

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 # S215E140268

Grants.gov Tracking#: GRANT11637356

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
5. Grants.gov Lobbying Form	e10
6. ED Abstract Narrative Form	e11
Attachment - 1 (1235-BART School Counseling Grant abstract)	e12
7. Project Narrative Form	e13
Attachment - 1 (1239-BART Charter School Counseling Grant 2014)	e14
Attachment - 2 (1240-BART 84.215E Table of Contents)	e39
8. Other Narrative Form	e40
Attachment - 1 (1236-Program Specific Assurances)	e41
Attachment - 2 (1237-BART GPRA 2014)	e42
Attachment - 3 (1238-BART Charter School Project Personnel)	e43
9. Budget Narrative Form	e52
Attachment - 1 (1234-BART 84.215E Budget Narrative)	e53
10. Form ED_524_Budget_1_2-V1.2.pdf	e56
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e58

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"/>
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* 3. Date Received: <input type="text" value="04/27/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name: <input type="text" value="Berkshire Arts and Technology Charter Public School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="47-0918667"/>	* c. Organizational DUNS: <input type="text" value="3606933400000"/>

d. Address:

* Street1: <input type="text" value="One Commercial Place"/>
Street2: <input type="text"/>
* City: <input type="text" value="Adams"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MA: Massachusetts"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="01220-2059"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Brian"/>
Middle Name: <input type="text" value="T"/>	
* Last Name: <input type="text" value="O'Grady"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Grants Coordinator"/>	

Organizational Affiliation: <input type="text" value="Berkshire Arts and Technology Charter Public School"/>
--

* Telephone Number: <input type="text" value="413-743-7311"/>	Fax Number: <input type="text" value="413-743-7327"/>
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* Email: <input type="text" value="brian.ogrady@bartcharter.org"/>
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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:

A: State Government

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:**

Developing a Comprehensive School-Wide Counseling Program

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="691,250.00"/>
* 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="691,250.00"/>

*** 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>Brian OGrady</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Berkshire Arts and Technology Charter Public School</p>	<p>DATE SUBMITTED</p> <p>04/27/2014</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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: 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:

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

Title: Telephone No.: Date:

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.

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

Berkshire Arts and Technology Charter Public School

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

* First Name: Julia

Middle Name:

* Last Name: Bowen

Suffix:

* Title: Executive Director

* SIGNATURE: Brian OGrady

* DATE: 04/27/2014

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:

In accordance with the Absolute Priority under 34 CFR 75.105 (c) (3) BART Charter Public School will expand and enhance its school counseling services for 363 (full enrollment) in grades 6-12. The overarching goal of this project is to improve the school environment and facilitate growth in student learning by improving student health and safety. Through this project we seek to increase the opportunity for all students to access their education and develop the social-emotional competencies for success in all phases of their life. The objectives of this project are to: improve the classroom learning environment and school culture through the implementation of a universal SEL curriculum delivered in accordance with the SAFE practices; identify students who have multiple behavioral referrals and are disengaged or are not committed to school, and to design the appropriate prevention/intervention strategies that will result in academic success and overall social/emotional well-being; expand and enhance relationships with community partners and participate in the wraparound process to better serve students and families; and engage families in school-based education programs and provide assistance in accessing community health services and other community resources.

Through this project we will address the competitive priority to improve the school environment by developing a range of programs that support our students' social-emotional growth and mental health, and correspondingly, the overall school culture. In alignment with our mission to prepare all students for success in college and the 21st Century workplace, we will implement a comprehensive, holistic approach to our students' education that is built upon the fundamental understanding that social-emotional and academic growth are intrinsically linked.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for project

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

Berkshire Arts and Technology Charter Public School (BART) is a single school district and LEA educating 326 middle and high students from northern and central Berkshire County, Massachusetts. The school serves a diverse student population who come from families and communities that present a range of challenges that negatively impact their academic growth and emotional well being. The protective factors that provide young people the opportunities for success, in most cases, are missing from their lives. In a 2013 Prevention Needs Assessment Survey (countywide—Berkshire County, Massachusetts)¹ less than 30% of our students in grades 8, 10 and 12 reported they were rewarded for pro-social involvement. Perhaps more telling, the results from this survey confirm that BART Charter Public School serves an extremely at-risk population. Looking specifically at the school’s 8th grade, 75% of these students are identified as high risk, and an alarming 85% report a low commitment to school. The percentage of high-risk students in 10th grade and 12th grade is nearly as high—62 and 58% respectively. **Table I** reflects four specific risk factors that demonstrate the high level of anti-social behavior in which this cohort of middle school students is engaged.

Table I

	BART 8 th Grade	Berkshire County, MA	BH Norm ²
Attacked someone with the idea of seriously hurting them	23%	10%	16%
Been Arrested	14%	3%	5%
Been Suspended from School	43%	10.6%	15%
Been Drunk or High at School	11%	6%	8%

¹ Report created by Bach-Harrison, L.L.C., sponsored by Berkshire County Youth Development, Project (Massachusetts)

² The BH norm was developed by Bach Harrison L.L.C. to provide states and local communities the ability to compare results on risk, protection and anti-social measures with national measures.

Our school’s sending communities are made-up of the rural poor or post-industrial cities with chronic unemployment and high levels of substance and domestic abuse, and with limited access to, or knowledge of, community mental health resources. As reflected in the Prevention Needs Survey, there are an alarming number of high-risk, high need students who our school adjustment counselor reports come to school hungry and who are victims of domestic violence and abuse. The high concentration of deeply troubled children who are struggling psychologically, socially, and emotionally has continued to grow as more and more students come from communities with low social organization. Data collected by the School Adjustment Counselor illustrates the scope of the problem:

- 23 students in middle school and 27 students in high school are currently seeing a therapist—15%.
- 38 students in middle school and 20 students in high school need a therapist and do not have one—18%.

With one-third of our total population receiving or in need of mental health services, this growing demographic is increasingly pushing existing systems and resources beyond capacity.

Research clearly supports what all educators know is true: community risk factors directly impact student behavior in school, and correspondingly, these behaviors result in ongoing disruptions to learning. The data in **Table II** demonstrate how external risk factors directly impact student behavior in school and become ongoing disruptions to learning.

Table II

Year	Total # of Students	Total # of Behavior Referrals	Aggressive Behavior/ Language & Harassment ³	Disruptive & Disrespectful Behavior	Disengaged in Learning
2011-2012	306	1,768	196/11%	754/43%	438/25%
2012-2013	326	2,180	112/5%	700/32%	463/21%

³ Aggressive behavior/language includes physical violence, bullying, threatening language, sexual harassment & inappropriate contact and profanity

For the 2012-13 school year 2,180 behavioral referrals were made for the 336 students enrolled at the school. Breaking down these data it is evident that student behavior negatively impacts the classroom environment. Over 700 (32%) referrals alone were issued for ongoing classroom disruptions and disrespectful behavior to adults; another 250 referrals were made for student disengagement in learning; and 112 referrals dealt with more serious infractions including violent language and threats, sexual harassment, and fighting and hitting. For the current school year 76 students—21.9%—have had more than one day of out school suspension due to serious behavioral infractions. It is clear that a large percentage of students enrolled at BART lack the fundamental academic, social and emotional competencies needed to succeed in school, and to be engaged, constructive citizens. It is therefore our responsibility as a school to build our students intrapersonal and interpersonal competencies so they are optimally prepared for work and life.⁴

The majority of our middle and high students (56%) come from low-income families and many came from schools that did not offer a consistent SEL⁵ curriculum in the elementary grades. The high risk communities in which our students live and the trauma experienced by many of our students, in combination with the absence of essential SEL curricula in their earlier education, directly corresponds to the high level of behavior referrals and interruptions to learning. Research clearly supports that social emotional competencies enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community.⁶ Over the last two years BART school leaders have directed resources to develop SEL curriculum materials and provide instruction as part of the school advisory program (30 minutes, five days/week). Sixth and

⁴ National Research Council, 2012

⁵ CASEL (Collaborative for Academic, Social, and Emotional Learning), 1997 definition based on five interrelated cognitive, affective and behavioral competencies

⁶ CASEL, 2005; Elias Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, and Shriver, 1997

seventh grade students have received the Mind-up Curriculum, but instruction is not consistent and does not follow SAFE (sequenced instruction, active learning, focus on developing skills, explicit targeting of SEL skills) practices⁷. As supported by current research, programs that followed the four SAFE procedures produced significant effects for all six outcomes (skills, attitudes, social behavior, conduct problems, emotional distress, academic performance) while programs not following the SAFE procedures achieved significant effect in only three (attitudes, conduct problems, academic performance).⁸ As reflected in our school behavioral data (**Table II**), the program in its current form has had little effect in any of these outcome areas. Therefore, we have concluded that it is essential to introduce a SEL Curriculum (Tier 1)⁹ in a universal manner (grades 6-12) and implemented following the SAFE practices. To this end, we will hire a full-time Health and Wellness Coordinator (MSW) to:

- oversee the development and delivery of SEL curriculum;
- provide ongoing training to teachers and staff;
- push into classrooms as a teacher mentor and coach;
- work with community partners in Tier 2 prevention and invention; and
- coordinate student testing and data collection.

In addition to the high level of behavioral infractions that require student removal from the classroom, an increasing number of students are involved in crisis situations. The school employs only a .9 FTE School Adjustment Counselor (MSW) who is qualified to respond to these situations. She describes her position as “responding to outside family issues that students bring to school, de-escalating students who are exhibiting disruptive behaviors, and resolving student conflicts.” Beyond this type of “triage” service, the School Adjustment Counselor (SAC)

⁷ CASEL, 2008; The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students

⁸ Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social emotional learning : A meta-analysis of school-based universal interventions. *Child Development*, 82(1):405-432

⁹ Tiered system of support to be implemented at BART follows the definition of a continuum of care that includes three categories of prevention: Universal (Tier 1), Selective (Tier 2), Indicated (Tier 3) , Gordon, 1983.

coordinates all mental health services with community providers, represents the school in juvenile court proceedings (in coordination with vice-principal), provides individual in-school counseling services (as her schedule allows), leads group therapy sessions for students who share similar struggles (such as the loss of a parent to death), and coordinates services for students on 504 plans (50), as many of those are for social-emotional disabilities. These daily requirements have made it impossible for the SAC to develop the necessary selective programs and interventions (Tier 2) that would consistently support students who are showing early signs of behavioral, emotional or mental health problems. The school owns preventive curricula including All Stars (substance abuse); SOS Signs of Suicide; Prepare-Enrich-Inspire (healthy relationships) and Learning to Breathe (relaxation and mindfulness). Unfortunately, due to a lack of human resources and training, none of these programs are currently being used. The addition of a Health and Wellness Coordinator, in collaboration with the current SAC and community mental health partners¹⁰, we will create the team needed to develop targeted preventions/intervention programs for those students identified as needing additional support. It is our hypothesis that the development of a Tier 2 program will mitigate the number of crisis situations (Tier 3), which as noted earlier, have been occurring with greater frequency. Over the school year we average three crisis situations/month (six in March 2014) that include students who are seriously self-harming, making suicidal threats, experiencing debilitating panic/anxiety attacks, and experiencing audio-visual hallucinations. Each of these cases is referred to the community mental health crisis unit and requires follow-up with the families, Department of Children and Families (many of these cases are students in foster care settings), and often the courts. These situations alone fill over fifty percent of the School Adjustment Counselor's daily schedule.

¹⁰ BART has developed relationships with Berkshire County, Massachusetts mental health agencies that provide prevention, education, and counseling services that are outlined in question 2A of this narrative.

The level and severity of the mental health and social-emotional issues faced by our population has escalated the urgency to expand programs at each of the three tiers and to enhance the coordination of services with community mental health partners. By building our school counseling program at each of the three tiers we are confident we will reduce the high attrition and churn rate¹¹ occurring at our school. As of October 1, 2013, BART had the sixth highest attrition rate of all 416 school districts in the Commonwealth of Massachusetts; approximately 100 students have left BART since the last day of the 2012-13 school year. Many of our students who leave mid-year (46) have had repeated behavioral infractions (see **Table III**), have presented with mental health issues, or both, and subsequently are failing academically. (201 students are currently failing at least one academic course).

Table III
 Reasons for School Year Departures 2013-14

Reason	Primary	Secondary
High Social-Emotional Need	13	3
Behavioral/Disciplinary Expectations	9	3
Level of Academic Challenge/Experience of Failure	6	10
Low Commitment to School	5	2
Lack of Parent Support/Alignment	2	10
Negative Effect of Peer Group	2	4
Other	9	

It is clear that this high attrition rate in part is due to our inability to provide the consistent supports needed to respond to the social, emotional and mental health needs of all our students. Continuity in program implementation, training in SAFE practices, the timely use of data to inform interventions and family outreach, are all critical areas of need. The addition of a Health and Wellness Coordinator will supplement the work of the School Adjustment Counselor to expand and enhance the school counseling services available to our students.

¹¹ The churn rate measures the percentage of students transferring into or out of school throughout the course of a single school year.

Each of the areas of need to be addressed through this program will provide the continuum of supports and services required to foster the emotional well-being and academic growth of our students. Beginning with the implementation of a universal SEL curriculum coupled with the requisite training and support for all classroom teachers, and with the addition of critical human resources, we will be able to provide comprehensive programming at each of the three tiers of intervention and prevention.

2. Quality of Project Design

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

The Children's Behavioral Health Initiative (CBHI), a court ordered remedy resulting from a class action suit in Massachusetts provides the framework for the delivery of a continuum of behavioral health services in the Commonwealth. Out of this initiative over 30 State-recognized Community Service Agencies (CSA) were created. As the designated CSA in Berkshire County, the Brien Center is our first and primary contact for the coordination of care for our students and families. The Brien Center, an active member of the National Council for Community Behavioral Healthcare and The Mental Health and Substance Abuse Corporations of Massachusetts, is the primary provider of mental health services in Berkshire County with twenty-five sites. The center is in Joint Venture since 1993 with the Berkshire Medical Center Department of Psychiatry and Behavioral Sciences. With specific services designed for children and adolescents, the Brien Center receives referrals from schools throughout the county.

The services currently coordinated with the Brien Center include a Mobile Outreach Unit (in-school), office, or ER consultation to determine the level of care needed. Based on this evaluation, and in consultation with the SAC, a course of treatment is determined, which can include placement in a CSU or psychiatric hospital, seven days of service from the crisis that include home visits and check-ins, and referrals for therapy or medication. The SAC collaborates

with the Brien Center in the planning and integrated delivery of services that are community based, family centered, and culturally competent. The continued collaboration between our School Adjustment Counselor and Counselors from the Brien Center is critical for consistent wrap-around¹² care for our students and their families. With the addition of a Health and Wellness Coordinator/ MSW, the SAC will have the time needed to develop this important collaborative relationship.

The CBHI statute requires that services are provided only to families on Mass Health, resulting in approximately 56% of our students qualifying for this care. The balance of our students and families who do not qualify for services through the Brien Center must find alternative care. A priority of the proposed program is to build new relationships with other community and private mental health care providers to offer counseling and preventive services outside of the school day. One community service provider with which we plan to build a relationship is Hillcrest Community Support Services. This organization provides a range of counseling and behavioral health services to adolescents and their families, in individual, family and group settings. This community resource will offer an important option for families who do not qualify for services through CBHI.

Beyond providing the Tier 3 interventions for students with the most intensive needs, our goal is also to build relationships with community providers who will work in the school setting with small targeted groups identified as at risk or displaying problem behaviors. These interventions will include the involvement of community partners, family member and educators and will build upon relationships that are already in place. We will focus our energies in building connections with the following organizations:

Tapestry Health provides culturally competent health services to communities in western

¹² The school adjustment counselor collaborates with community-based providers to identify and organize appropriate services for students and their families.

Massachusetts. Tapestry provides safe sex education, HIV counseling and testing, and other health outreach services. Tapestry currently has an informational table at our school once/month during the lunch hour. Students have the opportunity at this time to make appointments to meet with a counselor or seek information on health issues. Our goal is to engage Tapestry as partners during the school day as instructors and trainers in these areas of service.

Berkshire Resources for the Integration of Diverse Groups (Bridge Program) promotes mutual understanding and acceptance among diverse groups, and serves as a resource to local institutions and the community at large. Bridge offers programs for adolescents that focus on collaboration, education and advocacy. Over the past year we have seen an increasing number of incidents of racial and homophobic name calling and bullying. Our work with the Bridge Program will focus on offering value-based programs, community stewardship and peer leadership programs during the school day and as part of our after-school program.

Elizabeth Freeman Center provides a continuum of services for survivors of domestic and sexual violence and their families. The SAC makes referrals and works directly with the Center to coordinate services for affected students and their families. For the past two years an educator has come to school to present a six-week series on relational aggression for students in grades 10-12. Counselors currently work with individual students on a limited basis. We would like to enhance both the educational and counseling components of this relationship through this grant.

Northern Berkshire Community Coalition has been a longstanding partner with our school. NBCC conducts the Prevention Needs Survey cited earlier in this narrative, and the data collected from this survey are used to establish programmatic priorities. The Unity Program (United Independent Trusted Youth) brings together diverse groups of adolescents to express themselves while learning to become leaders in their community and their own lives. A small number (less than 5) of our high school students are involved in this program. Additionally,

thirteen high school students participated in a leadership conference that brings together students from throughout Berkshire County to discuss issues related to community stewardship.

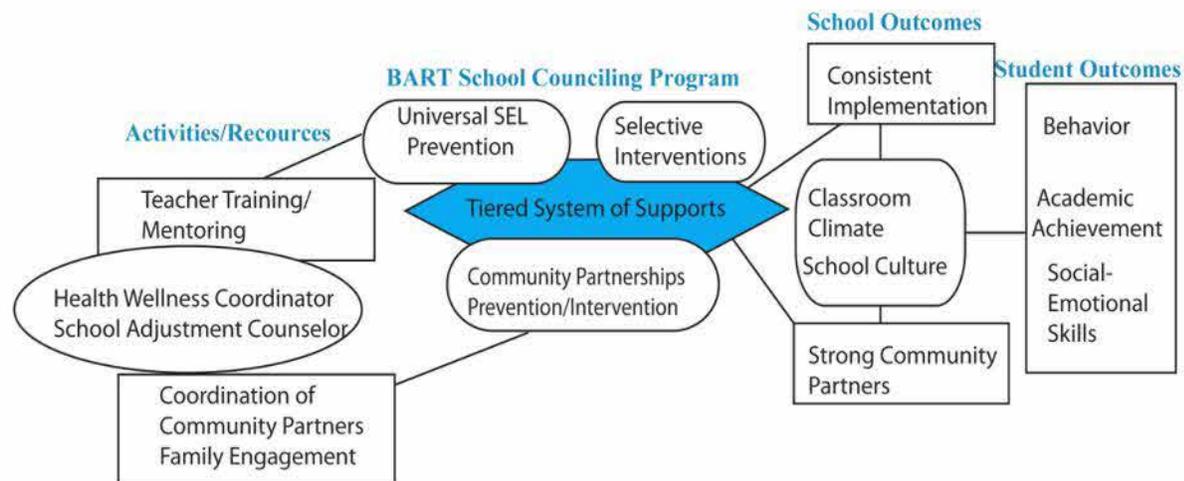
Opportunities for this type of pro-social engagement are an important part of the design of our school counseling program and ones that we plan to expand with this grant.

The development of strong partnerships with our community partners is a critical part of our program design and one that will provide important assets in the planning and delivery of services for our students and our school community.

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

The project design will be based on a comprehensive, evidence-based model that will focus on both prevention and intervention. The program will include the three categories of prevention: universal (Tier 1) , selective (Tier 2), and indicated (Tier 3)¹³. At each tier the program will provide increasing levels of support that is based on identified need. Using this approach, Tier 2 will supplement the Tier 1 preventive SEL curriculum. The model (**Table IV**)

Table IV



¹³ Evidence-Based School Mental Health Services; Macklem, G.L., 2011, page 23.

will move from a large group universal preventive program (Tier 1) to smaller targeted groups (Tier 2), allowing students who require more time and intensity of treatment to work on what may be more complex mental health concerns. Part of the differentiation of services at Tier 2 or Tier 3 will include separate pullout classes, or group meetings held during the school day or as part of the afterschool program. Tier 3 treatments will be coordinated by the School Adjustment Counselor, and as needed, with the community mental health providers outlined in question 2A.

In accordance with the Absolute Priority under 34 CFR 75.105 (c) (3) BART Charter Public School will expand its school counseling services for students in grades 6-12. The overarching goal of this project is to improve the school environment and facilitate growth in student learning by improving student health and safety. Through this project we seek to increase the opportunity for all students to access their education and develop the social-emotional competencies for success in all phases of their life. Our focus, therefore, will be on the strategic allocation of resources and the implementation of an evidence-based tiered model to meet the following objectives and associated outcomes:

1. **Objective:** Improve the classroom learning environment and school culture through the implementation of a universal SEL curriculum delivered in accordance with the SAFE practices. **Outcome:** Reduction in the number of school behavioral referrals and suspensions.
2. **Objective:** Identify students who have multiple behavioral referrals, are disengaged or are not committed to school, and design the appropriate prevention/intervention strategies that will result in academic success and overall social/emotional well-being. **Outcomes:**
 - a. Reduction in the number of students failing one or more class.
 - b. Reduction in the student attrition and churn rates.
 - c. Students self report a greater level of engagement in school.
 - d. Student academic achievement improves (standardized tests).

3. **Objective:** Expand and enhance relationships with community partners and participate in the wraparound process to better serve students and families. **Outcomes:** a. Increase in the number and frequency of in-school programs offered by community partners. b. Reduction in the number of students requiring crisis intervention services.
4. **Objective:** Engage families in school-based education programs (e.g. talking with teens, signs of depression) and provide assistance in accessing community health services and other community resources (e.g. fuel assistance, food pantry). **Outcome:** Families report they feel engaged or very engaged in the school community in a school-designed end-of-year survey.

It is our contention that in meeting these objective two school-wide goals will be achieved: **I)** Improved growth in our students’ social emotional competencies and **II)** Improvement in the overall school culture.

Each of these four objectives is directly aligned to the needs of our students and families and the outcomes are clearly measurable. The high number of students for the 2013-14 school currently failing one or more class (201/65%), those who have served out-of school suspension (76/22%), and those opting to leave our school rather than persist (46), are all indicators that a large percentage of our high risk population does not have the tools to be successful in the school, and often, in the wider community. It is for this reason that our first priority in the design of this project is to universally implement an SEL curriculum (Objective 1) that teaches and builds the sets of five SEL competencies that have proven to significantly improve students’ skills, attitudes and behavior.¹⁴ To this end (cited earlier), we will hire a Health and Wellness Counselor (MSW) to implement the curriculum, train teachers, model best practices and provide coaching to ensure the SEL curriculum is delivered with fidelity in every classroom.

¹⁴ Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor R.D., & Schellinger, K.B. (2011). The impact of enhancing students’ social emotional learning : A meta-analysis of school-based universal interventions. *Child Development*, 82(1):405-432

The Mind-up Curriculum currently used in sixth and seventh grade will be replaced with a SEL curriculum that data supports is effective for both middle and high school students. This curriculum will be chosen based upon evidence gathered from the rating metrics and evidence studies currently available on SEL curricula compiled by organizations including SAMSA, CASEL, Blueprints for Violence Prevention, and The California Evidence-based Clearinghouse. The body of research available on the effectiveness of SEL Programs for middle and high school is less comprehensive, but the growing body of research demonstrates that universal SEL programs are associated with positive results including improved attitude about self and others, increased pro-social behavior, lower levels of problem behaviors and emotional distress, and improved academic performance,¹⁵ all outcomes that are consistent with the objectives identified for this project.

In order to reduce the frequency of recurring behavioral problems and to address more persistent mental health concerns before they present in a crisis situation, the project design will focus on the development of systems and practices to identify and treat students who need additional school counseling services and supports. The Student Support Team (SST)¹⁶ will convene weekly and be tasked to identify students (relevant to their domains) who are presenting behavioral/mental health concerns. The SST will also review disciplinary actions (internal and out of school suspensions) where an emotional/mental health component may have played a part in the disruptive behavior. The data gathered from this review will be used to inform interventions/treatment.

The school counseling office will use internal data collected through behavioral referrals and other testing results from mental health scales e.g. behavioral and emotional rating scale, externalizing-internalizing scale, bullying scale to shape program decisions. Students identified

¹⁵ Catalano et al., 2002; Greenberg et al., 2003, Zins et al. 2004

¹⁶ Principal, Vice-Principal, Health & Wellness Coordinator, Student Adjustment Counselor, Director of Student Services (Special Education), Grade Level Team Leaders, School Nurse

as needing additional support will work with the School Adjustment Counselor, Health and Wellness Coordinator, or a Community Mental Health Partner in targeted, small group intervention or program. For those students showing specific behavioral, social or emotional problems, we will use out-come supported programs like the *Anger Coping Program* that offer highly structured interventions that include specific goals and objectives and involves specific activities or exercises.¹⁷

Equally important in the design and the delivery of preventive services and targeted Tier 2 and 3 interventions are the partnerships in **Section 2A** of this question. As outlined, we will utilize existing those community-based programs in a manner (**see Section 2A**) that is consistent with the needs of our students and families.

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

The program design is based largely on the body of research that indicates effective mastery of social-emotional competencies is associated with greater well being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social and academic difficulties.¹⁸ The low level of engagement of our students in school (cited earlier in this narrative) is directly related to the lack of social-emotional and behavior regulation skills. Many students who lack social emotional competencies become less connected to school as they move from elementary school to middle to high school, and this lack of connection affects their academic performance, behavior, and health.¹⁹ For our school to realize its mission to prepare all students for success in college, we must recognize that it will only be met by implementing on a school-wide basis a comprehensive SEL program with fidelity to the SAFE principles.

¹⁷ Evidence-Based School Mental Health Services; Macklem, G.L., 2011, page 23

¹⁸ Guerra N.G. & Bradshaw C.P. (2008). Linking the prevention of problem behaviors and positive youth development and risk prevention.

¹⁹ Blum, R.W., & Libbey, H.P. (2004). School connectedness-Strengthening the health and education outcomes for teenagers.

Acknowledging that 60% of our students are identified as high risk, our school counseling program must provide the supports, services and interventions that are reflective of a shared understanding that every member of the school community is responsible for creating a safe, respectful and engaging school community. To realize this goal we must maximize opportunities for our students to succeed by bolstering them in four key domains: strong relationships with peers and adults; the ability to self-regulate behaviors, emotions, and attention; success in academic and non-academic areas; and physical and emotional health and well-being.²⁰ The program design will address student need in a comprehensive manner, at each of the three tiers of intervention. The meta-analysis of tiered-interventions undertaken by G.L. Macklem and outlined in Chapter 2 of *Evidence-Based School Health Services: Affect Education, Emotion Regulation Training, and Cognitive Behavior Therapy* will be used to inform our planning. Specifically, Macklem's review of Tier 2 and Tier 3 programs and interventions will serve as an important resource in the program development and design phase.

We are keenly aware of the need to carefully plan the integration and delivery of services between the school support staff, teachers and community mental health professionals. We will use a wraparound²¹ process to build relationships, supports, and services for our students and families. The careful and systematic application of the wraparound process will increase the likelihood that appropriate supports and interventions are adopted and sustained.²²

For our school to meet the needs of our students in a holistic way, it is important that every educator understands that the integration of SEL standards is to be held at the same level of importance as ELA, math, science, and social studies instructors have on the Common Core and Massachusetts Curriculum frameworks. Academic competence is inseparable from social-

²⁰ Cole, J.D.; Eisner, A; Gregory, M.; Ristuccia, J. (2013). *Creating and Advocating for Trauma Sensitive Schools*, page 21.

²¹ Based on the research of Burns, Schoenwald, Burchard, Faw, and Santos—wraparound process used as a tool for building constructive relationships and support networks for youth.

²² Eber, L., Sugai, G. , Smith C., Scott, T. (2002). *Wraparound and positive behavioral interventions and supports in schools*

emotional competence. Academic success is connected to self-regulation and fewer behavioral problems; relationships help children modulate their emotions and foster success in academics—physical and emotional health is the overall foundation for learning.²³

3. Quality of Management Plan

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

Our project will utilize the expertise of our current staff and community partners, along with the addition of a new Health and Wellness Coordinator(MSW) and an external consultant who will coordinate the ongoing program assessment and evaluation. The team will be led by the school principal, who will head the leadership team, to be made-up of the Principal, Vice-Principal, School Adjustment Counselor, Health and Wellness Coordinator (new position to be hired within first month of grant period), Student Services Coordinator (special needs students), Program Consultant (external evaluator), Horizontal Team Leaders (7 teachers), School Nurse, Business Manager, representatives of community health providers, and family representatives(2). The Principal will serve as the Project Leader (PL) and will hold overall responsibility for keeping to the timeline. The Business Manager will monitor project costs and provide written reports monthly to the PL. The leadership team will oversee all project activities and monitor progress as detailed in the project plan. (**Table V**). The team will meet bi-weekly to review progress in meeting project milestones/performance targets. At these meetings task/activity coordinators will report out any challenges/obstacles that the team needs to address to meet performance targets. The external evaluator will oversee the collection of data that will be used to assess progress in meeting outcomes, and to inform programmatic adjustments.

²³ Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., and Schellinger, K. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82(1): 405-432.

Table V BART Charter Public School Counseling Project Plan

Legend: **HWC**-Health & Wellness Coordinator; **SAC**-Student Adjustment Counselor; **LT**-Leadership Team; **PL**-Project Leader; **T**-Teachers; **EC**-External Consultant; **CP**-Community Partner

Objective 1: Improve the classroom learning environment and school culture.

Task/ Activity	Coordinator	Start Date	Completion Date	Performance Target
a. Research and identify evidence-based SEL curricula with most effective outcomes for building social emotional competencies for students in grades 6-12.	a. HWC and SAC with PL	8/1/14	10/1/14	a. 3 SEL Curricula are presented to LT with research demonstrating strengths and weaknesses.
b. Select SEL curriculum for implementation.	b. LT	10/1/14	10/15/14	b. SEL Curriculum is selected by LT
c. Introduce principles of SEL curriculum in all school professional development.	c. HWC with PL	10/24/14	10/24/14	c. All teachers complete and return workshop survey at conclusion of day's training.
d. Develop implementation plan for integration of SEL curriculum.	d. LT	10/15/14	11/30/14	d. Plan for the roll out of SEL curriculum 1) as part of daily advisory class 2) integrated in core-instruction lesson plans is presented to principal.
e. Provide bi-weekly SEL training to horizontal teams to develop teacher readiness.	e. HWC and SAC	11/1/14	1/16/15	e. Meeting logs and attendance records are maintained documenting hours of training.
f. SEL instruction in school advisory classes.	f. T and HWC	2/23/15 (mid- 2 nd Tri)	Ongoing	f. Completed lesson plans & topics determined during training and HWC observation.
g. SEL integration in core instruction.	g. T and HWC	4/6/15 (mid 3 rd Tri)	Ongoing	g. Completed lesson plans reinforcing topics covered in advisory classes and HWC observation.
h. Provide coaching and in-class support to teachers in use of SEL curriculum	h. HWC & SAC	4/20/15	Ongoing	h. Coaching log documents.
i. Monitor implementation of SEL curriculum using observation tool provided with program.	i. PL , HWC and EC with LT	3 weeks before end of each Tri	Ongoing	i. Data collected from observation tool.
j. Evaluate SEL	j. LT	One	Ongoing	j. Evaluation report with

implementation data and make program adjustments as needed.	with EC	month after data collected		recommendations
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Objective 2: Identify and support students who have multiple behavioral referrals, who are at risk (as evidenced by other behavioral or psychological data), or disengaged from learning.

Task/ Activity	Coordinator	Start Date	Completion Date	Performance Target
a. Create a system to collect and use data from behavioral referral records, behavioral testing scales, and community providers' data to identify at risk students.	a. HWC with EC	9/15/14	11/15/14	a. Behavioral reports generated from student records.
b. Identify evidence-based programs proven to be effective in addressing emotion regulation, anxiety, depression and posttraumatic stress.	b. HWC, SAC & LT	10/15/14	1/15/15	b. Report on Tier 2 and 3 evidence-based interventions matched with student need
c. Create a plan for delivering Tier 2 and 3 programs/interventions.	c. HWC, SAC LT	10/15/14	1/15/15	c. Completed plan with timetable for implementation.
d. Provide small group and individual treatment for identified students.	d. SAC, HWC and CP	3/16/15 (Tri 3)	Ongoing	d. Weekly case logs
e. Monitor implementation of Tier 2 and 3 programs using appropriate observation tools.	e. PL, EC &LT	2 weeks before end of each Tri	Ongoing	e. Observation data
f. Evaluate implementation data and make program adjustments as needed.	f. LT with EC	1 month after data collected	Ongoing	f. Evaluation report with recommendations

Objective 3: Expand and enhance relationships with community partners and participate in the wraparound process to better serve students and families.

Task/ Activity	Coordinator	Start Date	Completion Date	Performance Target
a. Engage representatives of	a. PL, SAC &	8/1/14	Ongoing	a. Participation in LT/attendance records

community agencies on school counseling LT. b. Formalize wraparound process to build support network that includes CPs, families, teachers and other care providers. c. Develop formalized crisis intervention policies and procedures with appropriate CPs. d. Develop program plan that includes CPs in delivery of Tier 2 and 3 programs/interventions, and in teacher trainings (2c). e. Develop family programs in collaboration with CPs.	HWC			
	b. SAC, HWC, LT	10/1/14	2/15/15	b. Wraparound process and systems report.
	c. SAC, HWC, LT	10/1/14	2/15/15	c. Crisis interventions policies & procedures report
	d. SAC, HWC, CP, LT	10/15/14	1/15/15	d. Community partners offer two or more programs before end of 2015 school year, 4 or more in subsequent years.
	e. SAC, HWC, CP, LT	1/30/15	3/15/15	e. Two family programs by 6/30/15, five for 2015-16 SY.

Objective 4: Engage families in school-based education programs and provide assistance in accessing community health services and other community resources.

Task/ Activity	Coordinator	Start Date	Completion Date	Performance Target
a. Engage family representatives as members of LT.	a. PL, SAC & HWC	8/1/14	Ongoing	a. Participation in LT/attendance records
b. Include families, as appropriate, in Tier 2 and 3 programs/interventions	b. SAC & HWC	3/16/15	Ongoing	b. Participation log of family involvement, log of involvement in wraparound meetings.
c. Develop family programs in collaboration with CPs (3e).	c. SAC, HWC & LT	1/30/15	3/15/15	c. Two family programs by 6/30/15, five for 2015-16 SY.
d. Create a family resources page on school web-site	d. SAC, HWC & BART IT	2/15/15	4/15/15	d. Live web page on school web-site.

The plan as outlined in **Table V** is not static; personnel recruitment and the timing of the release of funds will impact start and end dates. The timetable is ambitious because the enhancement of our school counseling program is a mission driven priority. As cited, our students represent a more diverse, more at-risk population than our sending districts, yet they

have outperformed their peers in the local districts. BART is only one of two school districts in Berkshire County, Massachusetts, serving middle and high school students, which received the distinction from the state as being a level one school. Our school has been high growth in math for the last 5 years and high growth in English for 4 out of the last 5 years. This is true despite the fact that more than 60% of the students who enter our school are performing below proficient in ELA and math. We recognize, however, that this growth is not sustainable without a comprehensive program that addresses our students' fundamental social-emotional competencies and mental health. The dilemma faced by our school is our demographic unique; it is made-up of rural poor and post-industrial urban families in social disorder, not a model that is easily recognizable in most educational scenarios, and for which there is little research.

The personnel who will lead this project have long standing with the school, and have moved the program to one that has been nationally recognized for academic growth.²⁴ With their professional expertise and experience working with our population, the team has the capacity to implement the proposed school counseling program with fidelity, in a comprehensive, school-wide manner.

B. The adequacy of the procedures for ensuring feedback and continuous improvement in the proposed project.

The program plan is designed to directly link objectives to activities, and activities with performance targets that are operationally defined and measurable. Each performance target can be used as a benchmark to monitor progress toward meeting the project objectives and used to help determine program adjustments. Performance targets will help the leadership team to reflect on process, practice, and performance, which in turn will serve as a means for ongoing feedback. Throughout the 2014-15 school year the bulk of the planning and systems implementation process has been scheduled. This will provide the essential infrastructure for the

²⁴ BART was recognized nationally in 2012 by the US DOE funded New Leaders for New Schools' EPIC Program for the breakthrough gains our students achieved, one of only 18 (out of 5,000) charter schools to receive this award.

work needed to be undertaken in subsequent years of this project. The LT will meet bi-weekly during the first six months of the project and monthly thereafter. The oversight work of the leadership team will inform project adjustments and guide decision-making. Using the data collected from teacher surveys, professional development and coaching logs, and classroom observations the LT will look closely at evidence that will indicate levels of school wide buy-in, and it will use this evidence to improve practice.

Throughout the duration of the project the collection of data to inform and guide decision making will be central to our process. With an external professional consultant we will establish a level of rigor to the evaluation (detailed in question 4) and data collection that will allow us to examine data for emerging themes, and to examine outcomes independently of expectations. The types and varieties of data (**Table VI** question 4) that will emerge over the course of the project will include the analysis of social skill development (self control, engagement); school culture (sense of physical and social-emotional security, support for learning) and behavioral and emotional strength (interpersonal, affective, family involvement), all indicators that will provide the basis for ongoing programmatic improvements.²⁵

4. Quality of the Project Evaluation

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

The Project Leadership Team with the external consultant will undertake a data-driven evaluation to determine whether the school counseling program has had an impact in meeting the following outcomes: **1)** Reduction in student behavioral infractions and suspensions. **2)** Reduction in the number of students failing one or more class. **3)** Reduction in student attrition and churn rate. **4)** Increasing the number of students self-reporting engagement in learning and in the school community. **5)** Increase in overall student academic performance. **6)** Reduction in the

²⁵ The Berkshire County Prevention Needs Survey will also be administered in 2015 and 2017.

number of students in mental health crisis situations. 7) Increase in the number of families self-reporting they are engaged in their student’s education and when needed, have successfully accessed community resources. We hypothesize that if there is positive movement in these seven indicators, then correspondingly we will see: I) growth in our students’ social emotional competencies and II) Improvement in the overall school culture. (See objective & outcomes section 2B.)

We will collect data to evaluate progress in meeting outcomes 1-7 by using internal school records that are maintained in PowerSchool (student information system) and in a database to be maintained by the school counseling, testing and assessment and school nurse’s offices. To assess progress in meeting outcomes I and II we will administer the Comprehensive School Climate Inventory,²⁶ Social Skills Improvement System Rating Scales,²⁷ and the Behavioral and Emotional Rating Scale.²⁸ Table VI includes a full itemization of the data collection schedule and measurement tools that will be used as part of our project evaluation.

Table VI Project Evaluation Schedule and Measures
SY=School Year; Q=Quarter ;PT=Pre-Training; B=Baseline

Outcome Domain	Measure	Source	SY15				SY16				SY17			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Teacher														
SEL Readiness	SEL Efficacy Scale, Classroom Observation	Teacher	PT			X		X		X		X		X
Attitudes toward Program	Attitudes toward Program Survey	Teacher	PT			X				X				X
School Climate	Comprehensive School Climate Inventory	Student, Teacher, Family	B			X				X				X
Student														
Behavioral Infractions	Behavioral Referrals	PowerSchool Records	B	X	X	X	X	X	X	X	X	X	X	X
Attrition/Churn	State Reported	Mass DOE	B			X				X				X

(Table VI continued next page)

²⁶ Developed by the National School Climate Center

²⁷ BERS-2

²⁸ SSIS Rating Scale

TABLE VI (continued)

Outcome Domain	Measure	Source	SY15				SY16				SY17			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Mental Health Crisis Situations	Hospitalization/Court referrals	School Counseling Office	B			X		X		X		X		X
Engagement/Student	Internal EOY School Survey	Student	B			X				X				X
Engagement/Family	Internal EOY School Survey	Family Member	B			X				X				X
Failing Classes	School Report Card	PowerSchool Records	B	X	X	X	X	X	X	X	X	X	X	X
Overall Academics	State MCAS	School	B			X				X				X
Behavior /Emotion Regulation	BERS-2	Student	B			X				X				X
Social Skills	SSIS Rating Scale	Student	B			X				X				X

The data collection measures outlined in Table VI will provide feedback from all project stakeholders on an ongoing basis throughout the life of the project. The range of the data to be collected, along with a data collection timeline is designed to provide meaningful feedback at specific points in the project. **Table VII** illustrates the short, medium and long-term outcomes that will serve as the initial indicators of project impact. These benchmarks are not static, and based on review by the Leadership team may be adjusted/redefined. However, though there is flexibility within the parameters established in **Table VII**, the objectives of the program are absolute, and the driving force upon which final program determinations will be made.

Table VII
Anticipated Short, Medium and Long Term Program Results

Short Term 3-6 months after program Implementation	Medium Term 6 months to 1 year after program Implementation	Long-Term 2-3 Years after program Implementation
-30% Reduction in behavioral referrals and suspensions -80% of teachers are using SEL curriculum following SAFE practices.	-50% Reduction in behavioral referrals and suspensions. -90% of teachers are using SEL curriculum following SAFE practices. -30% Reduction in rates of academic failure	70% Reduction in behavioral referrals and suspensions. 100 % of teachers are using SEL curriculum following SAFE practices. -50% Reduction in rates of academic failure

	<p>-30% reduction in mental health crisis situations. -50% of all students and families self-report a strong commitment to school.</p>	<p>- 40% reduction in mental health crisis situations. -70% of all students and families self-report a strong commitment to school.- Reduction in attrition rate from 20.8% to 15%. -Reduction in mid-year departure rate from a high of ~13% to 7%. -Reduction in 11th and 12th grade drop-out to 0% -Reduction in school-associated risk factors as identified by the Western MA Prevention Needs Assessment.</p>
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We are confident that we have identified the measures that are best suited for the collection of data required to assess program impact. School generated behavioral and academic data will serve as real time indicators of short and medium term program. Each of the scales that will be used will examine the core competencies that are meaningful for this project over the long term. The Comprehensive School Climate Inventory, the Behavioral and Emotional Rating Scale, and the School Social Behavior Scale are all appropriate for the age level of students we serve; each examines constructs (e.g. engagement, self control, school functioning) that are aligned to our program outcomes; and all have a strong history of use in schools. In combination, each of these measures will provide the data needed for the Project Leadership Team to make appropriate programmatic decisions.

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

The external consultant, in coordination with the leadership team will direct an impact analysis that examines each of the output domains, recognizing that each domain is interrelated and that positive impact in one domain is directly linked to the other domains, e.g. teacher competency in teaching the SEL curriculum should positively impact the development of student

social-emotional competency. The analysis will be done on a school wide basis, but will also be broken down by middle and high school, by grade, and by small group cohorts. As the analysis becomes more granular we will be able to understand more clearly specific areas where the program has been successful, as well where corrections/adjustments need to be made.

Beyond the measures outlined in Table VI, we will also use additional tools to evaluate an intervention at Tier 2 and 3. We will use the data from these measures to determine the effectiveness of an intervention over time, and make the adjustments that will refine treatment strategies. Our school's success in using data to refine academic instructional strategies will position us well for the work being undertaken with this project. The current staff—administrators and teachers—has deep experience working with data to inform practice. Our school has built its instructional approach based on the Data Wise Model developed by faculty of the Harvard Graduate School of Education. Over the past four years we have integrated this model into our daily activities, building faculty literacy around the use of assessments and the analysis of data, developing action plans based on that analysis, creating an ongoing plan to evaluate process in meeting objectives, and acting in response to this information. We will use this same model and employ the same expertise to create a system that uses data to inform the decision making process and build the organizational competency needed to address the fundamental issue of offering a holistic education. The data generated through the evaluation process will allow us to develop and refine our professional capacity; to provide better access to services, in school, and in the community; to build instructional focus in both academic and non-academic domains; to create systems and procedures that are responsive to the social and emotional needs of all students; and to build our capacity to engage families as active partners in the education of their children.

<u>1. Need for Project</u>	pages 1-7
<u>2. Quality of Project Design</u>	pages 7-10
A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.	
B. The extent to which the design of the proposed project is Appropriate to, and will successfully address, the needs of the target population or other identified needs.	pages 10-14
C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.	pages 14-16
<u>3. Quality of Management Plan</u>	
A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.	pages 16-20
B. The adequacy of the procedures for ensuring feedback and continuous improvement in the proposed project.	pages 20-21
<u>4. Quality of the Project Evaluation</u>	
A. The extent in which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.	pages 21-24
B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.	pages 24-25

Other Attachment File(s)

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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.

(b)(6)

Signature of Authorized Certifying Official

(b)(6)

Executive Director

Title

Berkshire Arts & Technology
Charter Public School

Applicant Organization

April 26, 2014

Date Submitted

Berkshire Arts and Technology Charter Public School

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2013-14)	Number of Child-Adolescent Psychiatrists (Baseline) (2013-14)	Number of School Psychologists (Baseline) (2013-14)	Number of School Counselors (Baseline) (2013-14)	Number of School Social Workers (Baseline) (2013-14)	Number of Other Qualified Mental Health Professionals if any (Baseline) (2013-14)
Berkshire Arts and Technology Charter Public School	326	0 FTE	0 FTE	0 FTE	.90 FTE	0 FTE

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) (2013-14)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Berkshire Arts and Technology Charter Public School	326	2,180

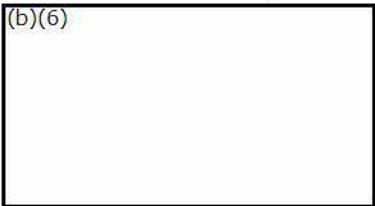
For **GPRA 1** our school currently falls below the student/mental health professional ratios recommended by the statute.

BART Charter Public School—School Counseling Program
Key Personnel

School Adjustment Counselor

ERIN KERN EGAN, L.I.C.S.W.

(b)(6)

A large rectangular black box redacting the contact information for Erin Kern Egan.

M.S.W. GRADUATE
FORDHAM UNIVERSITY, 1996
B.A. PSYCHOLOGY
KENT STATE UNIVERSITY, 1992
EXPERIENCE

SCHOOL ADJUSTMENT COUNSELOR
BART Charter Public School
One Commercial Place, Adams, MA
August 2007 to present

- Provide student support through service referrals and individual/group counseling; offer follow-up services and short-term crisis-intervention counseling.
- Work with teachers, administration, and parents to secure appropriate treatment for students.
- Develop behavior-intervention strategies for students with chronic behavior issues.
- Work to ensure consistent attendance by students.
- Represent school for the court in juvenile-offender cases.
- Act as primary agent to support faculty and staff in making reports to the Department of Children and Families (DCF).
- Maintain communication with parents, community members, and outside agencies to ensure adequate student supports are in place.
- Create resource center of outside services available to students and their families.
- Gather and maintain data on student cases; compile and summarize data for individual student appraisal by school personnel.

THERAPIST

Anthony J. Siracusa, Ph.D. and Associates 681 Simonds Road, Williamstown, MA
July 2008 to present (part-time)

- Provide in-depth, sensitive approach to emotional and psychological issues as individual and family psychotherapist
- Work with clients on a variety of topics including PTSD, anxiety, depression, bereavement, and substance abuse.

(EGAN Continued)

YOUTH SUBSTANCE-ABUSE The Brien Center

COORDINATOR Child and Adolescent Services

251 Fenn St., Pittsfield, MA

September 2005 to August 2007

- Coordinated and supervised countywide outpatient substance-abuse treatment services for adolescents and their families.
- Supervised clinicians who work with individuals and facilitate substance-abuse groups.
- Collaborated with outside agencies, including juvenile courts (probation), DCF, Department of Public Health (DPH), and area schools.
- Provided individual and family mental-health and/or substance-abuse treatment.
- Facilitated youth substance-abuse groups and parent groups.
- Was certified in the Global Appraisal of Individual Needs assessment for substance abuse; facilitated placement to DPH 90-day residential programs for adolescents.
- Coordinated and supervised countywide school substance-abuse prevention and intervention program.
- Hired and supervised school substance-abuse educators.
- Led team substance-abuse meetings and provided presentations throughout the county.
- Worked with the local Head Start program and provided general and individual observation of the classrooms, offering support and feedback to the teachers.

TRUANCY/SCHOOL OFFENDER BAaT Charter Public School

SUPPORT COUNSELOR One Commercial Place, Adams, MA

February 2005 to July 2005

- Submitted Child in Need of Services (CHINS) cases to the North Adams Juvenile Court.
- Represented BAaT Charter Public School and made appearances at all court dates for CHINS cases, in collaboration with assigned juvenile probation officer.
- Followed up on students' attendance, truancy, behavior, and evaluations; maintained file on each student.
- Met with students for one hour weekly to discuss a plan of action for improved attendance, behavior, and school success.
- Discussed issues/concerns/plans for improvements with families and teachers, as needed, at school or students' homes.
- Met with principal weekly to discuss cases.

VOLUNTEER/CONSULTING WORK 2000 to 2006

Served the community while raising children:

- Berkshire Nursing Families: Served as board president (2002-2006) for organization offering free services from a board-certified lactation consultant to North County families. Wrote and received grants from local and government agencies. Became a member organization of the Northern Berkshire United Way. Helped obtain a part-time hospital position for BNF's lactation consultant. Helped organized annual fundraising event that generated thousands in program-sustaining revenue.
- Child Care of the Berkshires: Facilitated The Parenting Journey, a psycho-educational group for parents of children ages birth through six years. Served on Parent-Child Home Program; went into homes of parents of toddlers and modeled positive play and reading with child. Served on Advisory Board of Family Net, a program that serves families with children up to age seven in the Northern Berkshire community.
- Northern Berkshire Community Coalition: Served as committee member.

(EGAN continued)

- The Northern Berkshire United Way: Served as committee member.
- Hemlock Brook Park Condominium Association: Served as board member.

THERAPIST

Woodside Mental Health Clinic
61-20 Woodside Ave., Woodside, NY
November 1997 to July 1999

- Provided individual therapy to a broad range of clients, including the mentally ill, substance abusers, incest survivors, victims of rape and domestic violence, batterers, and people suffering with multiple medical problems.
- Conducted psychotherapy for families of substance abusers, the mentally ill, or both. Educated family members on understanding the nature of their loved ones' illnesses.
- Ran a group for adults suffering from depression.
- Conducted intake and mental-status exams. Formulated psychosocial evaluations and comprehensive diagnosis and treatment plans.
- Emphasized concrete, goal-oriented, short-term therapy, using various modalities such as cognitive behavioral, solution-focused brief therapy and psychodynamic approaches.
- Attended monthly utilization-review meetings where cases were presented; also attended various seminars and workshops.

MEDICAL/SURGICAL SOCIAL WORKER

North Central Bronx Hospital 3424 Kossuth Ave., Bronx, NY
September 1996 to November 1997

- Organized, arranged, and facilitated discharge planning for inpatient medical and surgical unit, and conducted psychosocial assessments.
- Provided patients, including substance abusers, with brief counseling and hospital discharge-procedure information, and offered referrals to hospital services and community resources for continued treatment.
- Worked extensively with patients and their families, providing means of accommodation specifically tailored to meet the patients' needs and concerns as presented by the family members; solutions ranged from such practical matters as home-service arrangements and possible placement to such therapeutic requirements as offering aid to grieving patients and/or families and encouraging more positive support from family units.
- Attended medical rounds with a multidisciplinary team in which all aspects of the patients' cases were brought forth and discussed, in order to meet both the patients' and their families' needs.
- Attended surgical discharge rounds, in which both the estimated date of discharge and the social-resource requirements of the patients were determined.
- Chaired the Staff Development Committee; duties included overseeing both the planning committee that arranged the meeting topics and the invited in-service speakers, and a monthly social-work department meeting, which provided various educational and informational presentations.

CLINICAL SOCIAL-WORK INTERN

Blanton-Peale Counseling Center 3 West 29th Street, New York, NY
September 1995 to May 1996

- Conducted individual psychotherapy with adult population.

(EGAN, continued)

- Provided initial psychosocial assessment interviews.
- Trained in solution-focused brief treatment with supervision.
- Attended clinic-training conferences and seminars given at Blanton-Peale.
- Participated in numerous administrative meetings, such as intake disposition and utilization review. Also was present for clinic-operations review committee and contributed to revision of clinic manual. Assisted in outreach to managed-care companies.

SOCIAL WORK INTERN

P.S. 101 (Fordham Stay-in-School Program)

141 East 111th Street, New York, NY

September 1994 to May 1995

- Worked with elementary school children and their parents in a program designed to combat absenteeism and parent neglect and/or abuse.
- Engaged children in play therapy and counseling, on an individual and group basis.
- Co-led a parents group designed to bring parents together to discuss common concerns in parenting, the school system, and the community.
- Assisted parents in providing additional knowledge of parenting skills and increased awareness of child development.
- Conducted home visits and provided referrals to community programs and resources.
- Collaborated on a team of social-work interns, teachers, school-based specialists, and tutors.

SUMMER INTERN

Nassau County Medical Center

2201 Hempstead Ave., East Meadow, NY Summer 1993

- Methadone maintenance clinic—provided alternative coping skills for parents while acting as a positive role model for their children.
- Helped children adjust to parents' participation in the program.
- Established educational programs for children to enhance child development and protection; attended case conferences of clients.

SUMMER INTERN

North Shore University Hospital 101 Saint Andrews Lane, Glen Cove, NY

Summer 1992

- Worked as child-care specialist in the Women and Children's Program.
- Participated in operations of day-treatment program for chemically dependent pregnant women and their children, and in daily team meetings and client evaluations.
- Provided direct supervision of children of drug-addicted mothers; children ranged in age from eight weeks to four years.

SUMMER INTERN

Coalition on Child Abuse and Neglect 229 Seventh St., Hempstead, NY, Summer 1991

- Organized research on crack-and cocaine-addicted babies for a state-grant application.
- Assisted in fund-raising activities for the Nassau Coalition.
- Organized information and resources to facilitate the long-term objectives of the coalition.

Affiliations/Certifications

(EGAN, Continued)

- National Association of Social Workers
- American Professional Society on the Abuse of Children
- Member of Fordham University M.S.W. Student Congress, while in attendance
- The London Center, South Kensington, London, England—Study Abroad Program: Psychology

Director of Special Education/Vice Principal

Juraye Pierson (b)(6) **Pittsfield, Massachusetts 01201**

My educational philosophy is grounded in the belief that every child has the desire, the right and the ability to learn. My beliefs are grounded in Sonia Nieto’s assertion that contemporary schools require pedagogical practices that are culturally responsive and nurturing. We have to reach them to teach them, and no significant learning takes place without first forming a significant relationship. Accordingly, families and student communities are an integral part of educational success.

Berkshire Arts and Technology Charter Public School: 2007-Present

Special Education Director: Special Education and English Language Learners Programs Coordinator, responsible for all administrative duties in these capacities, including program creation, implementation and all aspects of accountability, hiring, supervision of staff and professional development and training of teachers and support staff in these areas.

Morningside Community School 2006-2007

Fourth Grade Teacher:

John T. Reid Middle School 2003-2006

Resource Room Teacher: Responsible for creating and implementing individualized education plans for 6th and 7th grade students with disabilities, setting up and chairing teams, performing assessments, and working with general education teachers and families to create the most inclusive program of study possible.

Exploratory Math Teacher: Second Tier Math Teacher responsible for scaffolding the 7th grade math curriculum to students without learning disabilities who were achieving below their academic potential.

1997 Berkshire Community College: Associates Degree, Selected Studies Honors Graduate

2001 Massachusetts College of Liberal Arts: Bachelors Degree in Sociology Alpha Chi Honor Society

2009 Massachusetts College of Liberal Arts: Masters Degree in Education Honors Graduate

MA Licenses held: Teacher Of Students With Moderate Disabilities: K-8 Elementary Education

(PIERSON, continued)

Professional Strengths:

- Ability to form meaningful and motivational relationships with students
- Strong ability to form meaningful relationships with student's families and community providers
- Strong work ethic with a passionate view of education
- Life long learner: Long term goal to attain a Doctorate degree in Education
- Experienced provider of professional development in differentiated instruction

Health and Wellness Coordinator/MSW

**Job Description:
Health and Wellness Coordinator**

The Health and Wellness Coordinator works with members of the Student Support Team, the Principal, and School Adjustment Counselor to develop and implement strategies that address the social and emotional well-being of all students.

The Health and Wellness Coordinator will oversee the implementation and delivery of a school-wide SEL Program, and with the School Adjustment Counselor and community mental health partners, develop and lead targeted preventive programs in areas including bullying, healthy relationships, sex education, drug and alcohol education, mental and physical well-being, executive function, and stress management. Responsibilities include: direct instruction and group facilitation of social-emotional and behavioral health programs; development of curriculum and accompanying resources for teachers as well as the mentoring/coaching of teachers in the delivery of the social-emotional curriculum; creation of pro-social programs for students as school-wide initiatives; collaborating with partner community health agencies; and depending on student need and the applicant experience, the Health and Wellness Coordinator may also facilitate student support groups.

Applicants must hold a MSW, have a strong background in social emotional learning and experience working with teachers and students with SEL curricula. Candidates should also have excellent communication skills, strong organization, and a team-oriented approach to problem-solving. Additionally, applicants should have experience working with youth either through group facilitation or direct classroom instruction. A background in prevention needs and intervention is required, as is familiarity with support services and resources in Berkshire County.

APRIL PATRICIA WEST

(b)(6)

april.west@bartcharter.org

Principal, Berkshire Arts and Technology School since 7/1/13

EDUCATION:

C.A.G.S., EDUCATIONAL LEADERSHIP, Massachusetts College of Liberal Arts, anticipated completion July 2014

Concentrations: *Teacher Supervision and Evaluation, Data Analysis and Action Planning, Educational Policy and Standards, School and Community Partnerships*

M.A.T., 7-12 SOCIAL STUDIES, Bennington College, 2006

Concentrations: *Backward Design, Working with At-Risk Youth, Critical Pedagogy*

M.A., COMPARATIVE STUDIES, The Ohio State University, 2002

Concentrations: *Critical Theory, American Studies*

B.A., THEMATIC MAJOR IN SOCIAL JUSTICE, Bennington College, 1998

Concentrations: *Social Psychology, Mediation, Adolescent Identity Development, Qualitative Research Methods*

TEACHING EXPERIENCE:

TEACHER, 2006-present

Berkshire Arts and Technology Charter Public School (BART)

Adams, MA

- *Taught all levels of high school English Language Arts and 10th and 11th grade Humanities to diverse groups of learners.*
- *Used assessment data to design and deliver instruction and targeted interventions that have led to five years of high growth and high achievement for 10th grade students on the ELA MCAS (SGP > 65% and CPI > 92%).*
- *Engaged in near-daily collaboration with a variety of colleagues (including special education teachers and horizontal team members) to meet the needs of all learners.*
- *Initiated an Advanced Placement (AP) program and taught AP Language and Composition and AP Literature and Composition.*
- *Supervised and mentored multiple MCLA students completing their student teacher pre-practicums and practicums.*
- *Created a Family Action Plan protocol used throughout the school to address the needs of struggling students.*

INSTRUCTOR, 2004-2006

Quantum Leap Alternative Program at Mount Anthony Union High School
Bennington, VT

- *Designed and taught high school social studies courses (including a local history course) to at-risk students in an alternative program to prevent truancy and lower drop-out rates.*
- *Mentored students one-on-one in mediation techniques as a means of improving the interpersonal skills of at-risk youth.*
- *Organized a semester-long art project directly connecting at-risk urban youth from Baltimore, MD to their rural counterparts in Bennington, VT which culminated in the students meeting one another.*
- *Facilitated a semester-long service learning project where students visited local farms and completed work projects for needy farmers.*

TEACHING ASSOCIATE, 1998-2002

The Ohio State University
Columbus, OH

- *Designed and taught college-level writing courses, including freshman composition as well as 200-level cultural studies courses (including “The American Identity in the World” and “Science and Technology in American Culture”) that met a university-wide writing course requirement.*
- *Utilized multiple methods for assisting students with critical thinking in writing, including peer writing circles and conferencing.*

PROJECTS AND PRESENTATIONS:

DATA WISE SIMULATION AND PRESENTATION, Spring and Fall 2012

- *Participated in a long-term simulation using the Data Wise model of data analysis and action planning to improve school PSAT scores and level of critical thinking in curriculum; presented work multiple times to school leaders through the Harvard Graduate School of Education.*

WRITING AS CRITICAL THINKING, Fall 2012

- *Developed and lead school-wide professional development on writing as critical thinking in response to the two school-wide annual goals (increasing writing across the curriculum and raising the level of critical thinking in classes).*

DEVELOPING STUDENT GATEWAY PORTFOLIOS, Fall 2012

- *Redesigned BART’s Gateway Portfolio, a capstone experience for 8th, 11th, and 12th graders to collect and showcase their achievement; lead school-wide professional development to teach staff how to support the development of student portfolios.*

BEST PRACTICES IN VOCABULARY INSTRUCTION, Fall 2009

- *Collaborated with a reading specialist to develop and lead school-wide professional development on best practices in vocabulary instruction.*

UNIT PLANNING USING BACKWARDS DESIGN, Fall 2007

- *Collaborated with two other faculty members to develop and lead a three-day, school-wide professional development on backward design.*

GRADES 6-12 HUMANITIES SCOPE AND SEQUENCE, Spring 2006

- *Utilized the principles of backward design to create a standards-based scope and sequence for all grade levels of humanities taught at BART Charter.*
- *Outlined humanities courses at each grade level with units of study that integrated ELA and history standards.*
- *Identified essential questions and enduring understandings for each thematic unit at each grade level.*

LEADERSHIP ROLES:

High School Horizontal Team Leader, 2007-2008 and 2012

ELA Vertical Team Co-Leader, 2009-2010

Chairwoman, North Adams Youth Commission, 2010-2011

AWARDS AND HONORS:

BART Charter Teacher of the Year, 2012

Ellen Ennis Award for Fulfillment of School Mission, 2009

PROFESSIONAL LICENSES:

Political Science/Political Philosophy, 8-12, Preliminary

Political Science/Political Philosophy, 8-12, Initial (*pending*)

History, 8-12, Initial (*pending*)

English, 8-12, Initial (*pending*)

REFERENCES:

(b)(6)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

[Add Optional Budget Narrative](#)

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**Berkshire Arts and Technology Charter Public School
 Budget Narrative for Period 9/1/14-8/30/17
 Year I 2014-2015**

Budget Category—Line Items	Specifics regarding line item	Federal Funds Requested
2014-2015		
1. Personnel		
Health/Wellness Coordinator	100% FTE	Subtotal: \$ 65,000
School Adjustment Counselor	100% of FTE	Subtotal: \$ 55,000
Student Services Director	25% of FTE	Subtotal \$ 19,980
Project Director/Principal	10% of FTE	Subtotal \$8,200
Student Support Coach	20% of FTE	Subtotal \$ 7,175
Student Support Admin Asst	50% of FTE	Subtotal: \$15,000
		Total Personnel: \$170,355
2. Fringe Benefits		
Medicare	1.45% x \$170,355 =	Subtotal: \$ 2,470
Unemployment	1.03% x \$170,355 =	Subtotal: \$ 1,754
Health Insurance	health insurance \$12,322	Subtotal: \$ 12,322
		Total Fringes: \$ 16,547
5. Supplies		
SEL Curriculum and supplemental Kits	Based on Positive Action SEL catalogue	Subtotal: \$4,400
Tier 2 and 3 Curricula and manuals	Five different curricula	Subtotal: \$3,400
Testing Scales Materials	Three different testing scales	Subtotal: \$1,800
Family Programs	Printed materials and Web development	Subtotal: \$2,500
Professional Development Manuals	25 teachers	Subtotal: \$750
Miscellaneous Office Supplies		Subtotal: \$1,000
		Total Supplies: \$13,850
6. Contractual		
External Consultant for Program Evaluation	120 hours @ \$80/hour	Subtotal: \$9,600
Community Mental Health Professionals	120 hours @ \$50/hr Consulting, Teacher Training, Youth and Family Prevention Programs	Subtotal: \$6,000
Travel Reimbursement	1000 miles @.55/mile	Subtotal: \$550
		Total Contractual: \$16,150
9. Total Direct Costs 2014-15		
10. Indirect Costs		0
11. Training Stipends	25 Teachers-\$30/hour 20 hours PD SEL Curriculum	Total Stipends: \$15,000
12. Total Costs (lines 9-11) 2014-2015		\$ 231,902

Year II 2015-2016

Budget Category—Line Items	Specifics regarding line item	Federal Funds Requested
2015-2016		
<u>1. Personnel</u>		
Health/Wellness Coordinator	100% FTE	Subtotal: \$66,950
School Adjustment Counselor	100% of FTE	Subtotal: \$56,650
Student Services Director	25% of FTE	Subtotal: \$20,579
Project Director/Principal	10% of FTE	Subtotal: \$8,446
Student Support Coach	20% of FTE	Subtotal: \$7,390
Student Support Admin Asst	50% of FTE	Subtotal: \$15,450
		Total Personnel: \$175,465
<u>2. Fringe Benefits</u>		
Medicare	1.45% x \$175,465	Subtotal: \$2,544
Unemployment	1.03% x \$175,465	Subtotal: \$1,807
Health Insurance	health insurance=\$ 12,322	Subtotal: \$12,322
		Total Fringes: \$16,673
<u>5. Supplies</u>		
Refreshment materials SEL and Tier 2 and 3	Based on Positive Action SEL catalogue	Subtotal: \$1,200
Testing Scales Materials	Three different testing scales	Subtotal: \$1,800
Family Programs	Printed materials and Web	Subtotal: \$ 2,500
Professional Development	25 teachers printed materials	Subtotal: \$ 750
Miscellaneous Office Supplies		Subtotal: \$1,000
		Total Supplies: \$7,250
<u>6. Contractual</u>		
External Consultant/Program Evaluation	80 hours@ \$80.00 to direct program evaluation process	Subtotal: \$6,400
Community Mental Health Professionals	160 hours @\$50/hour Consulting, Teacher Training, Youth and Family Prevention Programs	Subtotal: \$9,000
Mileage Reimbursement for contracted personnel	800 miles @.55/mile	Subtotal: \$440
		Total Contractual: \$15,840
9. Total Direct Costs 2015-16		
10. Indirect Costs		0
11. Training Stipends		Subtotal: \$11,250
25 Teachers-\$30/hour 15 hours PD SEL Curriculum		Total Stipends: \$11,250
12. Total Costs (lines 9-11) 2015-2016		\$ 226,478

Year III 2016-2017

Budget Category—Line Items	Specifics regarding line item	Federal Funds Requested
2016-2017		
1. Personnel		
Health/Wellness Coordinator	100% FTE	Subtotal: \$68,958
School Adjustment Counselor	100% of FTE	Subtotal: \$58,349
Student Services Director	25% of FTE	Subtotal : \$21,196
Project Director/Principal	10% of FTE	Subtotal : \$8,699
Student Support Coach	20% of FTE	Subtotal: \$7,612
Student Support Admin Asst	50% of FTE	Subtotal: \$15,914
		Total Personnel: \$180,727
2. Fringe Benefits		
Medicare	1.45% x \$180,727	Subtotal: \$ 2,620
Unemployment	1.03% x \$180,727	Subtotal: \$ 1,861
Health Insurance	health insurance \$12,322	Subtotal: \$12,322
		Total Fringes: \$16,803
5. Supplies		
Refreshment materials SEL and Tier 2 and 3	Based on Positive Action SEL catalogue	Subtotal: \$1,200
Testing Scales Materials	Three different testing scales	Subtotal: \$1,800
Family Programs	Printed materials and Web	Subtotal: \$ 2,500
Professional Development	25 teachers printed materials	Subtotal: \$ 750
Miscellaneous Office Supplies		Subtotal: \$1,000
		Total Supplies: \$7,250
6. Contractual		
External Consultant/Program Evaluation	80 hours@ \$80.00 to direct program evaluation process	Subtotal: \$6,400
Community Mental Health Professionals	200 hours @\$50/hour Consulting, Teacher Training, Youth and Family Prevention Programs	Subtotal: \$10,000
Mileage Reimbursement for contracted personnel	800 miles @.55/mile	Subtotal: \$440
		Total Contractual: \$16,840
9. Total Direct Costs 2016-17		
		0
10. Indirect Costs		
		0
11. Training Stipends		
	25 Teachers-\$30/hour	Subtotal: \$11,250
	15 hours PD SEL Curriculum	Total Stipends: \$11,250
12. Total Costs (lines 9-11) 2016-2017		
		Total \$ 232,870

Three Year Project Total

\$691,250

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

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

Name of Institution/Organization

Berkshire Arts and Technology Charter Public School

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	170,355.00	175,465.00	180,727.00			526,547.00
2. Fringe Benefits	16,547.00	16,673.00	16,803.00			50,023.00
3. Travel						
4. Equipment						
5. Supplies	13,850.00	7,250.00	7,250.00			28,350.00
6. Contractual	16,150.00	15,840.00	16,840.00			48,830.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	216,902.00	215,228.00	221,620.00			653,750.00
10. Indirect Costs*						
11. Training Stipends	15,000.00	11,250.00	11,250.00			37,500.00
12. Total Costs (lines 9-11)	231,902.00	226,478.00	232,870.00			691,250.00

***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 Berkshire Arts and Technology Charter Public School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel						
4. Equipment						
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Ms.	First Name: April	Middle Name:	Last Name: West	Suffix:
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Address:

Street1:	One Commercial Place
Street2:	
City:	Adams
County:	Berkshire
State:	MA: Massachusetts
Zip Code:	01220
Country:	USA: UNITED STATES

Phone Number (give area code) 413-743-7311	Fax Number (give area code) 413-743-7327
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Email Address:
april.west@bartcharter.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.

	Add Attachment	Delete Attachment	View Attachment
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