in math by at least 5 points. d. The number of students who will improve their math grades (5 pts. or 1 level) will increase by 5%/yr.</p>	<p>arts/Collected fall and spring/Reported end-of yr. c. Mathematics scores/ Collected June/Reported end-of yr. d. Grades in math/ Collected fall and spring/Reported end-of yr. All data will be reported by sub-populations (e.g., ELL, gender, special education, racial/ethnic status).</p>
<p>Objective 4: Students will be on track for college and career readiness by demonstrating growth in areas of school culture and climate, including attendance and behavioral incidents.</p>		
<p>Activities to Support This Program Objective</p>	<p>Performance Indicator(s) of Success</p>	<p>How/When It Will Be Measured and Reported</p>
<p>4.1. PBIS, 4Rs, counseling, and attendance monitoring will improve attendance and <i>reduce incidence and severity of chronic absenteeism.</i></p>	<p>a. Attendance average will be maintained at or above 95% b. 100% of families of students with excessive absences will be contacted by Promotores c. 100% of students with excessive absences will participate in counseling services d. The number of days out of school for chronically absent students will decrease by 25% in each of Years 1, 2, and 3.</p>	<p>a. School attendance/Collected and reported end-of-yr. b. Logs of Promotores/ Collected at each service/Reported end-of-yr. c. Service log of counselors/Collected and reported end-of yr. d. School attendance/Collected and reported end-of-yr.</p>
<p>4.2. PBIS, 4Rs, counseling and attendance monitoring will <i>decrease incidences of negative behavior leading to suspensions.</i></p>	<p>a. The number of suspensions will decrease by 25% per year. b. The disproportionality of suspensions for African-American students will be eliminated by Yr. 3.</p>	<p>a.-b. Suspension records/ Collected and reported end-of yr.</p>
<p>4.3 By the end of each year, students will <i>reduce aggressive behaviors, particularly in bullying and increase pro-social behaviors</i> (e.g., anger management, conflict resolution).</p>	<p>a. Disciplinary referrals will decrease by 25% in Year 1 from the baseline of 2013-2014 and further decreases of 25% in each of Years 2 and 3. The reasons for each incidence will be recorded with reductions in harassment and bullying.</p>	<p>a. Referrals for incidences of negative behavior/Collected and reported end-of yr.</p>
<p>Objective 5: There will be evidence of an increase in children’s understanding of peer and family relationships, work and self, decision-making, and peer interactions.</p>		

Activities to Support This Program Objective	Performance Indicator(s) of Success	How/When It Will Be Measured and Reported
5.1 Students will <i>increase their social-emotional learning</i> (i.e., feelings of safety, perceptions of support, engagement in the classroom, and positive attitudes and behaviors) based on the implementation of the 4Rs (Oakside) and PBIS (Oakside and Hillcrest) strategies.	a. A baseline will be assessed in 2013-2014; Yrs. 2-3, all subscales have average ratings of 3/4 b. Teachers will provide average ratings of at least 3/4 on the progress of each student.	a. Social and Emotional Learning Survey (SEL: Morningside Center for Teaching Social Responsibility, 2007)/ Collected and reported end-of yr. b. The Devereux Student Strengths Assessment- Mini (LeBuffe, Shapiro, & Naglieri, 2009)/Collected and reported end-of yr.
5.2 Students will <i>increase their self-esteem, develop good decision-making skills, and decrease inappropriate behaviors, such as harassment and bullying</i> , after participation in Daughters of Destiny or I Know I Can for 6 sessions of 2.5 hours each.	a. 80 students will be invited to attend one of these programs each of Yrs 1 and 2. b. Students will demonstrate an increase in self-esteem and decision-making skills and decrease reported behaviors in harassment and cyberbullying.	a. Attendance logs/Collected and reported end-of yr. b. Pre and post tests for Daughters of Destiny and I Know I Can curriculum, Cyberbullying and Online Aggression Survey (Hinduja & Patching, 2007)/Collected pre and post/Reported end-of-yr.

As described in Table 3, PSCI’s project design directly addresses the schools’ weaknesses through a coordinated program to fill the service gaps by strengthening internal systems, incorporating parent input, and collaborating with external organizations and agencies. The project will provide urgently needed mental health staffing by bringing the number of guidance counselors to the nationally recommended ratios, and align their practice with the American School Counselors Association (ASCA) National Model. In doing so, it will enable the schools to proactively re-develop and re-invigorate a PBIS Tier 1 Behavioral Response to Intervention (RtI) system that creates and reinforces positive school cultures.

Effectively implementing the ASCA National Model and the PBIS frameworks will make the schools safe, nurturing environments that support learning, reducing disruptions, violence, bullying and harassment. With professional development support from the RSE-TASC and TAC-D, the schools will implement a Tier 2 RtI continuum as an alternative to suspension plan, and eliminate disproportional suspension of African-American students. The project will also provide

the mental health resources to meet the needs of students who need the most intensive interventions provided in Tier 3 of the PBIS behavioral RtI system.

PBIS data from both PSCI schools and other district schools will be coordinated by SWIS, the PBIS-aligned software system, and can be transferred to Infinite Campus, the district's comprehensive data system. As Peekskill Middle School has successfully implemented PBIS over the past several years, there will be consistency in behavioral RtI systems from 2nd through 8th grade.

In addition, Oakside will implement Morningside Center for Teaching Social Responsibility's The 4Rs (*Reading, Writing, Respect and Resolution*) Program in Years 2 and 3, with a district commitment to continue it for Year 3 after the grant period, based on results, and the possibility of extending it to other preK-8 grades. The 4Rs Program will integrate social and emotional learning into language arts for grades 2-3, deepening students' engagement with reading and writing while explicitly developing their 21st Century skills—from collaboration and problem solving to critical thinking.

The primary aims of The 4Rs Program are to: (1) build classroom and school communities based on respect and collaboration; (2) boost students' social, emotional, and academic skills; and (3) improve teachers' capacity to relate well to students and provide effective instruction.

The 4Rs is grade-specific. The Teaching Guide for each grade lays out approximately 35 lessons (one a week throughout the school year) divided into seven units: Building Community; Feelings; Listening; Assertiveness; Problem Solving; Diversity; and Making a Difference. Each unit begins with a Read-aloud of a high-quality children's book, carefully chosen for its high literary quality and relevance to the theme. Next is Book Talk in which students deepen their understanding of the text through lively discussion, writing, and role play. Students identify the book's key messages and express their points of view, backing up their statements by referring to the text and their life experiences. They evaluate choices made by characters. Have they ever experienced a similar situation? What did they do? How did it turn out? Then comes Applied

Learning, which engages students in practicing such skills as listening, managing anger, standing up for themselves and others, and negotiating for win-win solutions. Over time the language and skills students learn through The 4Rs become part of the culture of the school.

Family Ties will collaborate with the mental health support team in five critical ways: (1) advocating for and supporting families of children needing counseling; (2) providing children with “wraparound” services, ensuring a seamless web of support from multiple agencies, as needed; (3) adapting the Health Promotores model to education, providing culturally and linguistically competent facilitation of family-school communication (for example, when children have excessive absences); (4) Forming structured support groups for children identified by counselors/school staff, concerned parents, other community agencies; (5) serving on PSCI advisory board and supporting parents serving on the board.

The structured support groups will run in 4 12-week cycles each year for Years 1 and 2. Daughters of Destiny will serve girls between 7-11; I Know I Can will serve boys in the same age range. Daughters of Destiny integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls. It acts to counteract social and interpersonal forces that impede girls’ growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices. Based on African American coming of age models, and utilizing the Promising Practices Girls Circle Format, Daughters of Destiny provides a place where girls can come and talk about any problems they may face in their homes or communities. It provides a safe haven where positive self-esteem is promoted and where girls are helped to understand their expanding roles in society. Girls will develop increased self-esteem, positive social skills and nurturing relationships with adults through a mentoring experience.

I Know I Can provides structured support group for boys that integrates relational theory, resiliency practices, and skills training in a specific format designed to promote boys’ safe, strong and healthy passage through childhood and early adolescent years. Boys will gain the vital

opportunity to address masculine definitions and behaviors and build their capacities to find their innate value and create good lives- individually and collectively. The program acts to counteract social and interpersonal forces that impede growth and development by utilizing culture, family and community in promoting an emotionally safe setting and structure within which boys can promote their natural strengths, and increase their options about being male in today's world. By utilizing "The Council for Boys and Young Leaders" curriculum, IKIC provides a place where boys can come and talk about problems they may face in their homes or communities, learn positive decision making skills, and increase self esteem.

C. Up-to-Date Knowledge: The complementary elements of PSCI are each based on a solid base of research and practice.

American School Counselors Association (ASCA) ASCA National Model (ASCA, 2003) for guidance counselors' practice was developed to codify best practice in defining counselors' job responsibilities. The core question was stated as, "Why are students different as a result of the guidance program?" (Johnson & Johnson, 2003 as cited in Hardy, unpublished dissertation. Western Connecticut State Univ., 2008)

PBIS: There is extensive research literature on primary, secondary, and tertiary tiers of PBIS. See, for example, the website of Technical Assistance Center on PBIS, established by the U.S. Department of Education Office of Special Education Programs (www.pbis.org/research). The literature includes randomized control trials as well as "studies that used research quality measures, though not experimental designs." The research consistently shows the effectiveness of PBIS/RtI systems in reducing discipline referrals and student suspensions as well as increasing instructional time, classroom engagement, and instructional effectiveness.

4Rs: Morningside Center (www.morningsidecenter.org) is the leading provider of programs to foster students' social and emotional learning in the New York City public schools. Two major scientific studies (www.morningsidecenter.org/4rs-research-study) have found that its programs markedly improve student behavior and social-emotional competency; reduce discipline incidents and suspensions; improve classroom climate for learning; improve

attendance; and improve academic outcomes. The 4Rs Program is among 23 social-emotional learning programs identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as best in the country. The 4Rs is included in SAMHSA's National Registry of Evidence-based Programs and Practices.

System of Care/Wraparound: Originally developed as a model for serving children with serious emotional disturbance and their families, SOC's basic values and operational philosophies are well suited to bringing together educational and social services for a wide range of children and their families. The SOC approach has been utilized in many SAMHSA (Substance Abuse and Mental Health Services Administration) school-based grant sites in schools nationwide. SOC has been implemented in Westchester for 20 years. Wraparound, a key element of SOC, Family Ties, and Network, is listed on the California Evidence Based Clearinghouse; Model Programs Guide, Office of Juvenile Justice and Delinquency Prevention; and SAMHSA's National Registry of Evidence Based Programs and Practices (EBP).

Promotores Project is listed as a Promising Practice by SAMHSA's Eliminating Mental Health Disparities Project (See RAICES/Promotoras at http://www.endmentalhealthdisparities.net/index-ee.php/programs_practices).

Daughters of Destiny is based on African American coming of age models and utilizes the Promising Practices Girls Circle Format.

III. QUALITY OF MANAGEMENT PLAN

A. Achieving objectives: Responsibilities: PSCI will be a high priority for PCSD. The Project Director (external PBIS coach) will be the Chairperson of the Committee on Special Education (CSE), who has extensive professional knowledge of PBIS and RtI, working closely with the Assistant Superintendent for Administrative Services and Grants (ASASG), the Assistant Superintendent for Elementary Education, and the principals of Oakside and Hillcrest. As described below, the PSCI Advisory Group will play a key role, with guidance from the external evaluator, in assuring fidelity of implementation.

The Project Director will be responsible for: (1) overall program direction and fiscal

management; (2) meeting reporting requirements; (3) monitoring all activities/services and progress toward objectives; (4) oversight of the mental health support team, including monthly meetings with the team and the principal in each school; (5) articulating with collaborating organizations and agencies; (6) overseeing the Advisory Group; (7) quarterly reviews with the evaluator; (8) coordinating with district planning bodies and related programs; (9) coordinating related professional development; (10) ensuring collection, circulation, and effective use of data, including utilization of SWIS software; and (11) developing a sustainability plan to maintain services after the grant period. activities with related school programs.

Table 4: Timeline and Milestones

Timeframe/Activity	Milestones	End	Responsible
AWARD	NOTIFICATION		
Months 1-3	Posting and filling guidance positions; contract with sub-contractors according to PCSD protocols		Human Resources
Months 1-3	Sign contract with US Dept of Education, establish grant fiscal and reporting systems;		Superintendent, Business office
Months 1-3	Recruit PSCI Advisory Group members		
Months 1-3 (?), as scheduled; OSHS conference in Yrs. 2 & 3 also	OSHS National conference; Project Directors' Conference		PD, staff member
Month 4 & quarterly thereafter	First quarterly PSCI Advisory Group Meeting; Evaluability Process begins		Asst. Supt., Project Director (PD) , Evaluator
Month 4 & on-going	Counseling begins		PD, Counselors
Month 4 & on-going	Family Ties/Network Wraparound services begin		PD, Family Ties
Months 4-6	Design PBIS protocols for Oakside & Hillcrest		PD, Mental Health Support Team, (MHST), principals
Month 4	SWIS installation and		PD, IT Dept, RSE-

	training		TASC
Month 5 & on-going	Oakside/Hillcrest School-wide Training on PBIS and Alternatives to Suspension		PD, Counselors, Sp. Ed School Improvement Specialist, RSE-TASC
Month 5 & on-going through Year 2	Promotores begin work with families		PD, Family Ties
Month 5 & on-going through Yr. 2	Daughters of Destiny & I Know I Can youth groups		PD, Family Ties
Month 6, repeat in Years 2 & 3	Mid-year Review		PD, Advisory Group, Evaluator, Principals, MHST
Months 10-12, repeat in Years 2 & 3	Year-end review		PD, Advisory Group, Evaluator, Principals, MHST
Month 12	Annual evaluation & year-end report		PD, evaluator
Year 2, (project Month 13) through Year 3	The 4Rs Program, Training and Implementation (Oakside)		PD, District staff, Morningside Center
Year 2 (Project Months 22-24)	Annual review of The 4Rs Program		PD, District staff, Morningside Center, Advisory Group, Evaluator
Year 3 (Months 25-36)	Completion of grant, focus on sustainability past grant period		Asst. Supt., PD, Advisory Group, Evaluator

B. Feedback and Continuous Improvement: Following grant notification, the first PSCI Advisory Group meeting will be held in Month 4, and will be attended by all stakeholders. This meeting is the first stage of the Evaluability Process (New York State Department of Education, 2011). Under the evaluator’s guidance, the Advisory Group will reach consensus on the program theory and create a detailed logic model reflecting it. The group will review the program objectives laid out in the proposal to assure their alignment with the program theory, modifying them if necessary. The evaluator will explain the indicators and measures that will be used to measure program implementation and outcomes and will describe Stage 2 of the Evaluability Process, assuring that all stakeholders understand it and its importance.

Following the Advisory Group meeting, the Project Director will hold a pre-implementation orientation for all mental health support team members, principals, and

collaborating organizations’ staff members to review and discuss expectations, scheduling, and procedures.

Advisory Group: The PSCI Advisory Group will meet at least quarterly. It will consist of the Project Director, mental health support team members, principals, parents, teachers and representatives of Family Ties and other collaborating organizations and agencies. The Advisory Group’s role is to assure that PSCI is on target for achieving its objectives and outcomes and to collaborate in the evaluation process. It provides assistance and support to the Project Director; at the same time, it provides an opportunity for exchange of views and input by stakeholders, a means of assuring that all stakeholders are fully informed and invested in the project. Meetings will be publicly announced and open and will include an opportunity for public comment. Minutes will be circulated to participants and made available to the public.

III. QUALITY OF THE PROJECT EVALUATION

A. GPRA baseline information. The data for GPRA 1 and 2 for 2012-2013 are indicated in the Tables 5 and 6. These values indicate a tremendous need for School Counselors.

Table 5: GPRA1- Student/mental health professional ratios and the student/mental health ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
Oakside Elementary School (Grades 2-3)	472	0.0 FTE	0.5 FTE	0.0 FTE	1.0 FTE	0.0 FTE
Hillcrest Elementary School (Grades 4-5)	542	0.0 FTE	1.0 FTE	0.0 FTE	1.0 FTE	0.0 FTE

Total	1014	0.0 FTE	1.5 FTE	0.0 FTE	2.0 FTE	0.0 FTE
Statute	n/a	As needed	1.0 FTE	4.0 FTE	1.3 FTE	As needed

Table 6: GPRA 2- The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Oakside Elementary School (Grades 2-3)	472	383
Hillcrest Elementary School (Grades 4-5)	542	137
Total	1014	520

B. Objective performance measures. The evaluation plan includes activities, performance indicators and measurement tools for federal, state, and local outcomes for goals and objectives of the PSCI. The Logic Model Framework (New York State Department of Education, 2011) for this design is founded on the theory that PSCI and its youth-serving partners will enable all students to develop the academic and social-emotional skills for college- and career-readiness, through the creation of a seamless school-centered model for linking school and community support services that enhance academic, social-emotional, and health-related services for students and their families. Stakeholders will have the opportunity to provide input into the development of a quality model that focuses on the development of the whole child and the entire family. Feedback pertaining to implementation of the program activities and objectives will be carefully monitored on a monthly basis and outcomes will be assessed as indicated in this plan. *The type of data collected, data collection timeline, methods, instrumentation, form of analyses, expected timeline for results and outcomes, and the use to be made of the results and ways to monitor progress are indicated below. The objectives and activities in Table 3 above are referenced in parentheses. The performance indicators of success are listed in Table 3 above.*

1. Governance, planning, and implementation of the PSCI. (1.1.a-b) The quality of mental health professionals will meet or exceed national standards, data will be collected in

September and reported at the end-of-yr. (1.2.a-b) The mental health support team will increase their services, spending at least 80% of their time on counseling and related activities that directly benefit students (Log of activities/collected monthly/Reported mid-year and end-of yr.), (1.2.c) progress will be monitored using mean ratings from the School Counseling Program Implementation Survey (Eisner & Carey, 2005; Collected and reported mid-year and end-of yr.). (1.3.a-b.) All school personnel will be trained (attendance logs/collected monthly/reported mid-yr., and end-of-yr.) to collect, analyze, and share data using SWIS (LAP Statement of Practice 6.5/collected and reported end-of-yr.). (1.4.a) External referrals will be made to Family Ties (Log of referrals and meeting activities/Collected monthly/Reported mid- and end-of yr.) and (1.4.b) family satisfaction with the service will be reviewed (avg. of 4/5 on the Family Perception and Satisfaction Survey, Family Ties/Collected and reported mid-year and end-of yr.). (1.5.a-b) The mental health support team will train all school personnel in issues related to domestic violence of their students (attendance taken at each session/reported annually with survey ratings); (1.5.c) teachers will be supported when a student is impacted by an event (Log of referrals and follow-up procedures/collected at end of service/reported end-of yr.). (1.6.a) School personnel, parents, and Family Ties will collaboratively plan and implement PSCI (Minutes from quarterly meetings), and (1.6.b) solicit feedback from all group members (NYSAN Program Quality Self-Assessment Tool, Element 8: Parent/Family/ Community Partnerships), and (1.6.c) those in the community who receive services (Family Perception and Satisfaction Survey, Family Ties). Data will be reported using descriptive information, i.e., log activities, summary of meeting minutes, attendance, frequency and percent of ratings/item on all surveys, and mean survey scores.

2. Systemic provision of protective factors for all students' social-emotional wellbeing. (2.1.a-b) All faculty, support staff and administrators will receive 10 hrs. of training in PBIS (Attendance; knowledge and use of PBIS/RtI, PBIS Strategy Survey; collected end of sessions, reported end- of-yr.). (2.2.a-b) Counselors, principals, and the project director will coordinate the implementation of PBIS (minutes of monthly meetings; assessed by school

administrator observations using the School-wide Evaluation Tool, Sugai, Lewis-Palmer, Todd, & Horner, 2005; reported end-of-yr.). (2.3.a-b) The 4Rs will be implemented in, teachers will be satisfied with the training (4Rs Program Teacher Survey, Morningside Center for Teaching Social Responsibility, 2011; collected and reported end-of yr.). (2.4.a-b) Oakside principal and counselors will coordinate 4Rs (minutes of monthly meetings; Yr. 3, 100%; assessed by school administrator observation; reported end-of-yr.). (2.5.a) Culturally- and linguistically-appropriate facilitation will be provided to families by the Promotores of Family Ties (parent satisfaction ratings on the Family Perception and Satisfaction Survey, Family Ties). Data will be reported using descriptive information, i.e., log activities, summary of meeting minutes, attendance, frequency and percent of ratings/item on all surveys, and mean survey scores.

3. Growth in academic achievement. Students will improve their (3.1.a and c) ELA and math scores as indicated by yearly comparisons of change. (3.1.b and 3.1.d) Students will increase their grades in language arts and math. Analyses include frequency and percent of scores that increase, decrease, or remain the same. All data will be reported by sub-populations (e.g., ELL, gender, special education, racial/ethnic status).

4. Demonstrated college and career readiness by demonstrating skills through growth in school climate and culture. (4.1.a-d) PBIS, counseling, and attendance monitoring will improve attendance by contacting families of students who are chronically absent and providing these students with counseling services to reduce the incidence and severity of chronic absenteeism by 25% each year (reviewed mid-yr. and end-of-yr.). (4.2.a-b) The number of suspensions will decrease by 25%/year (monthly suspension reports; reviewed mid-yr. and end-of-yr.), with the disproportionality of suspensions for African-American students to be eliminated by Yr. 3; and (4.3.a) Disciplinary referrals will decrease by 25% in Year 1 from the baseline of 2013-2014 and further decreases of 25% in each of Years 2 and 3; incidences of harassment and bullying will decrease by the same amounts (incidences of negative behaviors, yearly report). Descriptive analyses will include average attendance for all students and a subset of those chronically absent, the frequency and percent of those with negative behavior, including

categories for harassment and bullying.

5. Improvement in student health and socio-emotional well-being. (5.1.a-b) There will be a statistically significant increase in student social-emotional learning (Social and Emotional Learning Survey, Morningside Center for Teaching Social Responsibility, 2007) and teacher assessment of student strengths (The Devereux Student Strengths Assessment- Mini, LeBuffe, Shapiro, & Naglieri, 2009) based on use of a dependent samples *t*-test, assessing change over time, for scores on each instrument. (Yr. 1 baseline: Yrs. 2-3, avg. ratings and teacher avg. ratings of each student; collected and reported yearly). (5.2a-b) 80 students will participate in the *Daughters of Destiny* or *I Know I Can* programs each yr. (program attendance logs). Self-esteem and decision-making of students will increase (pre-posttests included in the curriculum; data will be gathered at each session; reported end-of-yr.) and reported cyberbullying and harassment (pre-posttests for the Cyberbullying and Online Aggression Survey, Hinduja & Patching, 2007) will decrease based on analyses of a dependent samples *t*-test, assessing change over time (pre-posttest), for scores on each instrument.

C. Performance Feedback: Monitoring Progress and Guiding Continuous Program Improvement. The evaluator's responsibilities include, but are not limited to the following: attending quarterly program advisory meetings; 1st advisory meeting (Nov.- Year 1, 2, 3) with stakeholders to discuss the purpose/theory of the PSCI, a review of instruments and baseline data; 2nd advisory meeting (Feb- Year 1, 2, 3) includes observations from the 1st site visit, an update about program implementation (operations, activities, attendance) and outcomes, administration Element 8 of the NYSAN tool; 3rd advisory meeting (May.- Years 1, 2, 3) includes an update about program implementation (operations, activities, attendance, recommendations); 4th meeting (Sept Years 1, 2, 3) includes results from the 2nd site visit and a review of activities and plans for the past and coming year; an annual evaluation report of objectives and the APR will be completed.

Involvement of Families. Parents/caregivers, mental health support team members, project director, principals, teachers, administrators, and collaborating and supporting

organizations will be invited to be members of the Advisory Group. They will be asked for their input as participants in the initiative. They will review the program purpose, instruments, and outcomes in order to improve the program design. Key areas for input include suggestions for adult and student activities, ways to improve communication, ideas for additional counseling initiatives, plans to improve attendance, ways to encourage families to access counseling services, etc.

Evaluator Qualifications. Evaluator Dr. Marcia Delcourt, Professor in the Dept. of Educ. and Educ. Psych. at Western Connecticut State University (WCSU), has served as evaluator for five 21st CCLC grants (including Peekskill's current grant) four Jacob K. Javits Gifted and Talented Education Act grants (including Peekskill's), a Mentoring grant, and the Improving Schools Study (Chancellor's Office, NYC Public Schools). As a professor at the University of Virginia she was a principal investigator for The National Research Center on the Gifted and Talented. At McGill University, Montréal, Canada she was a co-PI on numerous federal grants and at McGill and WCSU taught graduate courses in program evaluation.

References

- Eisner, D., & Carey, J. (2005). *School counseling program implementation survey*. Retrieved 4/121/2014 from <http://www.umass.edu/schoolcounseling/school-counseling-program-implementation-survey.php>
- Hinduja, S., & Patchin, J. W. (2007). Offline consequences of online victimization: School violence and delinquency. *Journal of School Violence*, 6(3), 89-112.
- LeBuffe, P. A. Shapiro, V. & Naglieri, J. A. (Sept. 2009). *Devereux Elementary Student Strength Assessment – mini*. Lewisville, NC: Kaplan Publishing.
- Morningside Center for Teaching Social Responsibility (2007). *Social and Emotional Learning Survey (SEL)*. New York, NY: Author.
- Morningside Center for Teaching Social Responsibility (2011). *4Rs Program (Reading, Writing, Respect, and Resolution) Teacher Survey*. New York, NY: Author.

New York State Department of Education. (2011). *New York State's 21st Century Community Learning Centers Evaluation Manual*. Albany, NY: Author.

Sugai, G., Lewis-Palmer, T., Todd, A. W., & Horner, R. (2005). *School-wide Evaluation Tool version 2.1*. Eugene, OR: Educational and Community Supports at the University of Oregon.



Morningside Center for Teaching Social Responsibility

475 Riverside Drive, Suite 550, New York NY 10115 / 212-870-3318 / www.morningsidecenter.org

April 22, 2014

Dr. Lorenzo Licopoli
Superintendent
Peekskill City School District
1031 Elm Street
Peekskill, NY 10566-3499

RE: Linkage Letter

Dear Dr. Licopoli:

This letter is to confirm that Morningside Center for Teaching Social Responsibility is excited to enter into a partnership with the Peekskill City School District to support the District in developing students' social, emotional and academic skills through our 4Rs Program (Reading, Writing, Respect and Resolution).

For over 30 years, Morningside Center has been the leading provider of programs to foster students' social and emotional learning (SEL) in the New York City public schools, the nation's largest school system. Two major scientific studies have found that our programs markedly improve student behavior and social-emotional competency; reduce discipline incidents and suspensions; improve classroom climate for learning; improve attendance; and improve academic outcomes. Our 4Rs and Resolving Conflict Creatively Programs are among 23 SElect programs identified by the Collaborative for Academic, Social, and Emotional Learning as best in the country.

The 4Rs Program integrates social and emotional learning into the language arts curriculum, deepening students' engagement with reading and writing while explicitly developing their "21st century skills"—from collaboration and problem solving to critical thinking. Morningside Center works hand in hand with district officials and school staff to implement The 4Rs, providing training, coaching and support to develop the school/district's capacity to support students' positive social and emotional development and improve classroom and school climate. We look forward to a fruitful and inspiring collaboration with the District!

Sincerely,

(b)(6)

Tom Roderick
Executive Director



**Regional Special Education Technical Assistance and Support Center
at Putnam/Northern Westchester BOCES**
200 BOCES Drive, Yorktown Heights, NY 10598-4399
(914) 248-2290
e-Mail: pslobogin@pnwboces.org

Patti Slobogin, Ph.D.
Coordinator

April 22, 2014

Dr. Larry Licopoli
Peekskill City School District
1031 Elm Street
Peekskill, NY 10566

Dear Dr. Licopoli,

I am pleased to write this letter of support for the application of the Peekskill City School District for the Elementary and Secondary Counseling Grant, the Peekskill School Counseling Initiative (PSCI). This application is part of the district's on-going commitment to creating positive and safe environments in all of its schools and to creating strong family and community connections across the district.

The Lower Hudson Regional Special Education Technical Assistance and Support Center (RSE-TASC) has worked with the Peekskill City School district for many years providing on-site technical assistance in the establishment of positive proactive discipline systems and behavioral supports using the Postive Behavior Interventions and Supports (PBIS) framework. District administrators, building leaders and school staff are committed to creating and sustaining positive inclusive school cultures where students and families are welcomed and supported. The district proposal for additional social work and counseling staff to join this effort will allow the schools to strengthen and expand this work.

The Lower Hudson RSE-TASC looks forward to collaborating with the district in this expanded work. The RSE-TASC will identify the Peekskill City School District as a priority district, thereby ensuring that the new staff funded through this grant can attend our regional trainings on research-based academic and behavioral supports and that a School Improvement Specialist will continue to collaborate with schools and provide on-site technical assistance to support the staff in improving behavioral and academic outcomes for students with disabilities.

We are confident in your commitment to this important work and are eager to collaborate with you in building systems to support staff, students and families,

Sincerely,

(b)(6)

Patti Slobogin, PhD, Coordinator
Lower Hudson RSE-TASC

PS:lcz

Encl.

cc: J. Moscow/P. Sterner

J. Mosey

Service and Innovation Through Partnership

PR/Award # S215E140183

Page e43





Putnam/Northern Westchester
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
200 BOCES Drive, Yorktown Heights, NY 10598-4399
(914) 248-2311 FAX (914) 248-2308

E-Mail: lallen@pnwboces.org

Lynn Allen, Ed.D.
Assistant Superintendent

April 25, 2014

Dr. Joseph Mosey
Assistant Superintendent
Peekskill City School District
1031 Elm Street
Peekskill, NY 10566

Dear Dr. Mosey,

I am pleased to write this letter of support for the application of the Peekskill City School District for the Elementary and Secondary Counseling Grant. This application is part of the district's ongoing commitment to creating positive and safe environments in all of its schools and to creating strong family and community connections across the district.

Putnam/Northern Westchester BOCES has worked with the Peekskill City School district for many years through the provision of various education programs and services as well as in-district partnership programs. District administrators, building leaders and school staff are committed to seeking ways to expand educational opportunities for their students. The district proposal for additional counseling staff to join this effort will allow the schools to strengthen and further expand this work.

Putnam/Northern Westchester BOCES looks forward to collaborating with the district in this expanded work and will be please to offer any appropriate, available assistance or support. We are confident in your commitment to this important work and are eager to collaborate with you in building systems to support staff, students and families.

Sincerely,

Lynn Allen, Ed.D.
Assistant Superintendent

Service and Innovation Through Partnership



112 East Post Road, 3rd Fl., White Plains, NY 10601
Phone 914 995 5238 Fax 914 995 8421
www.familytieswestchester.org

April 21, 2014

Elementary and Secondary School Counseling Program
Grant Selection Committee

RE: Letter of Collaboration and Support for Grant Application

To: Dr Lorenzo Licopoli

Family Ties of Westchester is pleased to collaborate with the City School District of Peekskill in the *Peekskill School Counseling Initiative* as part of the Elementary and Secondary School Counseling Program grant. Family Ties of Westchester is a grassroots organization that provides advocacy and support services to families of children with a variety of challenges. Family Ties has existed in Westchester County for over twenty years and has grown from one small support group to an organization serving over 200 families in Peekskill alone. Our organization recognizes parents as full partners in planning for their children's treatment and services and helps empower them to take part in the decision-making process.

Family Ties has a Family Ties Resource Center in Peekskill where we provide services to local students and families. A Family Ties staff member currently co-chairs the Peekskill Network meetings so we are very familiar with the community's needs and the school district's current services.

Funding received through the Elementary and Secondary Counseling Grant will enable the City School District of Peekskill to build on and expand their current services for students. Family Ties would be very interested in expanding our collaboration to promote the well-being of all second through fifth graders, and their families in Peekskill.

Sincerely,

(b)(6)

Carol Hardesty, MSW, MPA
Executive Director
Family Ties of Westchester, Inc.

April 24, 2014

Dr. Lorenzo Licopoli, Superintendent
Peekskill City School District
1031 Elm Street
Peekskill, NY 10566-3499

Dear Dr. Licopoli,

As the president of the Parent-Teacher Organization for the Uriah Hill/Woodside Schools, serving all of Peekskill's preK through 1st grade students, I am please to write this letter of collaboration and support for Peekskill City School District's application under the Elementary and Secondary Schools Counseling Program.

All of our children will be students at Oakside during the period of the project and our current 1st graders will also be students at Hillcrest during the final year of the grant.

We are delighted that the District is seeking funding for more urgently needed counselors, focusing on the Positive Behavioral Interventions and Support (PBIS) framework, bringing in the 4Rs program to Oakside, and linking with Family Ties.

As an active parent, I will be glad to serve on the project's Advisory Board and look forward to planning an active consultation and oversight role.

Sincerely,

(b)(6)

Richard Sullivan

Joseph J. Mosey, Ed.D

(b)(6)

PROFESSIONAL EXPERIENCE

PEEKSKILL CITY SCHOOL DISTRICT, PEEKSKILL, NY

Assistant Superintendent for Curriculum and Instruction

July 2011-Present

District Size: 3,300 students in 6 schools

- *Provide leadership and oversight for the design, development, and implementation of a fundamental change process to create a standards-based learning system by:*
 - *Supervise Office for Curriculum & Instruction that includes the areas:*
 - *Standards, Curriculum, and Instruction in all content areas*
 - *Oversee the development and implementation of the NYS Common Core Standards throughout all content areas;*
 - *PreK-12 Program Supervision and Instructional Materials Coordination for Literacy; Mathematics; Social Studies; Science; Physical Education/Health; Visual and Performing Arts; World Languages; Career and Technical Education.*
 - *Assessment, Research, and Evaluation*
 - *Provide efficient and coordinated District-wide implementation of standards and assessment activities while accommodating the needs of individual school communities;*
 - *Lead District quality process for continuous improvement*
 - *Oversee the district's accountability status;*
 - *Work with state and local agencies to improve and meet all mandated state and federal guidelines.*
 - *Educational Technology and Media Centers*
 - *Oversee Technology manager/CIO area of responsibility: technology integration, data analysis, data management systems (I.C.), report card production. Develop 21st Century Learning Standards.*
 - *Grants, Summer School and Extended-Day Programs*
 - *Fiscal and programmatic oversight/evaluation of grants -Title 1 grant, Title 2A grant, RTTT grant, 21st Century grant and C&I budget allocations*
 - *Oversee the Professional Development for 1st and 2nd year teachers (mentor program), experienced teachers, and administrators.*
 - *Community Outreach Coordination*
 - *Provide leadership and support to the Human Resource Department that includes the areas:*
 - *Assist with all certified personnel functions and*
 - *Staff recruitment, development and evaluation;*
 - *Oversee the evaluation of the administrative staff including direct supervision of building principals;*
 - *District's Lead evaluator for the new APPR process;*
 - *Collaboratively developing appropriate evaluation instruments and systems with bargaining units (administration and teachers) to meet the new APPR guidelines;*
 - *Recommend to the Superintendent, in cooperation with other administrators, assignment of personnel in accordance with contractual agreements;*
 - *Participate in state and local personal organizations so that current trends in personnel can be applied to Peekskill;*

- *Review with cabinet and building administrative staff request for new staff;*
- *Coordinate with District legal representatives the planning and responding to all legal issues related to the certified personnel function;*
- *Develop staff and enrollments projections for strategic staff planning initiatives;*
- *Work with area colleges and universities to manage student teacher programs.*
- *Provide leadership and support to the district's Financial Management that includes:*
 - *Assisting in the supervision of the development and administration of district instructional budgets;*
 - *Assisting in the achieved successful voter approval of school budgets for seven consecutive years;*
 - *Assisting in administrating a \$71 million dollar annual operating budget for a small city school district.*
- *Serves as ambassador for Superintendent.*

Interim -Office of Curriculum and Instruction-

February 2010- June 2011

Asked by the Superintendent to oversee the Office of Curriculum and Instruction during the district's transitional phase: Scope of position included:

- *Member of the Superintendent's Cabinet;*
- *Leadership role for Board Goals 1 and 2*
 - *Goal 1: Foster environment that provides all students with access to a challenging and rigorous instructional program based on 21st Century learning standards and significantly reduces the achievement gaps.*
 - *Goal 2: Maintain high expectations for a teaching-learning environment by ensuring all teachers have opportunities to continuously grow as instructional experts in response to a rapidly evolving, culturally diverse society.*
- *Provided guidance to Principals/APs and district leadership on curriculum, instruction, assessment and Professional Development;*
- *Implementation of the Rubicon Atlas Mapping System, PreK-12;*
- *Staff recruitment, development and evaluation;*
- *Fiscal and programmatic oversight/evaluation of grants -Title 1 grant , Title 2A grant and C&I budget allocations;*
- *Provided efficient and coordinated District-wide implementation of learning standards (CCS) and assessment activities, including data analysis for school improvement planning, while accommodating the needs of individual school communities;*
- *Oversaw conference requests (including BOCES), prior course approvals, approval of new course proposals including budgeting and ordering materials, home schooling;*
- *Oversaw Technology manager/CIO area of responsibility: technology integration, data analysis, data management systems (I.C.), report card production. Develop 21st Century Learning Standards;*
- *Test administration: oversight of test orders, test administration and scoring, score reports, training and scoring tests (grades 3-8 ELA and math, grades 4 & 8 science, grades 5 & 8 social studies, and all Regents) plus data needs for program evaluation;*
- *New teacher mentoring program;*
- *Coordination of school-based and district-wide professional development initiatives/learning team planning via District PD Committee;*
- *Oversaw the School Alliance for Continuous Improvement (SACI), Middle State Accreditation & PreK-6 Literacy Assessment process.*

Principal (Tenured) - Hillcrest Elementary School - 2005-February 2010

2008 & 2009 NYS High Performing/Gap Closing School

Planned, collaborated, and facilitated the overall activities for an elementary school with 400 plus students and 55 faculty members. Scope of position includes: staff recruitment, development and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team building; shared decision-making; school values promotion; and creation of a safe, respectful and fair environment (PBIS).

- *Member of the district Data team;*
- *Member of the district PreK- 12 Professional Development team;*
- *Member of the district PreK- 12 RTI team;*
- *Member of the district McRel Leadership team.*

NEW YORK CITY DEPARTMENT OF EDUCATION, NEW YORK

NYC Leadership Academy - Summer 2005

1 of 93 out of 1200 candidates selected to participate in the Aspiring Principal Program which used problem-based and action-learning methodologies to prepare participants to lead instructional improvement efforts in the City's most challenging public schools.

Region One Tomorrow's Principals Program- 2004 - 2005

1 out of 13 Assistant Principals selected for the first cohort of an eight month course of study and support for experienced assistant principals who are preparing to become principals, designed to ensure a successful transition to the principalship.

Assistant Principal - Public School 64X, Region One / District 85/9 2002- 2005

- *Immediate Supervisor-Grades Three & Four;*
- *Immediate Supervisor-Grade Five & Clusters, 2003;*
- *Budget manager; oversaw a 9 million dollar school budget*
- *Supervised Supervising Aide / School Aides;*
- *Coordinated, facilitate, present Grade Conferences / Professional Development;*
- *Coordinated Daily Preparation Period, Skills / Extended Day Schedules;*
- *Tabulated, analyzed P.S. 64X data;*
- *Supervised school wide Mathematics, Science & Technology Programs;*
- *Testing Supervisor;*
- *Safety Team Member;*
- *School Leadership Team Member;*
- *Redesign member*

Director - Chancellor's District 85 Summer School Program 2003

- *Supervisor - 30 Chancellor's District Schools*
- *Coordinated payroll for all 30 Chancellor's District Schools*
- *Coordinated and facilitated staffing for all 30 schools*
- *Collected, tabulated, and analyzed data to submit to state & city*
- *Coordinated and facilitated staff development for Summer Program*

Instructional Specialist / Teacher Trainer -Community School District Nine 2000 – 2002

- *Designed, coordinated, implemented Staff Development, Mathematics, P.S. 109X;*
- *Conducted workshops, on-site classroom demonstration lessons, Mathematics, CSD 9;*
- *Facilitator, CSD 9 Parent University, Mathematics;*
- *Conducted District- Wide workshops to Staff Developers / Teachers, Mathematics;*
- *Conducted successful parent workshops, Mathematics/ELA, 109X;*
- *Trained Staff Developers / Teachers scoring Grade Five PAM, CSD 9;*
- *Auditor Performance Assessment in Mathematics;*
- *NYC Board of Ed. Consultant setting Mathematics rubrics Grades Three & Five;*
- *Conducted CSD 9 Staff Development, Grades K-6 ELA / Mathematics;*
- *Facilitator, CSD 9 Summer Institute for New Teachers;*
- *Trained CSD 9 Summer School Technology Teachers District-Wide, Grade 2;*
- *Scoring Leader, CSD 9 Grade Four NYS Mathematics Examination*

Elementary Teacher- Community School District Nine 1995-2000

- *Accomplished educator in all subject areas, Kindergarten - Fifth Grade*
- *Established a supportive, risk free learning environment*
- *Provided instruction to English Language Learners utilizing a multiple modality approach*

CREDENTIALS

EDUCATION:

Doctoral Degree, (Ed. D.) Administration and Supervision
St. John's University, New York

Specialist Diploma, Administration and Supervision
Queens College, City University of New York

Master of Science Degree, Early Childhood
Lehman College, City University of New York

Bachelor of Arts Degree, Major: Sociology, Minor: Business
University at Albany, State University of New York

Associate of Science Degree, Accounting
Nassau Community College, Garden City, New York

LICENSE / CERTIFICATION:

NYS School District Administrator Certificate, permanent

NYC Appointed Assistant Principal, P.S. 64X

NYS Certification, Teacher, N-6

Regular Appointed Teacher, New York City

Intermediate Intervention Institute Level 1 Training Certificate, 1998

An Institute for Data Facilitators, 2006

IS-00700-National Management System (NIMS), 2006

IS-00100-Introduction to the Incident Command System (ICS 100), 2006

School Alliance for Continuous Improvement (SACI) Team Mentor, 2012-2013

NYSED Assessment for Principals, 2012

Certification of Lead Evaluators of Principals, 2012-2013

MARY KEENAN FOSTER

(b)(6)

Professional Experience

ASSISTANT SUPERINTENDENT FOR ELEMENTARY EDUCATION-PEEKSKILL, NY July 1, 2014

OAKSIDE ELEMENTARY PRINCIPAL- PEEKSKILL, NY 2009 to Present
Grade 2 and Grade 3

- Create and facilitate collaborative team approach for faculty to engage in educational study groups, data analysis, and instructional discourse
- Review Content Grade Level leader's curriculum work using the Rubicon Atlas Curriculum Mapping System
- Provide opportunities for teacher leadership on building committees; Health/Safety, Literacy, Mathematics, Response to Intervention, Instructional Support Team, Continuous School Improvement
- Manage building comprised of 55 staff members and 500 students providing educational leadership
- Active member Science 21 Steering Committee- PNW BOCES
- Active Policy Board Member, Hudson River Teacher Center
- Executive Coach for new principals in Yorktown and Somers- PNW BOCES
- Adjunct Professor, Mercy College, Yorktown
- Vice President, Peekskill Administrator's Association

WOODSIDE ELEMENTARY PRINCIPAL – PEEKSKILL, NY 2005 to 2009
Grade 3 and Grade 4

- Worked collaboratively to achieve significant results in closing the achievement gap in the New York State English Language Arts and Math test scores
- Provide instructional leadership for a school community comprised of 61 staff members and 397 students
- Created partnerships with the greater community including, PEPSI Volunteers, NYC Dance Theatre, The Field Library and The Paramount Center for the Arts
- Supported grant funded student social studies learning opportunities through Teaching the Hudson Valley
- Facilitator Elementary Principal's Council
- Summer School Administrator K-8, Summer 2005
- Chairperson District-Wide PBIS/Discipline Committee
- Active administrative representative on District Annual Professional Performance Review Committee

URIAH HILL JR. EARLY CHILDHOOD CENTER DIRECTOR– PEEKSKILL, NY

2003 to 2005

Grade Pre-kindergarten and Kindergarten

- Created and promoted teacher led professional learning teams for a school building comprised of 45 staff members and 235 students
- Facilitated a partnership with the Children’s School for the creation of an integrated pre-kindergarten class.
- Co- author Reading First Grant, 2003
- Collaborated with Peekskill Head Start and Aunt Bessie’s Day Care Center to align best practices in early childhood in all publicly funded programs in Peekskill.
- Member Pre-Kindergarten Directors Council
- District member Strategic Planning Committee
- Administrative Intern, 2001-2003, participated in curriculum development; mentored new teacher; created Peekskill City School District Handbook for New Hires

Special Education Teacher- Peekskill City Schools

1984-2003

Education

MANHATTANVILLE COLLEGE, PURCHASE, NY

Doctoral Student, 2011-present

TEACHERS COLLEGE

COLUMBIA UNIVERSITY NY, NY
Certificate in Educational Leadership, 2003
School District Administrators Certification

LOYOLA COLLEGE BALTIMORE, MD

Master in Education, 1980

Bachelor of Arts, Cum Laude, 1079

NYS Certifications

Nursery, Kindergarten and Grades 1-6 permanent

Special Education- permanent

LONG ISLAND UNIVERSITY/COLLEGE OF NEW ROCHELLE, WESTCHESTER, NY

Thirty-three Graduate credits in Reading/Writing/Science/Effective Teaching

FORDHAM UNIVERSITY, BRONX, NY

Math/Science Fellowship-twelve Graduate Credits

Lisa Hammel, M.Ed.

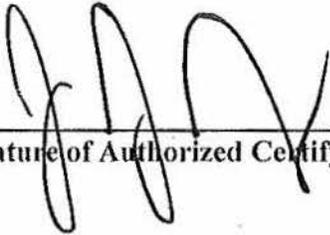
Lisa Hammel is a teacher and school psychologist with over 20 years of experience in differing public and private education settings. She is currently the CSE/CPSE Chairperson for the Peekskill City School District and serves as their crisis manager, external Positive Behavioral Interventions and Supports (PBIS) coach, parent mediator, and behavior specialist. She is also an adjunct professor at Mercy College who teaches educational psychology and the psychology of students with disabilities. She has presented at numerous local and national conferences, workshops and trainings.

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.



Signature of Authorized Certifying Official

Assistant Superintendent

Title

Peekskill City School District

Applicant Organization

4/25/2014

Date Submitted

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Budget Narrative:

1. Personnel: Two guidance counselors will be hired in Year 1, one for each of the two schools being served. They will be hired at the rate established by union contract. It is anticipated that the rate will be \$73,000 each. They will receive a raise in Year 2 according to the union contract to \$75,000. In Year 3, they will remain on staff and a second guidance counselor will be hired at each school. However, the district will pay part of their salaries from non-grant funds in order to phase toward sustainability. Thus, the total salaries for the counselors in Year 3 will be \$256,000.

The other personnel costs are for per session costs for teachers participating in professional development and for substitute coverages when professional development takes place during the school day. In Year 1, professional development will be for implementation of PBIS and related subjects. In Year 2, it will be for PBIS and related subjects and for The 4R program.

2. Fringe Benefits. These are calculated at the District's standard rate of 35% on full-time salaries and 0.0765 FICA/Medicare for per session and substitute pay.

3. Travel. These are the estimated costs for the mandated conference travel. They are based on round-trip train travel to Washington, DC, obtained from the Amtrak website, plus estimated cab fares, hotels for the designated number of nights, and \$60/day per diem.

6. Contractual. The contracts are with:

A. Family Ties, Inc (Yr. 1, \$47,813; Yr. 2, \$47,813) a non-profit organization, for the services outlined in the grant proposal, including assisting parents in interactions with the district through culturally-sensitive promoters; and running two youth programs for girls and boys, which will support social-emotional growth;

B. Morningside Center for Teaching Social Responsibility, Inc. (Yr. 2, \$58,070; Yr. 3 \$18,000 for professional development and materials associated with The 4Rs literacy and social-emotional learning program for the faculty of Oakside School (2nd-3rd grade);

C. Evaluator, Dr. Marcy Delcourt. (Yr. 1, \$18,000; Yr. 2, \$18,000; Yr. 3 \$18,000.). Dr. Delcourt is an experienced and highly qualified external evaluator, whose credentials are described in the narrative. The fee averages to 4.6% over the 3 years. In Yr 1, it is 6.5%; in Yr 2, it is 4.9% and in Yr. 3 it is 4.5%. All of these are well within the range of customary and usual evaluation fees.

D. School Wide Information System (SWIS) licensing. (Yr. 1 \$250; Yr. 2 \$250; Yr. 3 \$250. SWIS is a database system aligned with PBIS; it is used to store and organize PBIS-related data across schools; data can be transferred from SWIS to the District's information software, Infinite Campus.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative:

1. Personnel: Two guidance counselors will be hired in Year 1, one for each of the two schools being served. They will be hired at the rate established by union contract. It is anticipated that the rate will be \$73,000 each. They will receive a raise in Year 2 according to the union contract to \$75,000. In Year 3, they will remain on staff and a second guidance counselor will be hired at each school. However, the district will pay part of their salaries from non-grant funds in order to phase toward sustainability. Thus, the total salaries for the counselors in Year 3 will be \$256,000.

The other personnel costs are for per session costs for teachers participating in professional development and for substitute coverages when professional development takes place during the school day. In Year 1, professional development will be for implementation of PBIS and related subjects. In Year 2, it will be for PBIS and related subjects and for The 4R program.

2. Fringe Benefits. These are calculated at the District's standard rate of 35% on full-time salaries and 0.0765 FICA/Medicare for per session and substitute pay.

3. Travel. These are the estimated costs for the mandated conference travel. They are based on round-trip train travel to Washington, DC, obtained from the Amtrak website, plus estimated cab fares, hotels for the designated number of nights, and \$60/day per diem.

6. Contractual. The contracts are with:

A. Family Ties, Inc (Yr. 1, \$47,813; Yr. 2, \$47,813) a non-profit organization, for the services outlined in the grant proposal, including assisting parents in interactions with the district through culturally-sensitive promoters; and running two youth programs for girls and boys, which will support social-emotional growth;

B. Morningside Center for Teaching Social Responsibility, Inc. (Yr. 2, \$58,070; Yr. 3 \$18,000 for professional development and materials associated with The 4Rs literacy and social-emotional learning program for the faculty of Oakside School (2nd-3rd grade);

C. Evaluator, Dr. Marcy Delcourt. (Yr. 1, \$18,000; Yr. 2, \$18,000; Yr. 3 \$18,000.). Dr. Delcourt is an experienced and highly qualified external evaluator, whose credentials are described in the narrative. The fee averages to 4.6% over the 3 years. In Yr 1, it is 6.5%; in Yr 2, it is 4.9% and in Yr. 3 it is 4.5%. All of these are well within the range of customary and usual evaluation fees.

D. School Wide Information System (SWIS) licensing. (Yr. 1 \$250; Yr. 2 \$250; Yr. 3 \$250. SWIS is a database system aligned with PBIS; it is used to store and organize PBIS-related data across schools; data can be transferred from SWIS to the District's information software, Infinite Campus.

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

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

Name of Institution/Organization

Peekskill City School District

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	156,000.00	185,000.00	256,000.00			597,000.00
2. Fringe Benefits	51,865.00	55,178.00	89,600.00			196,643.00
3. Travel	2,050.00	1,590.00	785.00			4,425.00
4. Equipment						
5. Supplies						
6. Contractual	66,063.00	124,133.00	53,615.00			243,811.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	275,978.00	365,901.00	400,000.00			1,041,879.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	275,978.00	365,901.00	400,000.00			1,041,879.00

***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 Peekskill City School District	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 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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Joseph		Mosey	

Address:

Street1:	1031 Elm Street
Street2:	
City:	Peekskill City School District
County:	
State:	NY: New York
Zip Code:	10566-3401
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
914-737-3300	914-788-7580

Email Address:

jmossey@peekskillcsd.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.

Peekskill_PSCI_Non-Exempt.pdf	Add Attachment	Delete Attachment	View Attachment
-------------------------------	----------------	-------------------	-----------------

Non-Exempt

The research contained in this proposal is not exempt because it involves surveying children. Regarding this research, the following 7 areas describe the procedures of this study.

(1) Human Subjects Involvement and Characteristics

The accessible population will be all of the students in grades 2-5 in two elementary schools. This includes 497 students in grades 2-3 (ages 7-8) and 516 students in grades 4-5 (ages 8-10). All students are in good health. There are no subpopulations that will be analyzed for the targeted surveys.

(2) Sources of Materials

Information from 2 different surveys will be collected from all students whose parents consent that these responses can be obtained. Each survey focuses on the social-emotional needs of students, in their school environment. These data will be specifically sought for the purposes of this research project and are not from existing data sources. Students in grades 2-3 will participate in a language arts program called the 4Rs: Reading, Writing, Respect, and Resolution. This program incorporates social-emotional learning into the curriculum. In order to document changes in student responses to the program, a valid and reliable instrument called the Social and Emotional Learning Survey (SEL: Morningside Center for Teaching Social Responsibility, 2007) will be administered to students before and after delivery of the curriculum in order to assess feelings of safety, perceptions of support, engagement in the classroom, and positive attitudes and behaviors. The survey will contain 30 items, which will be read to the students. Response options include “no,” “sometimes,” “usually,” or “yes.”

The study will also utilize the Cyberbullying and Online Aggression Survey Instrument (Hinduja & Patching, 2007) for students in grades 4-5. The internal consistency for the 38-item

instrument ranges from .736 to .761. The survey uses a 5-point Likert-type response format ranging from “a” (never) to “e” (everyday). Data will be collected before and after students participate in either the Daughters of Destiny or I Know I Can curriculum. Each of these programs will focus on the effects of bullying, cyberbullying, and conflict management strategies. The survey will be read aloud to students as they complete each item.

(3) Recruitment and Informed Consent:

For all program participants, consent forms for obtaining data will be sent to parents/guardians via their students’ backpacks (as is regular procedure) and students will receive assent forms in school. The nature of the study will be explained and they will be advised that their participation is completely voluntary and that they can participate in program services regardless of whether or not they choose to complete the surveys. The consent form and assent forms will also indicate that whether or not they choose to participate will not be related to any grade they receive in their school programs and that they can choose not to participate at any time. All returned forms will be sent to an independent researcher who will organize the data collection process using codes so that students do not need to place their names on any of the surveys.

(4) Potential Risks:

Items on the surveys are about school-related activities and behaviors. One potential risk to a student, however, is that excessive bullying or victimization will be revealed voluntarily, as a result of completing the survey or during class discussions. There are no other potential risks to participation in the study. Students will be able to participate in the programs whether or not they consent to complete the surveys.

(5) Protection Against Risk:

If a student reveals a situation related to being either a bully or a victim, individuals involved with the incident will immediately be referred to the MHST, where the school procedures for the negative behavior of the bully and assistance for the victim will be implemented. Confidentiality of the individuals will be maintained during all procedures related to addressing the students involved with the event.

(6) Importance of the Knowledge to be Gained:

The knowledge gained will include information about the effectiveness of the 4Rs program, the Daughter of Destiny curriculum, or the I Know I Can curriculum in order to decide if these programs should be continued in the future. These programs aim to increase appropriate behaviors and decrease incidences of negative behavior. It is vital that students learn at a young age the effects of their behaviors, especially regarding bullying and cyberbullying.

(7) Collaborating Site(s):

Data will be collected at Oakside Elementary School (grades 2-3) and at Hillcrest Elementary School (grades 4-5). The programs to improve students' social and emotional well-being will take place in classrooms in each school. The Daughters of Destiny and I Know I Can curriculum will take place in an after school program and the 4Rs will be implemented during the language arts curriculum in grades 2-3.

Appendix A: Consent Forms

Parental Consent Form for PSCI

PARENT'S CONSENT FOR STUDENT PARTICIPATION IN A PROJECT

I, _____, am the

Print name

parent/guardian of

Print name of student

Date of birth

who attends school in the Peekskill Public School District.

The student is under the age of 18.

I give consent to the PSCI program to release my child's student records including: any surveys about the program curriculum.

I understand that my son's/daughter's participation is completely voluntary and that this consent may be removed at any time. Whether or not my son/daughter participates in this study, he/she can still attend PSCI and it will not affect his/her grade in any class.

If you have any questions about this study, please contact: Dr. Marcia Delcourt (Program Evaluator) 203-219-1920 (marcydelcourt@optonline.net).

Purpose of disclosure: This information will be used to complete reports to a variety of local, state, and federal agencies concerning the results of PSCI. All information will remain confidential. No names will be used to identify any scores or results. When reporting information to the public, only group information will be used, not individual data. Participation in this study will present no risks to the individuals involved. Please provide your signature below to indicate your consent for your child to participate in this project.

Signature of parent/guardian

Date

Student Assent Form for PSCI (Students under the age of 18)

STUDENT'S ASSENT FOR RELEASE OF RECORDS

We are doing a project to learn about how doing different types of activities affects your feelings and thoughts about what you do in school. We are asking you to help because we don't know very much about how you and children your age feel about this.

If you agree to be in our project, we are going to ask you some questions about your feelings about school and your friends.

You can ask questions about this project at any time. If you decide at any time not to finish, you can ask us to stop.

If you sign this paper, it means that you have read it and that you want to be in the project. If you don't want to be in the project, don't sign this paper. Being in the project is up to you, and no one will be upset if you don't sign this paper or if you change your mind later.

Date: _____

Name: _____

Signature: _____