

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 # S215E140269

Grants.gov Tracking#: GRANT11637367

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

Closing Date: Apr 28, 2014

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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"/>
--	--

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="166001601"/>	* c. Organizational DUNS: <input type="text" value="1358907390000"/>
---	---

d. Address:

* Street1:	<input type="text" value="143 N. Pearl Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Canandaigua"/>
County/Parish:	<input type="text" value="Ontario"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="14424-1496"/>

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="Ms."/>	* First Name: <input type="text" value="Julie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Winston"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="585-396-3715"/>	Fax Number: <input type="text" value="585-396-3737"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

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

13. Competition Identification Number:

84-215E2014-1

Title:

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

Areas Affected By Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

Canandaigua School District ESSC Project

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="396,313.26"/>
* 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="396,313.26"/>

*** 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:

Elementary and Secondary School Counseling Grant

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

Canandaigua School District's ESSC Project will serve students in the City and Town of Canandaigua, Ontario County, New York.

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>Terry Whitt</p>	<p>TITLE</p> <p>Superintendent of Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>Canandaigua City School District</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
--	--	--

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="N/A"/>	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"/>
--	--

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.

GEPA_427.pdf

Add Attachment

Delete Attachment

View Attachment

Elementary and Secondary School Counseling

GEPA 427 Statement

Canandaigua School District (CSD) will comply with all applicable state and federal non-discrimination laws and regulations including the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the General Education Provisions Act (GEPA) Section 427. CCSD will ensure that system, structure, and process changes and improvements ensure equitable access to, and participation in, its federally-assisted program for students, teachers, parents, and other beneficiaries with special needs.

In accordance with the General Education Provisions Act, (GEPA 427), CCSD in this application for the Elementary School Counseling Grant, certifies that we have examined this proposal and our operations with regard to equitable access. We can assure all those who wish to participate and those who wish to observe or evaluate the project will have equitable access to the project's activities at any time.

Program participants, teachers, staff, students, parents, administrators, community partners and consultants in all our schools and district buildings, will have equitable access to and participation in this project. Our organizations do not discriminate on the basis of gender, race, national origin, color, disability or age in employment, assignment or promotion. Our buildings are designed to be barrier free and our computer systems include any needed adjustments to ensure accessibility for the handicapped. We use only handicapped accessible facilities for conferences and workshops.

We think that having qualified people working, studying and visiting in our organizations, from a variety of races, colors and national origins, people of both genders and varieties of disability and age, brings a healthy mixture of points of view to enrich the project and enables all who participate to appreciate each other's abilities, concerns, commitments and experiences.

CCSD does not discriminate on the basis of race, sex, or disability in its education programs and activities pursuant to the requirement of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act (ADA) of 1990.

Given existing school district policies ensuring the protection of individuals, no barriers have been identified.

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 Canandaigua City School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Lynne Middle Name:
* Last Name: Erdle	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Terry Whitt	* 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:

Elementary and Secondary School Counseling

Abstract

Canandaigua School District's Elementary and Secondary School Counseling Program serves 1,576 students in the Primary (799 students) and the Elementary (777 students) Schools. Both schools are located in the city of Canandaigua, NY. Objectives include: 1) expand counseling programs in and reduce student and professional mental health professional ratios (*Absolute Priority and GPRA 1*); 2) reduce the number of student disciplinary referrals at all schools (*GPRA 2*); 3) develop a Comprehensive School-Based Plan and Program for Social-Emotional Development; 4) increase teacher and staff training to address mental, emotional and behavioral (MEB) issues; 5) extend school related strategies into the home context of counselor/student strategies for families of MEB students; 6) improve the school environment and school setting; and 7) improve school safety by decreasing bullying, violence, and substance abuse.) We are requesting additional points for addressing the **Competitive Preference Priority 1(a) and (b)** addressed through Objectives 6 and 7.

Measurable outcomes include: 1) Reduce ratio of school counselors from 1:788 to 1:349; 2) 10% reduction in disciplinary referral rate each year of the grant; 3) A written comprehensive school-based program for social-emotional development that aligns with the Tier structure and conforms with the State Psychological Plan; 4) 35% of teachers in Primary and Elementary Schools trained in Leader In Me, Responsive Classroom, and TCI strategies each year of the project; 5) 48 families per year will complete participation in the Family Support Program, with 80% of those families reaching their stated goals; 6) School staff will demonstrate 25% improvement in perceived school culture; and 7) 25% decrease in the amount of reported aggressive behaviors of student.

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](#)

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Other Attachments

Linkage Agencies

Individual Resumes/Job Descriptions for Project Directors and Key Personnel

Memorandum of Understanding

Program Specific Assurances

Indirect Cost Rate Agreement

Assurances and Certifications

Assurances for Non-Construction Programs (SF 424B Form)

Disclosure of Lobbying Activities (Standard Form LLL)

Grants.gov Lobbying Form

General Education Provisions Act (GEPA) Requirements – Section 427

1. Need for the Project

A. Gaps and Weaknesses:

Canandaigua City School District (CSD) is located in the City of Canandaigua, the county seat of Ontario County, New York. A gateway to the Finger Lakes, the city of 10,489 residents is located on the northern end of Canandaigua Lake, 24 miles southeast of Rochester and 58 miles west of Syracuse. The racial breakdown for the city includes: White (95.1%); African American (1.8%), American Indian/Alaska Native (0.3%); Asian (0.7%); and Hispanic or Latino (2.0%). Crime in Canandaigua is higher than 91% of the state's cities and towns of all sizes. Property crime is 28.33 per 1,000 residents, higher than the state (19.22), and violent crime for assault (2.72 per 1,000) is higher than the state (2.42). The median household income in the city is \$44,854 compared to \$57, 683 in the state. Approximately 10.6% of families live below the poverty level.¹

CSD serves 3,833 students at four schools: 2 elementary, 1 middle, and 1 high school. Indicative of the economy downturn, the number of homeless students at the district increased significantly from 8 in 2008 to 68 in 2012. The majority (61) live with friends or relatives, and the remainder are in a hotel/motel or shelter.² The district's high mobility rate is one of the highest risk factors for the community.³ The district enrolled 332 new students in 2012-2013; this number increased to 374 in 2013-2014. High student mobility is associated with not just

¹ U.S. Census 2008-2012

² http://data.lohud.com/watchdog/state_homeless.php?frm_county=all&frm_dist=CANANDAIGUA+CITY+SCHOOL+DISTRICT&start=0&orderBy=doubled&orderDir=1&orderBy=total_08&orderDir=1

³ Pride 2013 Risk and Protective Factor Survey

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poor academic achievement, but also but also alcohol and drug use, poor social skill development, and low self esteem (Warren-Sohlberg. et al, 1998)..

CSD proposes to serve 1,576 students at its two elementary schools for this project: Canandaigua Primary (grades K-2) and Canandaigua Elementary (grades 3-5). Approximately 499 students (31.7%) of the target students are eligible for Free or Reduced Price Lunch (FRPL). The Special Education Classification Rate for the target schools is 13.8% (218 students). The New York State target rate for Special Education Classification Rate is 11%.

The district is concerned that the number of counseling referrals are increasing at the two target schools. There were 202 referrals in 2012-2013 (39 referrals at Canandaigua Primary and 163 at Canandaigua Elementary). For the first quarter of this school year (January - March 2014), there have already been 127 counseling referrals (Table 1). This is due in part to teachers referring students to counseling

because they lack the skills and tools to de-escalate behaviors in the classroom.

CSD is in the process of updating its Comprehensive Strategic Plan that categorizes students into three tiers

for academic and mental health purposes: Tier 1 - all students; includes universal screening and application of protective factors; Tier 2 - students identified as high-risk and referred for school counseling based on risk factors; and Tier 3 - Students with high-level emotional and behavioral issues referred for psychological counseling/treatment; required for children who have a set of behaviors that are chronically maladaptive at school that are resistant to Tier 1 and 2

Table 1. 2013-2014 Student Referrals and Tier 2&3 Mental Health Issues				
Target Schools	# Students	FRPL	Referrals	Mental Health Issues
Primary	799	276 (34.5%)	23	115(14.3%)
Elementary	777	223 (28.7%)	104	111 (14.3%)

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interventions. The student behaviors and mental health issues of our target school students (Tier 2 and 3) include: Defiance; Lack of motivation and drive: depressive, PTSD, ADHD; preoccupation with home stresses or losses, learning disabilities; poor social communication skills: poverty, autism, chronic noncompliance or oppositionality: Anger, depression, anxiety, sensory integration disorder; suicidal or homicidal thoughts: family stresses; sexual abuse, physical abuse, emotional abuse; bullying and harassment; and physical violence toward adults and peers.

Academically, our target students are maintaining Adequate Yearly Progress. However, with the recent implementation of New York State's Common Core Curriculum, the demands for student engagement and academic time on task have been amplified. Children who lack adequate social-emotional development are at even greater disadvantage than before,

as evidenced by student results on the more rigorous Common Core Assessment administered for the first time in 2013 (Table 2).

Gaps in Services and Infrastructure: **Lack of Comprehensive Counseling Plan:** Although the district is in the process of finalizing the Comprehensive Strategic Plan with protocols for identifying at-risk students, we do not have a comprehensive and coherent school counseling plan for all three intervention tiers with a proactive identification, prevention, intervention, and response system. Through this grant, the district will complete a Comprehensive School-Based Program for Social-Emotional Development that aligns with the Tier structure and conforms to the New York State Psychological Plan. **Insufficient Numbers of Counseling Staff:** Although

Table 2: Student Academic Achievement % Proficient on Common Core Assessment		
	3rd Grade % Proficient	5th Grade % Proficient
ELA	32.3%	32.1%
Math	43.4%	32.2%

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CSD meets the staff to student ratio for School Social Workers and School Psychologists, the district only has two School Counselors to serve the 1,576 target elementary students (1:788) (Table 3).

Table 3. Target School Counseling Staff Ratios				
Target Schools	of Students	# of School Psychologists	# of School Counselors	#of School Social Workers
Primary	799	1.0 FTE	1.0 FTE (1:799)	1.0 FTE
Elementary	777	1.0 FTE	1.0 FTE (1:777)	1.0 FTE
	1,576	1:799	1:788	1:799

Lack of Teacher and Staff Training and Curriculum Consistency: Teachers currently lack the skills to deal with mental, emotional, and behavior (MEB) disorders. There is no opportunity for teachers, staff, and counselors to reflect, evaluate, and enhance programs during the school day. Our teachers have also expressed a fear of improperly restraining/holding a student when physical aggressive behavior occurs. As a result, teachers are simply referring difficult classroom behaviors to the counseling staff, which is causing counselors to spend the majority of their time (75% or more) dealing with daily crises situations that could be managed better within the classroom. To address these needs, the district will build on training, expertise, and programs already in place: 1) Comprehensive MEB programs: Responsive Classroom, Leader in Me, Primary Project, Family Support Program (supported by community agency linkages); and TCI restraining training implemented specifically in classrooms that serve difficult MEB behaviors in the classroom. In addition, the district is committed to providing planning, evaluation, and training time during the class day for all target school teachers. **Lack of support for families**

with MEB disorders. Parents and families of students with MEB disorders are intimidated by navigating the mental health system. Local providers have long waiting lists, especially for providers that accept the HMO version of Medicaid. Many of the low-income families do not have insurance and do not know where to go to receive cost-free services for their child. Working parents also have workday constraints and there are limited mental health services provided in the evening. The Family Support Program will address many of the barriers a family experiences when trying to secure MEB supports for their children. The Family Support Program is free and will be offered in school and after school hours..

The MEBs described in this section demonstrate a need for a comprehensive school counseling plan which enhances the school climate to the degree that ALL students feel safe, welcomed, and have a strong sense of belongingness. Proper training, skill-building, and environmental management within a comprehensive plan are key to improvement of the school environment. To meet the identified gaps and needs, CSD will maximize our current capacity and leverage existing expertise and programs that have been implemented previously at the district on a small scale. The district has lacked the budget to address our students' emotional and mental health needs in a comprehensive fashion. Through this project, the district will implement the activities and interventions described in *Section 2* across both of the target schools. Our approach and proposed activities are designed to address each of our identified needs and gaps in service and infrastructure and create a culture of protective factors that is practiced through the school day.

2. Quality of the Project Design

A. Establishment of Linkages:

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Canandaigua City Schools has fostered extensive community agency and supports for students with mental, emotional and behavioral difficulties. These agencies have been involved in discussions of the project and have committed their collaboration and energy toward working with the District to accomplish the project goals and outcomes. **Pathways Home and Community Based Services (HCBS) Waiver Program** is a strength-based program that serves youth ages 5-18 years with serious emotional difficulties. The program is certified through the New York State Office of Mental Health and provides services and supports to families to prevent out of home placement for their child. **National Alliance for Mental Illness' (NAMI)** provides support, education and advocacy to individuals and families of all cultural backgrounds who are living with mental illness. NAMI Rochester is dedicated to educating the public about mental illness, offering resources that include an in-service program on mental health education for school professionals and a mental health provider education workshop. **Safe Harbors of the Finger Lakes Inc.** provides services for individuals, children and families who have experienced domestic violence, sexual assault, or child sexual abuse. **Lakeview Mental Health Services** provides safe, affordable housing, support, and rehabilitative services to individuals recovering from mental illness. They provide case management services via Single Point of Access (SPOA) and utilize strength-based and person-centered practices. **Boike Marriage and Family Counseling** provides outpatient individual therapy, family therapy, and psychiatric treatment for children, adolescents and adults. **Family Counseling of the Finger Lakes** provides professional counseling supporting children who experience physical, emotional, and sexual abuse, domestic violence, family services, and services for bilingual speaking families. (Many additional community agencies available to the district are found in the Attachments.)

B. Addressing the Identified Needs:

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In order to offer proactive, sustainable, and effective counseling services to our target schools, the current counselor to student ratio of 1:788 elementary students must be reduced. To help us close this gap, we will hire two additional highly-qualified, certified School Counselors to serve our target students. The additional staff will reduce the counselor to student ratio to 1:394. Our newly hired counselors will work with our current counselors that serve the elementary schools to allocate service across grades -- one counselor assigned to grades K-1, 2-3, and 4-5, and one counselor to specialize in supporting Tier 2 and specifically Tier 3 student needs for all students. Due to the unique configuration of our school i.e. the equivalent of four neighborhood schools in one large K-5 complex, having a counselor per 2 grade levels makes for the easiest delineation of counselor roles for students, staff, and families. We will also hire an hourly Family Support Center Counselor and Licensed Clinical Supervisor to provide counseling to students and information for families and parents. We want to deliver a developmental, comprehensive program that is currently unmanageable due to the high student ratio and the time consuming management needs of the Tier 3 students, particularly at the elementary level. Dividing three counselors across the K-5 Complex improves the ratios and if another counselor is responsible for the more time consuming cases (crisis response, writing behavior plans, teacher consultation, etc) it would allow for the grade level counselors to focus primarily on pro-active, preventative services for ALL students. Having grade level counselors also allows the counselors to specialize in the developmental, social-emotional, and curricular needs of their particular age range. Finally, this configuration would allow the counselors to focus on the specific transitional needs of their level, e.g., K-1 Counselor -- kindergarten adjustment / 2-3 Counselor -- transition from PS to ES/ and 4-5 Counselor -- transition to Middle School.

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CSD will be implementing programs for this project that provide a comprehensive counseling plan for both the primary and elementary schools.

We address the **Absolute Priority** by expanding the following counseling programs in our target elementary schools:

Tier 1 Interventions	Tier 2 Interventions	Tier 3 Interventions
<p>The Leader In Me, Responsive Classroom, and Therapeutic Crisis Intervention. These programs incorporate the grant tenants of building protective factors with approaches that seek to provide interactions and opportunities for positive youth development. Each program promotes and enhances the positive mental health of students and school learning by altering the school's climate and will be implemented universally with all children.</p>	<p>Therapeutic Crisis Intervention, Primary Project, and Family Support Center. Tier Two programs continue the comprehensive mental health plan for the District and target either students that have been identified as at risk, or have been referred for occurring mental, emotional or behavioral difficulties.</p>	<p>Tier 3 includes ongoing psychological counseling, Functional Behavioral Assessment, added Therapeutic Crisis Intervention Techniques in the Classroom, the Family Support Program and Special Education Referral as well as referrals to outside agencies.</p>

CSD will implement the following curricula and interventions across both target schools. The programs selected for the project design focus on interventions that improve the school environment, create a safe place for students, reduce incidents of referrals (bullying, harassment, and violence), and promote a positive learning environment for students to succeed. Cornell University's **Therapeutic Crisis Intervention Techniques (TCI)** in the classroom assists public schools in preventing crises from occurring, de-escalating potential crises, managing disruptive and acute physical behavior, reducing potential and actual injury to students and staff, teaching students adaptive coping skills, and assists in developing a learning

organization. In **Tier 1**, the TCI program increases staff awareness and understanding of child development, the importance of relationship building, emotional competence and interventions that support the emotional well-being and learning of all students. Therapeutic Crisis Intervention within **Tier 2** focuses on teacher skill building to handle incidents within the classroom, thereby reducing the need to send the student out of the classroom for referral to a staff mental health professional. These skills provide teachers with the tools needed to attend to the student who is experiencing problems in the classroom that are interfering with the student's ability to learn. TCI's purpose within Tier 2 is to increase staff understanding of the effects that trauma has on students' behaviors. The Tier 3 level of TCI Techniques in the Classroom teaches staff how to safely intervene with students exhibiting acute physical behavior in a manner that reduces potential risk and actual injury to students and staff, including physical restraint techniques. This type of intervention is in critical need when the behavior of the student cannot be de-escalated using the strategies described in Tier 1 or Tier 2.

Based on Steven Covey's *The 7 Habits of Highly Effective People*, **The Leader In Me** program is now being implemented in over 1000 schools worldwide. Schools are consistently reporting: Increases in students' self-confidence, teamwork, initiative, creativity, leadership, problem-solving, communication, diversity awareness and academic performance; improved school culture; dramatic decreases in disciplinary issues; increased teacher pride and engagement; and greater parent satisfaction and involvement. The program is a 3-year transformational process that enables both teacher and students to learn and implement healthier mental, emotional and behavioral practices that will curtail referrals to school mental health staff. The Program is based on concepts of developing the "whole" child – with each child seen as having unique gifts and creating a sustainable, safe and friendly school culture. Components

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include adding leadership language displays and bulletins to hallways and classrooms that emphasize individual worth and leadership principles; integrating leadership language into school curriculum and instruction daily; providing all students with meaningful leadership roles and responsibilities; respecting diversity and tracking of school-wide, classroom, academic and personal goals.

Responsive Classroom is designed for students grades K-5. The program builds and extends the Leader In Me concepts so that the two programs integrate effectively and reinforce each other for maximum impact on the school and classroom environment and behavior of students. Responsive Classroom is built on 7 principals to guide the approach: 1) The social curriculum is as important as the academic curriculum; 2) How children learn is as important as what they learn: Process and content go hand in hand; 3) The greatest cognitive growth occurs through social interaction; 4) To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy and self-control. 5) Knowing the children we teach – individually, culturally and developmentally – is as important as knowing the content we teach; 6) Knowing the families of the children we teach and working with them as partners is essential to children’s education; and 7) How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Primary Project incorporates early screening to detect school adjustment difficulties in children and identifies at risk children in the mild to moderate range so that school adjustment difficulties can be detected earlier. The Primary Project Screening process is administered universally with all students as a Tier 1 service. Identified students continue on with Primary Project beginning with an Assignment Conference. Mental Health school staff review the information assembled and develop a mutually agreed-upon plan to address the child’s needs.

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As part of the project, some children that present at risk may be put on a “watch” list and others are referred on for further evaluation, outside services, or Tier 3 school services. The Screening focuses on behaviors that relate most closely to later school difficulties in mental, emotional and behavior difficulties. Child Associates meet with the children in specially equipped playrooms that provide age-and culturally appropriate activities for children as well as a safe, welcoming and facilitative environment where the child and adult interact. School mental health professionals provide the clinical supervision, training and oversight of Primary Project Child Associates. These local Community Associates can often provide optimal services to children that are compatible with their cultural and racial values and goals (Primary Project Program Development Manual, Johnson, 2001). With this closely monitored program, the role of mental health interventions with identified children is extended through the work of trained and closely monitored Child Associates. School mental health staffs provide clinical supervision, training and oversight for the Child Associates. Canandaigua has a national certified trainer on staff for the initial two-day training.

The Family Support Program has been successfully implemented in the past by the Canandaigua School District. The centerpiece of the Family Support Center provides Solution Focused Brief Therapy (SFBT) for referred families of children in the CSD. In the past, families who participated reached their stated family goals over 80% of the time as measured by outcome ration scale (ORS) and Family self-report. Families are seen for free at our school based family center. Eliminating insurance requirements and being housed within the families’ school district markedly reduced barriers to participation for disenfranchised families. Families dropping out of therapy were almost eliminated. Families are seen by co-therapists for 3 – 10 sessions, typically in the evening hours when families could be available as a group. Within the 3 year grant period

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the Family Support Center will move beyond a Tier 2/3 level therapy program for families and become a drop-in center for parents needing information on how to support their child's learning at schools, attain parenting materials, participate in parenting classes, help parents link to community resources, and help parents who need help navigating the mental health services external to the school. Referrals to the Family Support Center are made by school teams, parents, medical providers and Ontario County Probation Services.

The project design includes rigorous training for the proposed curriculum interventions described above. The training is designed to create trainers at the school levels, which will help sustain the interventions and skills beyond the grant funding period. The district has three certified TCI trainers that will deliver 64 hours of **TCI training** each year of the grant: 12 hours for new training, 28 hours Train-the-Trainer to create district Co-Trainers, and 12 hours TCI recertification training. Teachers will also participate in The **Leader In Me training** each year of the grant, including Level 1 - Vision and 7 Habits training, an Implementation Workshop in Year 1, Level 2 - Empowerment Training and Lighthouse Team Training in Years 2 and 3, and Maximizing Results Training in year 3. Teachers will also benefit from additional coaching days each year of the project to assist with effective classroom implementation. The district's certified Responsive Classroom Trainer will provide **Responsive Classroom training** to elementary school students each year of the grant. In Year 1, refresher training will be provided for 55 teachers, and 15 new teachers will be trained. Advanced training will be provided in Years 2 and 3 with two school release day sessions for 70 teachers for Responsive Classroom coaching, training, observation, and book group activities. Leveraging our on-site trainers, the only cost to the grant is teacher stipends. Two Child Associates from Primary Project will provide direct support to the target schools each year of the grant. Teachers will receive three days of **Primary**

Project training in Non-Disclosure Play Therapy. **Family Support Program training** In Year 1 will include International Center for Clinical Excellence's Scott Miller's Therapeutic and Evaluation and Focused-Behavioral Therapy Trainings, as well as follow up trainings in Years 2 and 3. (See the Budget Narrative for training details).

The overarching goal of School Counseling Program is to expand counseling services and supportive interventions necessary for our children to be successful in school. To achieve this goal, we seek to achieve the following objectives and measurable outcomes (Table 4). Details regarding outcome measures and tools/instruments are discussed in the Project Evaluation.

Table 4. Objectives and Outcomes	
Objectives	Measurable Outcomes
1. Expand counseling programs in primary and elementary schools (Absolute Priority) and increase counseling services by 2.0 FTEs at the two target schools to reduce the student and professional mental health professional ratios (GPRA 1)	1.1 Reduce ratio of school counselors from 1:788 to 1:349 as measured by human resource documentation and Infinite Campus® school population numbers.
2. Each year the number of disciplinary referrals at each target site will decrease by 10% (GPRA 2)	2. 10% reduction in disciplinary referral rate each year of the grant as measured by logs maintained by Project Director compiled into Infinite Campus®.
3. To develop a Comprehensive School-Based Program for Social-Emotional Development that aligns with the Tier structure and conforms with the State Psychological Plan in both the Primary and Secondary Schools	3. A written comprehensive school-based program for social-emotional development that aligns with the Tier structure and conforms to the State Psychological Plan in both the Primary and Secondary Schools as documented by Project Director; validated by Superintendent by end of Year 1.
4. Train teachers and staff at target schools in dealing with students' mental, emotional and behavioral issues	4. 35% of teachers in Primary and Elementary Schools trained in Leader In Me, Responsive Classroom, and TCI strategies each year of the project as measured by Project Director training 'Sign In' logs; participation rate will compare number of trained teachers with staff

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	totals.
5. To extend school related strategies into the home context of counselor/student strategies for the families of Mental, Emotional and Behavioral Problem students	48 families per year will complete participation in the Family Support Program, with 80% of those families reaching their stated goals as measured by attendance logs maintained by program counselors tracking participation rates; Family Goals measured by Outcome Rating and Session Rating scales, as well as anecdotally.
6. Improve the school environment and school setting (Competitive Preference Priority 1-a)	6. School Staff will demonstrate 25% improvement in perceived school culture by the end of Year 3 as measured by survey instrument developed by contract evaluator.
7. Improve school safety by a decrease crisis interventions by 10% per year (Competitive Preference 1-b)	7.1 10% decrease in the amount of reported aggressive behaviors of students per as measured by teacher/staff Aggressive/Crisis Incident Logs maintained by Project Director and inputted into Infinite Campus®.

C. Use of Research and Effective Practice:

Each of our proposed programs for the Canandaigua Counseling Project is based on research and effective practice: **Leader In Me** (LIM) -The case studies, literature reviews, and associated publications of the Leader In Me support **Competitive Preference Priority 1 (a)** by repeated successes in changes within the school climate and setting that improved student learning: *Johns Hopkins University Case Studies* (Ross, et al, 2012) and Leader in Me: Promising Results (David Hatch, Ph.D., Dean Collinwood, Ph.D.), cite Leader in Me improved school climate. Students translated the climate into feelings of increased order and safety; developed an increase in self-confidence and motivations; getting along better and resolving conflicts (e.g., with discipline rates dropping 75% in the first year of implementation and referrals for completion of work declining 68%); and made teaching easier and more enjoyable

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(e.g., 100% of teachers surveyed agree that students are taught the attitudes and behaviors that will make them a success). The *Funders Report 2013* reinforced these outcomes: Discipline referrals dropped meaningfully in the first year of implementation; staff reported an increase in student learning of leadership/life skills; staff reported/measured personal growth in leadership skills; building of students' unique talents and opportunity to demonstrate; increase in positive school climate; and overall improvement in parent satisfaction and involvement. In the *University of Rochester Literature Review* – (Fonzi, Ritchie, 2011) indicates that when the LIM program is implemented with fidelity it could result in systemic reform and transformation in school culture and may include changes in student behavior and increased student achievement. Leader in Me is also noted in these publications: Disrupting Class by Clayton Christensen; Meaningful Student Involvement: Guide to Inclusive School Change by Adam Fletcher; What Works in Schools by Dr. Robert J. Marzano; Correlates of Effective Schools by Dr. Larry Lezotter; and The Differentiated Classroom by Carol Ann Tomlinson. **Responsive Classroom** is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate Elliot, et. Al., 1998 – found correlation over time by regression analysis between social skills improvement and improved Iowa Test of Basic Skills. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs in the country. Significant research as to the program effectiveness includes: University of Virginia's Curry School of Education (Social and Academic Learning Study, 2001 – 2004) and Responsive Classroom Efficacy Study (2008 – 2011) - both found that schools using Responsive Classroom practices see improved teacher-student interactions; high-quality teaching-improved social skills in children; and greater school

achievement in math and reading. Results also showed classrooms are more emotionally supportive and organized, with better math and reading outcomes – and an even greater effect on low-achieving students. These findings address Competitive Preference Priority 1 (a) in improving the school setting related to school learning. **Therapeutic Crisis Intervention for Schools (TCIS)** –Research through Cornell University (1996) – confirms program relevance to Competitive Preference Priority 1 (b) by preventing crises from occurring, de-escalating potential crises, managing disruptive and acute physical behavior and reducing potential and actual injury to students and staff. The program has also shown increased staff confidence, greater consistency in approaching children in crisis, documented reductions in incidents, increased staff knowledge of crisis dynamics and an in-house training system. In a study by Nunno, Holden and Leidy (2003) direct care staff increased their percentage of correct answers to pre- and post- tests by 33.42%. In the post implementation phase, physical restraint interventions were reduced by 66% with overall results of significant reductions in the most aggressive child behaviors. **Primary Project** - Screening Measures validation is cited in these studies: AML-R (Cowen, et al 1996) and Teacher-Child Rating Scale 2.1 (T-CRS; Perkins & Hightower, 2001). Numerous controlled (Duerr, 1993; Nafpaktitis & Perlmutter, 1998) and comparison studies (Cowen et al., Weissberg, Cowen & Guare, 1984) have been conducted with Primary Project as well as longer term follow-up (Chandler, Weissberg, Cowen & Guare, 1984). Key structural components of Primary Project allow for adaptation to the local districts while retaining the flexibility to meet the uniqueness of the individual setting. Primary Project reinforces the goals of **Competitive Preference Priority 1 (b)** by using effective limit-setting strategies with aggressive children. Primary Project is recognized as one of five exemplary prevention programs in the nation in mental health (A Report of the Surgeon General, December

1999) and is highlighted by the National Registry of Evidence-based Programs and Practices (NREPP). **Family Support Program** - In multiple randomized clinical trials Partners for Change Outcome Management Systems (PCOMS) as much a doubled the effectiveness of treatment while simultaneously reducing dropout, deterioration rates and services delivery costs and is listed on the National Registry of Evidence-Based Programs and Practices. The Family Support Program utilizes two simple PCOMS tools: the Outcome Rating Scale and the Session Rating Scale. The results of these two scales are then integrated into clinical practice through Feedback-Informed Treatment (APA Task Force on Evidence-Based Practice, 2006). The Family Support Program utilizes Solution Focused Therapy (Pichot & Dolan, Solution-focused Brief Therapy, 2003). The Family Support Program is designed to improve family engagement (Berg, Family Based Services: A Solution-focused Approach, 1994). Consistent with Priority 1 (b), students are often referred to the program after involvement in bullying, violence or substance use, along with other issues that interfere with a student's readiness to learn within the classroom environment.

3. Quality of Management Plan

A. Management Plan.

The CSD Counseling Program will be integrated as an essential component of the district's administrative and management structure. We recognize that effective management requires strong leadership skills and management experience in order to achieve project objectives. CSD has managed Federal grants successfully in the past, including Title I and IIa grants for K-5, and US Dept. of Education Reading First, meeting project objectives on time and on budget. We employ strict internal control systems to ensure funds are used for intended purposes that follow accounting, reporting, and reconciling procedures recommended in New

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York State's Accounting System User Procedure's Manual Accounting for Federal Grants. The district Treasurer will provide financial oversight and ensure all financial reporting requirements are met. Ms. Bridget Harris, Assistant Principle, will serve as the Project Director, dedicating 20% of her full-time responsibilities to the project. Ms. Harris has more than 17 years of experience as a teacher, academic intervention support coordinator, curriculum supervisor, assistant principal, and principal. She is certified in Conflict Resolution and Therapeutic Crisis Intervention, and trained in Applied Behavioral Analysis. Ms. Harris will report to Dr. Julie Winston, Assistant Superintendent for Instruction (ASI). Dr. Winston will provide overall leadership with the project. She will coordinate with the Assistant Superintendent of Business to ensure financial integrity as well as the Assistant Superintendent for Personnel to ensure hired counseling staffs have required credentials. The Project Director will meet weekly with the target school counseling teams, composed of the School Psychologists, Social Workers, and School Counselors within each building for the first six months (and monthly thereafter) to ensure that program protocols and milestones are being met. A half-time Project Coordinator will be hired to provide clerical support to the Project Manager such as scheduling training, preparing letters and materials, mailings, and filing. The Project Coordinator will also schedule appointments for the Family Support Center. (*See Attachments for resumes*). To ensure alignment with the district's strategic plan and student improvement strategies, we will expand the District's School Improvement Planning (SIP) Committee to serve as the Counseling Advisory Council (AC). Community organizations will be invited to participate, and additional parents, teachers and school principals will also be recruited. The Counseling Teams will report to the Advisory Board monthly. Upon project award, the Project Director, with input from the AC, will develop a

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finalized timeline for the project. A tentative timeline of major activities and milestones is provided in Table 5.

Table 5 - Timeline		
Activities/Milestones	Responsibility	Timeline and
Press Release to announce award	District Superintendent	Aug-Sept 2014
Counselor positions posted	Human Resources, Project Director	Sept 2014
Program supplies ordered; training schedule developed (ongoing August-September Annually)	Project Director, Counseling Team	Sept 2014
Milestones: 2.0FTE Counselors Hired, Family Support Program staff contracted, and Evaluator Contracted	Human Resources, Project Director	Sept - Oct 2014
Counseling Advisory Council (AC) Established	Project Director	Sept - Oct 2014
Establish baseline evaluation data. Refine detailed evaluation plan. Evaluator provides quarterly evaluation report reviewed by Project Director and AC, and District Administration.	Evaluator, Project Director, AC, Counseling Team, District Data Specialist, ASI	Oct 2014
Responsive Classroom Leadership Conference	Project Director and 2 additional staff (TBD)	October 2014
Announcement materials to parents and families regarding Family Support Program Center	Project Director	October 2014
Primary Project screenings begin	School mental health staff	October 2014
Milestone: 1st AC Meeting - overview of project, finalize timeline; begin planning for comprehensive school-based plan		September 15, 2014
AC meets monthly Nov - May; quarterly thereafter. Meetings include formal report from Project Director and Evaluator input on activities; Training Schedule Approved	Evaluator, Project Director, Advisory Council members	Nov 2014; Quarterly six months; monthly thereafter
Family Support Center referrals initiated	Project Director, FSC Coordinator	October 15, 2014

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Milestone: Family Support Center opens		Nov 2014
Project Progress Report	Evaluator	Nov and Mar annually
Counseling Team meetings	Project Director	Nov 2014 - May 2014 (weekly); monthly thereafter
Training Begins (ongoing per final Training Schedule)	Project Director, CSD Certified TCI Trainers, Teachers, Counseling Team	Nov and ongoing on scheduled 'Superintendent Days'
Evaluator Monthly Report (ongoing - monthly)	Evaluator	January 2015
Milestones: Training Complete Year 1; Comprehensive Counseling Plan complete		August 2015)
Annual Performance Report (ongoing annually)	Evaluator, Project Director	July 2015
Milestone: Responsive Classroom, The Leader in Me and Therapeutic Crisis Intervention fully implemented and in practice in all target school classrooms		September 2015

B. Feedback and Continuous Improvement:

On-going surveys, collaboration, and feedback from principals, teachers, partners, and students will be submitted to the Project Director and the evaluator on a quarterly basis to assess program progress for continuous improvement measures. The evaluator will produce a Project Progress report each semester that will look at the global project outcomes, along with the program specific measures, to see if outcomes are being achieved and what role or influence each of the programs may be having on the outcomes. Any results that are not in line with expected results will be examined and adjustments made with the input of the evaluator, the school building administration, school mental health staff and the Counseling Advisory Committee. Benchmarks will be set for each semester by the Counseling Advisory Committee,

with more noticeable outcomes advances anticipated in the 18-month benchmark period after the program strategies are well underway.

4. Quality of the Project Evaluation

A. Methods of Evaluation.

Maberry Consulting & Evaluation Services has been selected to conduct the evaluation for the project. Maberry brings a staff of educators with more than 20 years of experience in teaching, evaluation, and research. Maberry is also a member of the American Evaluation Association. The Maberry team has served as the principal evaluator on more than 120 federally funded projects, including USDOE ESCC grants. (See Attachments for Maberry/CSD MOU).

The evaluator will work with the project director and counseling teams to develop evaluation instruments as needed (e.g., surveys, questionnaires, and focus group questions); ensure that data collections systems and methodology are accurate, and provide training on such if needed; analyze data and provide quarterly and annual written evaluation reports; collaborate with federal evaluators to contribute to federal evaluation efforts. They will conduct the evaluation activities, including providing no less than three site visits and annual reports as defined by the funder. The project will be reviewed by Heartland Institutional Review Board (IRB). Maberry will work closely with the Project Director, Counseling Team, and the Counseling Advisory Committee. The Counseling Team will meet monthly (weekly the first six months) as the project commences to monitor smooth implementation of the project.

All data collected will be analyzed by the outside evaluator using protocols for the instruments above, or using best practice with the instruments developed specifically for this project. The evaluator will specify operational objectives and collect and analyze all pertinent data on a

Elementary and Secondary School Counseling

quarterly basis or as it becomes available. Logs will be kept by the project director of each of the community groups involved with the programs to track community involvement. Quantitative program specific data will be gathered by the mental health staff and entered into the school database. School mental health staff will track hours and enter into the database all time spent in crisis activities, as defined by the advisory group and mental health staff.

All qualitative survey measures will be embedded within one simple survey for both students and staff and will be administered twice per year. Surveys will collect both perceptual and attitudinal information from students, teachers and staff. These measures will be standardized and normed surveys developed by the evaluator. The school will use the database Infinite Classroom® to track objective school data specific and relevant to each program. The district’s Data Specialist will provide reports that link program participants to the data as well as program outcomes to these aggregate numbers: discipline referrals, special education placement (or IEP assignment), attendance, grades and any additional measures determined as needed by the Advisory Group and the evaluator. Project data will be combined quarterly into a rubric developed by the evaluator that will transcribe qualitative and quantitative measures to correlate each of the project’s program outcomes with the overall outcomes of the project. We will use Infinite Campus® student information system to track student demographics, programs, attendance, behavior, academic schedules, grades, assessment results and more. The system has the capacity to track data collection for this project. The school staff has the expertise to access information, extract, summarize or otherwise manipulate data views for project data.

Objective	Type of Data	Frequency	Data Collection Method	Data Instrument/ Developed by	Outcomes – over 3-Year Project
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Elementary and Secondary School Counseling

Leader in Me	Qualitative Quantitative	Each semester	Interview; survey; Infinite Campus for discipline problem counts; site observations; teacher focus groups	Surveys To be developed by evaluator; school database Infinite Campus®	Decline in discipline referrals by 10% per year (GPRA); improvement/increase in staff satisfaction and teacher development by 25% end of year 3; 25% improved school culture by end of year 3 (Competitive Priority 1 (a))
Responsive Classroom	Qualitative Quantitative	Each semester	Interview survey for social interactions and social skills; Infinite Classroom ®-grades; site observations; teacher focus groups.	Surveys To be developed by evaluator Report cards Infinite Campus®	Improved student achievement by 5%; improved student-teacher interaction by 10% per year ; improved student social skills by 10% per year Competitive Preference Priority 1(a)
Therapeutic Crisis Intervention	Qualitative Quantitative	Each semester	# of crisis interventions; surveys; teacher focus groups	Surveys To be developed by evaluator; aggressive/crisis behavior logs recorded by staff and inputted into Infinite Campus®	Decrease crisis interventions by 10% per year (Competitive Preference Priority 1 (b))
Primary Project	Screening Tool	Universal – mid to late October	Paper & Pencil/ Observation and testing skill sets	AMLR (Cohen, 1996)	Given to every student – universal 100% participation each grant year

Elementary and Secondary School Counseling

	Rating Scale	Tier 2 referred; pre- and post test	Paper & Pencil	Teacher-Child Rating Scale 2.1 (Perkins & Hightower, 2001)	75% of goal attainment achieved (Competitive Preference Priority 1(b))
	Qualitative interview with Child Associate	Post interview	Paper & pencil	Questions developed by evaluator	Perception of Child Associate 25% student improvement in social skills
Family Support	Analog Scale	One per family per session	Paper and pencil	Outcome Rating Scale	80% of families will reach their family goals as measured by ORS and Visual Analog Scale; During family interview, 80% report achieving family goals
	Visual Analog Scale	One per family per session	Online via scottmiller.com website	Session Rating Scale	
	Qualitative feedback	One post session	Anecdotal	Interview question	

GPRA 1: % of grantees closing the gap between student/mental health professional ratios and the student/mental health professional ratios recommended by the statute

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
Primary	799	0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	0 FTE
Elementary	777	0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	0 FTE

Elementary and Secondary School Counseling

TOTAL	1,576	0 FTE	2.0 FTE	2.0 FTE	2 FTE	0 FTE
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GPRA 2: Average # referrals per grant site for disciplinary reasons participating schools

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
CSD Primary	799	39
CSD Elementary	777	163
TOTAL	1,576	202

B. Performance Feedback:

The Counseling Advisory Committee will meet monthly for the first six months and quarterly thereafter to monitor overall project progress, the collection of data, and overcoming any barriers so that all students are included. If any problems or barriers arise, the group will work collaboratively to agree on any changes in project activities via consensus. The committee is composed of parent representatives (Aimee Malec and Pam McGuire) who champion the outcomes of improved school climate and mental health; businesses and agencies that have a stake in or are directly connected to the school through the services they provide; school administration representatives; teachers; and the school mental health staff representatives. The Counseling Advisory Committee contributed to the overall scope and programs chosen for this project, meeting as a group once, with much more deliberation through face-to-face conversation, phone and email contacts. Additional performance feedback that is qualitative or anecdotal in nature will be collected by the staff and school mental health professionals and compiled into a condensed format by the evaluator. In that way, global perceptions and testimonials can be added to report outcomes.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Elementary and Secondary School Counseling

Linkage Agencies

The following list details our additional community linkages, services, and their Tier level of supportive services for our target students:

Linkage Agency	Services	Tier 1	Tier 2	Tier 3
After School YMCA	Provides after-school programming housed at the target schools	x		
Salvation Army After School	Phoenix After School Program	x		
Girl and Boy Scouts	Provides skill and character development programs for community youth	x		
Lifesprings Church, Crosswinds Faith Sector After-School	Faith-based after school program	x		
Canandaigua Parks and Recreation	Provide year round healthy and safe recreational and sports activities for youth	x		
Primary Health: Jordon Cares Health Rushville Health Center Canandaigua Medical Grp. Shortsville Family Practice	These agencies provide typical and subsidized medical care for children	x		
Big Brothers/Sisters	Facilitates the district's school based mentoring program that matches between 20-40 students with mentors and benefiting between 40 and 80 primary/elementary and high school students per year. CCSD's Mentoring Program is a model program, used as an example to districts in the tri-county area on how to successfully establish and run this program.		x	
Ontario Co. Mental Health	Provides public mental health services for referred children		x	
Family Counseling of the Finger Lakes	Provides professional counseling supporting children who experience physical, emotional, and sexual abuse, domestic violence, family services, and services for bilingual speaking families.		x	

Elementary and Secondary School Counseling

Lakeview Mental Health	Provides safe, affordable housing, support, and rehabilitative services to individuals recovering from mental illness. They provide case management services via Single Point of Access (SPOA) and utilize strength-based and person-centered practices.		x	
Cornell Cop Ext. – Parenting Skills workshops	Parenting skills programs		x	
Local Child Psychiatrists	Referral source for children with significant mental, emotional and behavioral health issues		x	x
Lifeline and CPEP	Provides emergency crisis intervention support for children			x
Single Point of Access	Provides coordinated and collaborative support intervention between school, agencies and families.			x

Bridget Harris

(b)(6)

“Each child belongs to all of us.”

Education:

<p>Canisius University- Buffalo, NY Administration</p> <p>2009</p> <p>Saint Bonaventure University- Olean, NY Education</p> <p>May 1996</p>	<p>Masters of Science in Education</p> <p>Certified School Building Leader May</p> <p>Bachelor of Science in Elementary</p> <p>Concentration: Social Psychology</p>
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Professional Experience:

Canandaigua City School District
2012-present Assistant Principal
Primary School

Canandaigua

Provided direction, support, and supervision in the implementation of district curriculum across all subject areas Universal Pre-K program through second grade for primary school currently totaling 956 students and 87 professional and support staff members. Supervised and evaluated teachers utilizing the new Common Core Learning Standards and implementing the new Annual Professional Performance Review, to ensure deep implementation of district outcomes and national learning standards utilizing the best practices in teaching so that the needs of all students were being met successfully at the highest levels. Established cross-grade level data analysis teams that spanned k-5 in order to provide k-2 teachers with a perspective of NYS assessment expectations and the need for vertical alignment when looking at trends within assessment data.

NYS Education Department

2/13- 9/14 Grade Level Curriculum Writer Mathematics
Curriculum Project

Mathematics

Responsible for developing curricular tools based on given modular and topic levels at the 3rd grade level. Ensures the design and delivery of PD faithfully presents the curriculum and empowers in teachers the capacity to powerfully deliver lessons aligned to the Common Core.

West Irondequoit Central School District

2007-2011 Principal
Elementary Schools

Southlawn and Listwood

Provided direction, support, and supervision in the implementation of district curriculum across all subject areas kindergarten through third grade for two elementary schools concurrently totaling 436 students and 53 professional and support staff members. Supervised and evaluated teachers and paraprofessionals, including teachers on formalized Teacher Improvement Plans, to ensure deep implementation of district outcomes utilizing the best practices in teaching so that the needs of all students were being met successfully at the highest levels. Provided leadership in planning, designing and implementing all elementary curriculum and instructional initiatives, most notably in Reading where student performance based on NYS assessments averaged 91% meeting and exceeding standard and 94% in Mathematics. Responsible and accountable for developing a climate based upon mutual respect that served the needs of all students, staff and parents. This includes the design and implementation of the first 6:1:1 class at the elementary level within the district in 2007. By meeting all students’ needs the success of this classroom

Elementary and Secondary School Counseling

allowed for program expansion that included a second 8:1:1 classroom with students brought back from out-of-district placements resulting in substantial cost-savings for the district. Compiled and utilized student performance data to create annual school improvement plans in the areas of academic achievement, climate, culture and transitions. Analyzed data by subgroups and cohorts to work with teachers to target differentiated instruction and improve student achievement. Instrumental in the design of the district's k-4 standards-based report card and the implementation district-wide of Collaborative Inquiry Teams. Facilitated parent meetings to support home/school partnerships that ensured parents and school personnel worked together to enhance learning for all students.

2004-2007 *Assistant Principal*
Southlawn Elementary

Rogers Middle School and

Assisted the principal in providing direction, support and supervision in the programmatic restructuring of the ELA core block to include Reader's and Writer's Workshop at the k-6 level totaling 475 students and 70 professional and support staff members. Supervised and evaluated 18 teachers across grades k-6. Consistently provided feedback, offered suggestions and modeled effective instruction to ensure high levels of learning for all students. Responsible for the supervision and evaluation of all paraprofessionals within the building. Provided leadership during implementation of district reorganization at the k-6 level which shifted k-6 building principalships to k-3, 4-6 principalships to support a renewed academic focus at the primary level. Designed and supported the successful implementation of a new building-wide campaign to improve climate and culture resulting in an annual decrease in discipline referrals at the 4-6 level by 41% in the first year. Created and led staff development to support teachers and paraprofessionals in classroom management strategies and conflict resolution.

2004-2007 *District Curriculum Supervisor, Mathematics and Science*

Provided instructional leadership and supported the implementation of the district's mathematics and science outcomes. Co-lead the curriculum review process in science that led to an increase on the NYS Science 4 assessment from 90% to 94% and on the NYS Science 8 assessment from 88% to 94% of students meeting and exceeding standard. Conducted a curriculum review and gap analysis assessment which ensured district alignment to the new NYS Mathematics standard that promoted continuous growth across Grade 3-8 NYS assessments. Served as District Scoring Leader for NYS Science and Math assessments to guarantee integrity in administration and scoring of all state assessments. Administrative representative on the District Curriculum Council which enhanced the curriculum review process at the district level by analyzing curriculum for the alignment to the state standards and to ensure vertical articulation across k-12 instruction.

1999-2004 *4th Grade Teacher*

Union County Public Schools Monroe, NC

1996-1999 *3rd Grade Teacher*

1997-1999 *Academic Intervention Support Coordinator*

Recognitions/ Presentations/Trainings:

2014 Dr. William Daggett: *Leading Change During Challenging Times: Lessons Learned from Our Nation's*

Most Rapidly Improving Schools

2013 Certified in Conflict Resolution and Therapeutic Crisis Intervention

2012 District turn-key trainer on *The Dignity Act: Implementing Best Practices to Support Students*

2011 District turn-key trainer in Collaborative Inquiry Teams

Elementary and Secondary School Counseling

- 2010 Led district-wide presentation on *The Impact of Data Analysis and Goal Setting on Student Success*
- 2009 Led district-wide training in *The Core Components of Literacy*
Guest Speaker for Today's Students Tomorrow's Teachers on *Early Childhood Literacy*
- 2008 Trained in Applied Behavioral Analysis and SCIP-R
Presented to leadership team and Board of Education on the topic of *Equity, Inclusion and Excellence*
- 2007 District host to NYS Governor's visit
Co-led district training on *Response to Intervention: Strategies for Effective Practice*
- 1999 Union County Elementary Teacher of the Year
- 1997 Union County New Teacher of the Year

Professional Organizations:

Association for Supervision and Curriculum Development
American Association for School Administrators
National Council of Teachers of Mathematics

References:

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Julie D. Winston

(b)(6)

EDUCATIONAL CERTIFICATIONS HELD

New York State Permanent Certification, School Administrator/Supervisor (SAS)
New York State Permanent Certification, School District Administrator (SDA)
New York State Permanent Teaching Certification, Business Education, 7 - 12
New York State Permanent Certification, Diversified Work Experience Coordinator

PROFESSIONAL PREPARATION

UNIVERSITY OF ROCHESTER, Rochester, NY

Doctor of Education, Educational Administration	2008
Certificate in Program Evaluation	2006

STATE UNIVERSITY OF NEW YORK AT OSWEGO, Oswego, NY

Certificate of Advanced Study, Educational Administration	2002
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NAZARETH COLLEGE, Rochester, NY

Master of Science, Business Education	1989
Bachelor of Science, Business Administration	1984

FINGER LAKES COMMUNITY COLLEGE, Canandaigua, NY

Associate of Applied Science, Business and Retail Management	1977
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PROFESSIONAL EXPERIENCES -- SCHOOL ADMINISTRATION

9/2012- Present Assistant Superintendent for Instruction

- Supervise building-level administrators
- Oversee district-wide curriculum development and instruction
- Monitor district's implementation of educational mandates
- Supervise teacher evaluation processes
- Participate in district-level strategic planning
- Manage Race to the Top grant

Elementary and Secondary School Counseling

- 7/2010 – 9/2012 Elementary School Principal
- Prepared the school building and staff for the start of the school year
 - Conducted observations and evaluations of staff members
 - Maintained visibility through classroom visitations
 - Monitored the building budget to avoid over expenditure
 - Planned K-5 faculty meetings and staff development opportunities
 - Worked with administrative colleagues to maintain a cohesive program from Kindergarten through grade 5

- 7/2008 – 6/2010 Director of Staff Development
- Participated as a member of the Central Office management team
 - Supported new teachers through classroom observations and management of the mentor program; worked with struggling teachers to improve lesson delivery
 - Analyzed data and planned Superintendent's Conference Days relating to identified needs
 - Supported the K-12 curriculum writing process
 - Facilitated workshops relating to curriculum and instruction

7/2002 – 7/2008 Assistant Principal

- 9/2001 – 6/2002 Teacher on Special Assignment/ Administrative Intern
Canandaigua Middle School, Canandaigua, NY.
- Supervised instructional and support staff
 - Managed the discipline for 300+ middle school students
 - Met with teachers, students, and parents to support student achievement
 - Interviewed candidates for various building and district-level positions

Elementary and Secondary School Counseling

- Prepared master schedule
- Coordinated building AIS program

PROFESSIONAL EXPERIENCES -- TEACHING

2006, 2010 NY	Adjunct Professor, University of Rochester, Rochester, NY
1989 - 2001	Business Teacher & Internship Coordinator Canandaigua Academy, Canandaigua, NY
1984 - 1988	Business Teacher Fairport High School, Fairport, NY

COMMUNITY PARTICIPATION AND OTHER EXPERIENCE

2004 - 2012	<i>Member</i> , Christian Board of Education, Pastoral Resource Committee, Stewardship Committee, Vice Moderator
2009 - 2010	<i>Chairperson</i> , District United Way Campaign
1994 - 2001	Coordinated district-wide campaign <i>Treasurer</i> , Canandaigua Teachers' Association Maintained financial records for organization with annual revenue in excess of \$130,000
1999 - 2001	<i>Supervisor</i> , Educational Testing Services Coordinated Scholastic Aptitude Tests at local test center
1996 - 2000	<i>Treasurer</i> , Pal-Mac Raiders Youth Football League Maintained financial records for community football league
1999	<i>Co-chair</i> , Last Bash Committee Organized substance-free student event in celebration of Palmyra-Macedon graduating class of 1999

PROFESSIONAL DEVELOPMENT ATTENDED

Supervision and Evaluation with Ernie Stachowski Seven Habits for Highly Effective People Professional Learning Communities (DuFour)

Elementary and Secondary School Counseling

Model) Outcomes-Based Education	Total Quality
Multiple Trainings – Children w/Autism Management	
Drug Recognition Training for Educators	Write Traits®
Implementing RtI: A Guide for Schools	Reading First
Leadership Conference Making RtI Work at the Middle & High School Level	
Solution-Focused Response to Intervention	

WORKSHOPS DELIVERED

Annual Professional Performance Review Core Standards	Race to the Top and Common
New Teacher Training	Write Traits® (4 of 6 traits)
Differentiated Instruction	Differentiated Revisited
Co-Teaching/Co-Planning	New Mentor Workshop
Pushing the Envelope on Grading Practice	
GoogleDocs	
Teaming	

PROFESSIONAL ASSOCIATIONS

Regional Instructional Council
Association for Supervision and Curriculum
Development (ASCD) Delta Kappa Gamma
Society International, Pi State Omega Chapter

PERSONAL HONORS

The Tyll van Geel Educational Leadership Award
(University of Rochester, 2008) Yearbook Dedication
(Canandaigua Academy, 1995)
Outstanding Student Teacher (Nazareth College, 1984)

REFERENCES AVAILABLE UPON REQUEST

Elementary and Secondary School Counseling

Title: SCHOOL COUNSELOR

This Position is: Exempt

Primary Function:

Assume responsibility for delivery of school counseling services in the school setting.

Minimum Qualifications:

- Hold a Professional license with endorsement in guidance at the appropriate level (elementary) preference for a Master's Degree
- Possess high moral standards and integrity
- Demonstrate a willingness to work with all students
- Ability to quickly learn procedures used to report information and maintain records
- Ability to prepare required written reports.
- Has documented competence in counseling children and adolescents in a school setting
- Licensed by the State or certified by an independent professional regulatory authority
- In the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or
- Holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.

Reports to:

School Principal

Essential Performance Responsibilities:

- Support students by addressing their academic, career and personal/social needs
- Instruct students in strategies for making decisions and choices
- Work with students on an individual or group basis to resolve student-identified areas of concern
- Plan and implement developmentally appropriate classroom school counseling lessons in accordance with American School Counselor Association Standards
- Coordinate and facilitate the Family Life Curriculum (Elementary)
- Assist with and/or administer testing as assigned
- Consult with teachers, parents and other stakeholders on issues related to student learning
- Serve as a contributing member on Counseling Team
- Support and Interpret the school's mission to students, parents, and other community members
- Maintain student records, as assigned
- Protect student confidentiality
- Handle issues which are highly sensitive and/or related to student safety in accordance with the American School Counselor Association's Ethical Standards for School Counselors and School Board Policy
- Interpret educational information (ability and aptitude measures, standardized test scores, and other pertinent data) to students, parents, other school division personnel
- Provide crisis counseling to students in need
- Communicate with parents about their child's developmental needs
- Provide professional development activities for the division as requested
- Make appropriate referrals to other school division personnel or community agencies
- Inform parents and/or appropriate authorities when a student's condition indicates a clear and imminent danger to himself or others in accordance with the American School Counselor Association's Ethical Standards for School Counselors
- Develop, review, and maintain academic and career plans (Middle School and High School)
- Coordinate the preparation and processing of college, scholarship, and employment applications (High School)
- Perform other duties as assigned by school principal or Project Director/Project Manager

Terms of Employment:

200 days a year plus additional days as designated by the district.

Evaluation:

Performance on this job will be evaluated in accordance with School Board policy and administrative regulations on evaluation of licensed personnel.

Elementary and Secondary School Counseling

Title: SCHOOL PSYCHOLOGIST

This Position is: Non-Exempt

Primary Function:

Provide psychological services to all schools in the York County School Division and to children of residents of York County in other institutions.

Minimum Qualifications:

- Holds a Master's Degree
- Holds a NYS teaching license with a school psychologist endorsement
- Possesses high moral standards and integrity
- Possesses strong oral and written communication skills
- Demonstrated professional and personal characteristics necessary for working effectively with children, parents, school personnel, and other members of the community
- Possesses ability to quickly learn and apply new technology
- Demonstrates strong organization and management skills
- Demonstrates ability to prepare and disseminate written reports within required timelines
- Possesses the ability to travel to more than one work location in the course of the day if assigned to an itinerant position
- Possesses sufficient strength, agility, dexterity and mobility to carry out all performance responsibilities
- Completed a minimum of 60 graduate semester hours in school psychology from an institution of higher education and has completed 1,200 clock hours in a supervised school psychology internship, of which 600 hours are in the school setting
- Licensed or certified in school psychology by the State
- In the absence of such State licensure or certification, possesses national certification by the National School Psychology Certification Board.

Reports to:

Director of Student Services and School Principal

Essential Performance Responsibilities:

- Serve as a member of the Counseling Team
- Select and administer tests to children referred for consideration for special education services or for triennial assessment
- Interpret test results to parents and school personnel
- Consult with school personnel, agency personnel, and parents on psychological matters involving students
- Provide family, group, or individual counseling services to referred students and families
- Provide training and workshops to students, parents, school personnel and members of the community
- Serve on schoolwide committees and task forces when requested
- Serve as a contributing member on school-based trans-disciplinary teams when appropriate
- Contributes to total school and division program
- Engage in professional growth activities
- Maintain accurate, complete records as required by law, district policy and administrative regulation
- Perform other related duties as assigned by Director of Student Service and/or school principal

Terms of Employment:

Salary according to School Board Pay Plan.

Evaluation:

Performance will be evaluated in accordance with School Board policy and administrative regulations on evaluation of licensed personnel.

Elementary and Secondary School Counseling

Title: PROGRAM COORDINATOR

This Position is: Non-Exempt

Primary Function:

Provides the vision, knowledge, and expertise necessary to develop and sustain the instructional program for enrolled students; provides leadership in promoting the program in the York County School Division; assumes responsibility for the day-to-day operation of the program.

Minimum Qualifications:

- Minimum of Associate's Degree; Bachelor's Degree Preferred
- Demonstrated experience in a school environment
- Ability to organize and set priorities.
- Skill in oral and written communication.
- Sufficient strength, agility, and dexterity and oral and written communication skills required to perform all performance responsibilities.

Reports to:

Project Manager

Essential Performance Responsibilities:

- Serves as a spokesperson for the program to the public via incoming calls and inquiries.
- Arranges for workshops, speakers, performances, and related field experiences.
- Schedules training, prepares letters and materials, mailings, and files all program documents
- Develops and reviews all necessary reports and documents.
- Provides assistance and resources for developing division-wide curriculum.
- Coordinates the program with the regular education program as appropriate.
- Arranges, schedules, and supervises the selection of students for the program.
- Serves as liaison with central office, school principals, guidance departments, and teachers.
- Arranges bus schedules with transportation department for daily and field trip transportation.
- Writes and disseminates all notices and informational forms.
- Maintains accurate student and program records.
- Contracts for services and consultants.
- Orders textbooks, teaching materials, and supplies.
- Assumes responsibility for inventory of books and teaching materials.
- Handles discipline problems specific to the program.
- Performs assorted administrative functions as necessary.
- Responds to inquiries by parents/guardians.
- Coordinates activities of the CSD Counseling Advisory Board.
- Performs other duties as assigned by the Project Manager and Project Director

Terms of Employment:

Ten months and ten days. Salary according to School Board Pay Plan plus supplement.

Evaluation:

Performance on this job will be evaluated in accordance with School Board policy and administrative regulations on the evaluation of licensed personnel.

Elementary and Secondary School Counseling



4969 Benchmark Centre, Suite 400
Swansea, IL 62226

Voice: 1-866-753-7229
Fax: 1-866-414-0517

www.maberryconsulting.com

Memorandum of Understanding

Canandaigua City School District and
Maberry Consulting & Evaluation Services, LLC

This MOU confirms our commitment to work together on the U. S. Department of Education grant-funded **Elementary and Secondary School Counseling (ESSC) Program**. Maberry Consulting & Evaluation Services, LLC (hereafter referred to as **Maberry Consulting**) will conduct a rigorous local independent evaluation of ESSC funded project, which will be administered by **Canandaigua City School District**. If this grant is funded, **Maberry Consulting** will work on a contractual basis with **Canandaigua City School District**.

General Description of **Maberry Consulting's** Contribution:

Maberry Consulting will work with **Canandaigua City School District** to develop evaluation instruments as needed (e.g., surveys, questionnaires, and focus group questions); ensure that data collections systems and methodology are accurate, and provide training on such if needed; analyze data and provide quarterly and annual written evaluation reports; collaborate with federal evaluators to contribute to federal evaluation efforts. **Maberry Consulting** will conduct the evaluation activities, including providing no less than three site visits and annual reports as defined by the funder. The project will be reviewed by Heartland Institutional Review Board (IRB). (Refer to the program narrative for specific information about evaluation methodology.)

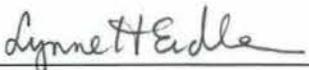
In providing these services to **Canandaigua City School District**, **Maberry Consulting** will have access to confidential student information. All information relating to **Canandaigua City School District** students shall be carefully safeguarded by **Maberry Consulting** from disclosure to any 3rd party unless disclosure is expressly authorized by **Canandaigua City School District**. At the conclusion of this Agreement, **Maberry Consulting** shall either securely destroy or return all such student information to **Canandaigua City School District**.

This Agreement is contingent upon the award of the Department of Education grant. If **Canandaigua City School District** is not awarded the grant, then this Agreement shall be void.

If **Canandaigua City School District** is awarded at a decreased level, then the parties shall renegotiate the scope of the consulting contribution and the compensation, in writing.

As proposed, the total amount of the contract per program year is \$28,000 per year (\$84,000 over three years).

This agreement is made by the following:



Lynne Erdle, Superintendent of Schools
Canandaigua City School District

April 23, 2014

Date

(b)(6)

Shelley Maberry
President/CEO
Maberry Consulting and Evaluation Services, LLC

April 23, 2014

Date

Elementary and Secondary School Counseling

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.

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Signature of Authorized Certifying Official

Superintendent of Schools

Title

Canandaigua City School District

Applicant Organization

Date Submitted

Elementary and Secondary School Counseling



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

GRANTS FINANCE
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899
E-mail: GRANTSWEB@MAIL.NYSED.GOV

July 2013

430300050000
Canandaigua City Sd
143 N Pearl St
Canandaigua, NY 14424-1496

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2013-2014 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your school district are as follows:

RESTRICTED RATE: 1.8% UNRESTRICTED RATE: 10.5%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a **one**-year period for 2013-2014. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2012, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)

CF303A:07/05/13:ch

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Types of costs that are not treated as indirect in calculating your rate may be allowable direct charges in grant programs, subject to the approval of New York State Education Department program managers. To be approvable, such costs must be:

- Allowable per program specific regulation and policy.
- Reasonable and necessary.
- Allocable. Grantees must maintain documentation or methodologies that demonstrate that the costs were incurred for grant purposes.
- Supplementary. Costs are considered to supplement and not supplant local effort, if such costs would not be incurred in the absence of the grant funds.

If you have any questions concerning indirect cost rates, please contact Grants Finance via the above email or call (518) 474-4815. Your school district is encouraged to visit the Grants Finance website at <http://www.oms.nysed.gov/cafe/> for the most updated information and guidance regarding indirect costs and other fiscally related information.

(b)(6) Sincerely (b)(6)
Margaret Zollo
Assistant Director of
Financial Administration

CF3032-04/08/09:RT

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

1. PERSONNEL

The district will hire two full-time School Counselors to provide mental health services to our two target elementary schools. The district's salary rate for this position level is \$60,715 annually. The total for two positions is \$121,430 each year of the grant.

A half-time Project Coordinator will be hired to provide clerical support to the Project Manager for the program such as scheduling training, preparing letters and materials, mailings, and filing. This position will also schedule appointments, coordinate activities, create flyers and other program materials, and perform as-needed other follow-up activities for the Family Support Center. The Project Coordinator will be .50FTE at an annual salary of \$25,200 (\$12,600 half time) .

An hourly Family Support Center Counselor will be hired at \$36/hour X 240 hours = \$8,660 each year of the grant. This position will be a Licensed School Counselor (a School Counselor Job description is found in the Attachments).

A hourly Family Support Licensed Clinical Supervisor will be hired For the Family Support Center to provide counseling to students as well as provide information and supports to parents and families. The cost is at \$80/hour X 36 hours = \$2,880 each year of the grant. This position will be a Licensed Counselor with 10 years' of administrative experience supervising other counselors in an educational setting. (A Job Description is found in the Attachments).

Total Personnel Years1-3: \$145,570

2. FRINGE BENEFITS

Fringe benefits are calculated @ FICA 7.65%; Teachers Retirement System 17.75%, Health Insurance \$14,026, and Dental Insurance \$1,005

Fringe Benefits will be paid for the two full-time Counselors only: "

\$121,430 X 7.65% FICA = \$9,289.40

\$121,430 X 17.75% TRS = \$21,553.83

\$14,026 Health Insurance X 2 positions = \$28,052

\$1,005 Dental Insurance X 2 positions = \$2,011

Total Fringe Benefits Years 1-3: \$60,905.23

3. TRAVEL

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The Project Director and one additional staff member will attend the Office of Safe and Healthy Students National Conference each year of the grant. Airfare is estimated based on Orbitz.com rates. The total for attendance at the conference is at \$1,550:

Airfare: $\$250 \times 2 \text{ people} = \500

Lodging: $2 \text{ nights} \times \$150/\text{night} \times 2 \text{ people} = \600

Per Diem: $\$75/\text{day} \times 2 \text{ people} \times 3 \text{ days} = \450

The Project Director will attend a two-day technical assistance meeting in Washington, DC in year 1 of the project has been budgeted at \$550.00.

Airfare: $\$250 \text{ round trip}$

Lodging: $1 \text{ night} \times \$150/\text{night} = \150

Per Diem: $\$75/\text{day} \times 2 \text{ days} = \150

Responsive Classroom Leadership Conference - In Year 1, The Project Director and up to 2 other staff will travel to Washington DC for the October 27-28 Leadership Conference in Chicago, Illinois. We have budgeted \$3,600 for the conference.

Airfare: $\$250 \text{ round trip for 3 staff} = \750

Lodging: $2 \text{ nights} \times \$100 \text{ per night} \times 3 \text{ staff} = \600

Per Diem: $\$75/\text{day} \times 3 \text{ days} \times 3 \text{ staff} = \675

Registration: $\$525 \times 3 \text{ staff} = \$1,575$

Total Travel Year 1: \$5,700

Total Travel Years 2 and 3: \$1,550

4. EQUIPMENT

N/A

5. SUPPLIES

Family Support Program: Family support guidance materials and office supplies are calculated at \$1,500 for each year of the grant.

Responsive Classroom (RC): Textbooks for Teacher Training (see Training Stipends for training details) and **Response Classroom Resource Library** materials that contains *The Responsive Classroom Assessment*, 19 books, and 2 pamphlet sets housed in a sturdy display box for easy-access storage. These resources cover all ten of the practices at the heart of the *Responsive Classroom* approach.

Year 1	Year 2	Year 3
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RC Training (Revamp) 55 textbooks @ \$25 = \$1,375 RC Training (New) 15 textbooks @ \$25= \$375 Response Classroom Resource Library - 3 sets X \$500 each = \$1,500	RC Advanced Training 25 textbooks @ \$25 each = \$625 Response Classroom Resource Library - 3 sets X \$500 each = \$1,500	RC Advanced Training 25 textbooks @ \$25 each = \$625 Response Classroom Resource Library - 3 sets X \$500 each = \$1,500
Total: \$3,250	Total: \$2,125	Total: \$2,125

The Leader In Me: The following costs are calculated based on The Leader in Me quotes in April 2014 for supplies and classroom materials for teachers and students each year of the grant. These materials are necessary to support the Leader in Me staff trainings where teachers will be trained to use materials effectively in the classroom.

Year 1	Year 2	Year 3
Teacher/Student Classroom Materials:	Renewal of Teacher/Student Classroom Materials:	Renewal of Teacher/Student Classroom Materials:
Student Activity Guides (Grades K-5) - \$5 each X 50 guides = \$250 Teacher Edition - Guides - \$25.95 X 37 guides = \$960.15 7 Habits of Happy Kids book @ \$11.50 X 37 books = \$425.50 7 Habits of Happy Kids Poster Sets @ \$24.95 X 40 = \$998 IP & Community Web Access License - \$1,500 (quoted Price) Shipping - \$212.50 Miscellaneous materials and supplies - \$1,000	Student Activity Guides (Grades K-5) - \$5 each X 825 guides = \$4,125 IP & Community Web Access License - \$1,500 Shipping - \$150 Miscellaneous Supplies - \$1,235	Student Activity Guides (Grades K-5) - \$5 each X 825 guides = \$4,125 IP & Community Web Access License - \$1,500 Shipping - \$150 Miscellaneous Supplies - \$1,235
Total: \$5,346.15	Total: \$7,010	Total: \$7,010

Total Supplies Years 1-3: \$10,096.15

Total Supplies Years 2 and 3: \$10,635

6. CONTRACTUAL

Canandaigua School District will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Maberry Consulting and Evaluation Services: The district will contract with Maberry Consulting & Evaluation Services to conduct the project evaluation. The evaluator will conduct the evaluation activities, including providing no less than quarterly site visits and annual reports as defined by the funded. (Refer to the program narrative for specific information about evaluation methodology.) This evaluation is critical to the success of the project to ensure flexibility of program design. The cost of the evaluator is calculated at \$28,000 for year one, which is standard for this service.

- Travel, including air fare/ground transportation/lodging and per diem @ \$1,000 each X 3 trips = \$3000
- Annual IRB review by Heartland Institutional Review Board - at \$750 (Heartland Institutional Review Board – local commercial IRB established rate)
- Lead evaluator time on task calculated at \$125/hr. (assumes 122 hours annually = \$15,250)
- Research assistant calculated at \$50/hr. (assumes 100 hours annually = \$5,000)
- Support staff/data entry @ \$35/hr. (assumes 60 hours = \$2,100)
- Printing/Scantron forms for surveying (\$1000)
- Consumable supplies/data storage at \$75/mos. (assumes \$900 annually).

Family Support Program

In Year 1, we will contract with the International Center for Clinical Excellence for Scott Miller's Therapeutic and Evaluation Training @ \$3,000 and Focused-Behavioral Therapy Training @ \$4,000 for a total of \$7,000. In Years 2 and 3, we have budgeted \$2,000 each year for training.

Primary Project

- Two Child Associates (CAs) X \$20,000 = \$40,000 each year of the grant.
- Primary Project Play Therapy materials and supplies to furnish a Playroom space quoted by Primary Project at \$500 per site for a total of \$1,000 in Year 1 only
- Primary Project COMET online screening and evaluation tool - \$1,810
- Three days of training in Non-Disclosure Play Therapy - \$840
- Trainer - \$300

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- CA - \$180 day X 3 days - \$540

Primary Project Year 1: \$43,650

Primary Project Years 2 and 3: \$42,650

Responsive Classroom

In Year 1, teachers will receive of consulting time with NEFC for efficient and efficient implementation Responsive Classroom School-Wide. The cost quoted is \$2,500/day X 3 days = \$7,500

The Leader in Me

Teachers will receive training in Leader in Me each year of the grant:

Year 1	Year 2	Year 3
<p>Vision + 7 Habit Signature Training - \$18,725: Consultant Fee - \$2,600 X 3 days = \$7,800 Vision Day Participant Manual - \$20 X 100 = \$2,000 7H Signature Manuals (all staff) - \$95 X 85 = \$8,075 Shipping Manuals prior to Training - \$350 Travel and Expenses for Consultant - \$500</p> <p>Implementation Workshop - \$4,585: Consultant Fee - \$2,000 Implementation Manuals - \$20 X 100 = \$2,000 Shipping manuals prior to workshop - \$85.82 Travel and Expenses - \$500</p> <p>Lighthouse Team Training - \$3,265: Consultant Fee - \$2,600 LTT Participant Kits - \$65 X 8 = \$520 Shipping of kits - \$70 Travel and Expenses - \$75</p>	<p>Implementation Level 2 Training - Empowerment Day - \$4,975: Consultant Fee - \$2,600 Implementation Participant Manuals - \$20 X 100 = \$2,000 Shipping of Manuals - \$125 Travel and Expenses - \$200</p> <p>Lighthouse Team Training Level 2 - Achieving Schoolwide Goals - \$3,610: Consultant Fee - \$2,600 LTT level 2 kits - \$95 X 8 = \$760 Shipping of kits - \$50 Travel and Expense - \$200</p> <p>Additional coaching days: \$3,900 (maximum allotted per year for consultants to return and work with individual teachers to support classroom implementation)</p>	<p>Maximizing Results - Additional coaching days - \$4,100: Consultant fees for coaching - \$3,900 (maximum allotted per year for consultants to return and work with individual teachers to support classroom implementation)</p> <p>Travel and Expenses - \$200</p> <p>Lighthouse Team Training - \$2,800: Consultant Fee - \$2,600 Travel and Expenses - \$200</p>

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Additional coaching days: \$3,900 (maximum allotted per year for consultants to return and work with individual teachers to support classroom implementation)		
Total: \$30,475	Total: \$12,485	Total: \$6,900

Contractual Total Year 1: \$116,625
Contractual Total Year 2: \$85,135
Contractual Total Year 3: \$79,550

7. CONSTRUCTION

N/A

8. OTHER

N/A

9. TOTAL DIRECT COSTS

Total Direct Costs Year 1: \$338,896.38
Total Direct Costs Year 2: \$303,795.23
Total Direct Costs Year 3: \$298,210.23

10. INDIRECT COSTS

Indirect costs are calculated on Total Direct Costs (including the first \$25,000 of Contractual costs). The district's approved unrestricted rate is 1.8%. A copy of our indirect cost rate agreement is included in Other Attachments.

Total Indirect Costs Year 1: First \$25,000 of Contractual Costs (\$89,000) + other direct costs (\$222,271.38) = \$311,271.38 X 1.8% = \$5,602.88

Total Indirect Costs Year 2: First \$25,000 of Contractual Costs (\$64,485) + other direct costs (\$218,660.23) = \$283,145.23 X 1.8% = \$5,096.61

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Total Indirect Costs Year 2: First \$25,000 of Contractual Costs (\$58,900) + other direct costs (\$218,660.23) = \$277,560.23 X 1.8% = \$4,996.08

11. TRAINING STIPENDS

Responsive Classroom Teacher Training: We have budgeted for Teacher substitutes/and stipends for elementary teachers to attend Responsive Classroom Training each year of the grant; 55 teachers who are already trained will attend refresher training, and 15 additional teachers will be trained in Year 1. In Years 2 and 3 Teachers will receive Advanced Training. The district has one Certified Responsive Classroom Coach. This coach will deliver refresh training for 55 elementary teachers already trained, as well as new training for 15 additional elementary school teachers. To build a pool of Certified Coaches for the Elementary Schools, two teachers will be trained as coaches.

Year 1	Year 2	Year 3
RC Training (Revamp) 55 Teachers for 2 days @ \$100 (sub/pay) \$11,000	RCC Advanced Training 25 teachers for 4 days at \$100 (sub/pay) \$10,000	RCC Advanced Training 25 teachers for 4 days at \$100 (sub/pay) \$10,000
RCC Training (New) 15 Teachers for 4 days at \$100 (sub/pay) \$6,000	2 Release Day times for 70 Teachers for (coaching, training, observation, book group) X \$100/hour = \$14,000 Certification Training will be provided for a district certified trainer for 1 teacher - \$2,500	2 Release Day times for 70 Teachers for (coaching, training, observation, book group) Certification Training will be provided by a district certified trainer for 1 Candidate - \$2,500
Total: \$17,000	Total: \$26,500	Total: \$26,500

Leader In Me Teacher Training: Costs for teacher substitutes/stipends to attend Leader In Me Training:

Year 1	Year 2	Year 3
CTA based on \$130/day X 2 days (\$260) X 59 teachers = \$15,340 TAs based on \$18/hr X 6 hours X 6 TAs X 2 days = \$1,296 Aides based on \$18/hr X 6 hours X 22 Aides X 2 days =	CTA based on \$130/day X 8 teachers = \$1,040 (1 day)	

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\$4,722		
Total: \$21,358	Total: \$1,040	Total: \$0

TCI

Year 1	Year 2	Year 3
TCI Training - Four 6-hour trainings for 12 participants X \$130/day X 4 days = \$6,240 TCI Co-Trainer Training - 2 Co-Trainers X \$36/hour X 28 hours of training = \$2,016 TCI Recertification Training - 20 participants X \$130/day X 2 days = \$5,200	TCI Training - Four 6-hour trainings for 12 participants X \$130/day X 4 days = \$6,240 TCI Co-Trainer Training - 2 Co-Trainers X \$36/hour X 28 hours of training = \$2,016 TCI Recertification Training - 20 participants X \$130/day X 2 days = \$5,200 One TCI Trainer Tuition - \$1,750 Three Recertification Trainings - 1 day X \$130/day X 20 participants = \$2,600	TCI Training - Four 6-hour trainings for 12 participants X \$130/day X 4 days = \$6,240 TCI Co-Trainer Training - 2 Co-Trainers X \$36/hour X 28 hours of training = \$2,016 TCI Recertification Training - 20 participants X \$130/day X 2 days = \$5,200
Total: \$13,456	Total: \$17,806	Total: \$13,456

Training Stipends Year 1: \$51,814
Training Stipends Year 2: \$45,346
Training Stipends Year 3: \$39,956

12. TOTAL COSTS

Total Costs Year 1: \$396,313.26
Total Costs Year 2: \$354,237.84
Total Costs Year 3: \$343,162.31

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

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

Name of Institution/Organization

Canandaigua City School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	145,570.00	145,570.00	145,570.00			436,710.00
2. Fringe Benefits	60,905.23	60,905.23	60,905.23			182,715.69
3. Travel	5,700.00	1,550.00	1,550.00			8,800.00
4. Equipment						
5. Supplies	10,096.00	10,635.00	10,635.00			31,366.00
6. Contractual	116,625.00	85,135.00	79,550.00			281,310.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	338,896.23	303,795.23	298,210.23			940,901.69
10. Indirect Costs*	5,602.88	5,096.61	4,996.08			15,695.57
11. Training Stipends	51,814.00	45,346.00	39,956.00			137,116.00
12. Total Costs (lines 9-11)	396,313.11	354,237.84	343,162.31			1,093,713.26

***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: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 1.80 %.

(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 1.80 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lynne		Erdle	

Address:

Street1:	143 N. Pearl Street
Street2:	
City:	Canandaigua
County:	Ontario
State:	NY: New York
Zip Code:	14424
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(585) 396-3710	

Email Address:

ErdleL@canandaiguaschools.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) #:

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No Provide Assurance #, if available:

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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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